

A STUDY ON CAREER PLANNING FOR TRAINERS OF SELECTED TRAINING INSTITUTES

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EXECUTIVE SUMMARY

This study is a descriptive type of research. The two *objectives* of this study are- to examine the career structure of trainers and to suggest means to strengthen and develop training officers of the selected training institutes. With these objectives BPATC, BARD and APD have been studied. To reach these objectives, the study has attempted to focus on trainers, specially on permanent trainers.

The government of Bangladesh established 354 training institutes through out the country. According to National Training Policy eleven training institutes have been selected to develop them as apex training institutes. For convenience of the study, Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD) and Academy for Planning and Development (APD) these three have been selected purposively.

All Class-I officers of the selected institutes have been considered respondents of this study. Initially, census survey was the target. Due to vacant posts, non-availability of and non-response from the respondents, out of 178 Class-I officers 85 participated in this survey. Primary data for the study has been collected through administering a pre-tested questionnaire. Observation method has also been followed. Secondary data, required for the study, have been collected from books, research reports, journals etc.

Findings

BPATC and APD are staffed with a significant number of deputed trainers/officers. On the other side, permanent trainers/officers man BARD. Majority of the trainers are comparatively young having 15 years of service and a significant numbers have 16-35 years of service.

Most of the trainers have Master (level) degrees where social science background is dominant. Trainers having Ph.D. are only 4 in number. In the case of BARD both social science and agriculture dominate the academic background. At BPATC a significant deviation from the Service Rules is evident.

Working environment is the most significant factor for selecting the job. The Other factors that trainers have considered are opportunities of foreign training/higher education, relevance of academic background with job, reputation of the institution and status, interest in training and order of the authority. Nature of the work of the trainers/officers usually is training and research. At BPATC a significant number of officers are involved only in administrative work.

According to the trainers/officers, all the considered training institutes have a specific goal though a significant number of trainers/officers have no clear idea about national goal. Relevance of institutional goal(s) with national goal is moderate. TNA is not a regular activity in the selected training institutes.

Permanent trainers are lack field experience. In this regard, field attachment and field-oriented research have been suggested. Most of the trainers have job description (JD) and it's relevance with present work is highly satisfactory at APD but it is moderate both at BPATC and BARD. Matching work with academic background is moderate both at BPATC and BARD but at APD it is not satisfactory.

It is viewed by a significant number of trainers that training institutes do not have any specific policy for nominating for foreign training or higher studies programmes. Though majority of trainers believe that their respective institutes have a policy in this regard but significant number of them opined that the policy is not always followed.

Overall one-third of the trainers have no foreign training. Non-allocation of required number of FT opportunities and lack of initiatives for securing FT opportunities by the respective institutes are the main cause of this situation. Though majority of the trainers have received foreign training but the relevance of their training with their present assignment is found moderate.

Majority of the trainers have received required in-country training while a significant number of them have not yet received required in-country training. Relevance of in-country training with present work is moderate. The level of skill of the trainers/officers is moderate. Institutional initiatives for increasing their skills are not satisfactory.

Promotion is due for the majority of the permanent trainers who have 6-10 years of service to their credit. A large number of trainers having 11-15 years of service got only one promotion and their next promotion has become overdue. Among the deputed trainers/officers having 6-10 years of service, about half of them got one promotion and the rest are not yet eligible for promotion. All the deputed trainers/officers having 11-15 years of service have received one promotion.

Delayed promotion is a dominant picture in the case of both permanent and deputed trainers. Absence of vacant posts and administrative intricacy are the two most important causes behind delayed promotion and non-promotion situation. Regarding the criteria for promotion in the training institutes- length of service as trainer, required number of publications and research, and necessary training were considered.

Permanent trainers are dissatisfied with their present jobs. The two most important causes of dissatisfaction are personal relations over merit and qualification, and delay in promotion. As such the expectation that the permanent trainers/officers had when they joined the training institutes has not been fulfilled. Nevertheless, though with a few exceptions, permanent trainers who are not satisfied with their present jobs a few of them would like to change their jobs, which is a significant, interesting and conflicting finding.

None of the training institutes have any career plan. It is viewed that though there is no proper career plan in the cadre service but most of the faculties opined that a career plan should be implemented in the training institutes.

The six necessary measures for career development of trainers are: ensuring promotion in time, increasing the foreign training opportunities for training institutes, creating facilities for upgradation of post like universities, keeping the work relevant with JD, giving financial incentives to all trainers irrespective of nature of recruitment and more importance to training activities than administration, and creating a training cadre.

According to the Service Rules, required number of research and publications and service length are pre-requisites for promotion only at BARD. But both at BPATC and APD, service length is the main criteria for promotion.

Service Rules documented that any employee, for his/her "Excellent" or " Outstanding" performance, may be given not more than two special increment. However, the term "Excellent" or "Outstanding" is not defined in any of the three service rules. There is no provision for lien facilities in the Service Rules for permanent officers.

Both in BARD and APD, the probation period is of 6 months duration. Where as in BPATC it is 2 years.

The study found a very significant rate of turn over prevalent among the permanent officers of BPATC. Moreover, a feeling of job insecurity among the permanent officers has been found in BPATC due to the Clause 50 (2) of Service Rule of BPATC. There is no such clause in the service rules of BARD and APD.

It would not be unjustified to say that absence of effective measures for career planning of trainers results in 'rustout' syndrome among the public sector training institutes in both personal and organisational term.

This study has not covered all the issues of career planning for trainers. Preparing a sound career plan is very complex, gigantic and difficult task. More research could be taken on the issues of career planning of trainers that were not covered under the scope of this study. However, concerned authorities may consider the recommendations made by this study. ✓

Recommendations and Strategies for Implementation

Higher Studies and Foreign Training

The authority must provide the officers engaged in training job with necessary training and opportunities for higher studies for professionalism. To make the trainers professional, foreign training is an important ingredient. All training institutes should have a proper policy for foreign training and the policy should be strictly followed. Age bar and educational qualification for foreign training should be relaxed in case of trainers.

Strategies for Implementation:

- a) Identify the training need of each and every officer relevant with his/her job.
- b) Authorities of the training institutes can sit together with Ministry of Establishment and other related organisations for securing foreign training and higher studies opportunities.
- c) Authorities can also explore the other sources of relevant foreign training opportunities.
- d) Authorities of the training institutes could establish a close relationship with the training institutes of foreign countries.
- e) Respective training institutes could provide foreign training (at least short term) by using their own fund. In this regard, Government should allocate necessary funds to training institutes.

Research and Publications

Research and publication activities should be given more importance. In this regard adequate financial support should be given.

Strategies for Implementation:

- a) Authorities can make it mandatory for officers to do at least one independent research and/or publication in a year.
- b) Research wing of the respective training institutes should identify the field of research relevant with the objective(s) of the institute.
- c) Trainers should be given adequate financial support for doing research.
- d) Close monitoring and evaluation will be needed to maintain the quality of research and publication.

Five Year Plan for Professional Development

Training institutes should prepare a five year plan with relevance to job descriptions for professional development of the permanent trainers and this plan must be implemented. In this regard immediate after recruitment, training needs of the new trainers must be assessed.

Strategies for Implementation:

- a) The first task is preparation of job description for each and every trainer relevant with the objectives of the respective training institutes.
- b) Second task is need assessment of the trainers.
- c) Third task is preparation of detailed plan for training of trainers.
- d) Fourth task is to provide necessary training to the trainers required for performing specific jobs.
- e) Fifth task is implementation of the prepared plan.

Staffing of Training Institutes

Training institutes should be staffed by the qualified trainers. If the institute needs trainers on deputation, the Service Rules of the respective institute should also be applied to the deputationists.

Strategies for Implementation:

- (a) Firstly, authorities can recruit the persons having requisite qualification against vacant posts.
- (b) Respective Service Rules should be followed while accepting the officers on deputation.
- (c) Service Rules can be modified to meet the changing need of the respective training institutes whenever necessary.
- (d) Authorities should ensure that placement at the training institute meet their organisational needs and not the personal interests of the officer posted.
- (e) While posting in the training institute, qualification of the concerned trainer could be examined to match it with the Service Rules of the respective training institute.

Field Experience of Permanent Trainers

The permanent trainers should be attached to field organisations from time to time and they should be engaged in field oriented research activities for acquiring field experience. In this regard, authorities may prepare a plan for their permanent trainers.

Strategies for Implementation:

- (a) The first task is identification of the nature of experience needed.
- (b) Second task is the selection of relevant organisations for attachment.
- (c) Thirdly, preparation of calendar for attachment programme.
- (d) Fourthly, implementation of the calendar.

Training Need Assessment (TNA)

It is unfortunate that the training institutes prepare their respective training calendar without any prior training need assessment (TNA) of the incumbents. TNA must be a regular activity of training institutes while preparing training calendars.

Strategies for Implementation:

- (a) Firstly, equip the trainers with techniques and methods of TNA.
- (b) Secondly, assess TNA of trainees of the core courses (e.g. FTC, ACAD and SSC at BPATC) every two years.
- (c) Thirdly, establish a close contact with trainees and their supervisors.
- (d) Fourthly, get regular feedback from the trainees and their supervisors.
- (e) Fifthly, prepare or modify the course curriculum according to the need of the trainers and make it attainable by the trainers.

Criteria for Promotion

To attract merit and talent and to retain them in the training institutes, trainers should be promoted in time. In this regard, required number of research and publications should be considered as one of the criteria for promotion in all training institutes particularly at BPATC. This will help to minimize the turnover of the members of the permanent faculty.

Strategies for Implementation:

- (a) For Assistant Director (or equivalent), at least 4 research and 4 publications along with five years of service can be the criteria for promotion to the next position specially at BPATC.
- (b) For Deputy Director (or equivalent), at least 7 research and 7 publications along with ten years of service can be the criteria for promotion to next position specially at BPATC.
- (c) For Director (or equivalent), at least 12 research and 12 publications along with fifteen years of service can be the criteria for promotion to next position specially at BPATC.
- (d) Quality of the research and publications can also be impartially assessed by the qualified researchers.
- (e) Attainment of certain standards in instructional performance can also be considered as a criteria along with other criteria mentioned above.

Incentives and Recognition

Incentives are motivational factors. Irrespective of nature of recruitment, all trainers should be given financial incentives. Trainers should be recognized for their performance. In this regard, every training institute may award "**best trainer**" award along with at least one month's basic pay.

Strategies for Implementation:

- (a) Firstly, rank the trainers on the basis of their performance in job, number of research and publications.
- (b) Secondly, select the top three and give them at least one month's basic pay.
- (c) Thirdly, award the 'Best Trainer' award to top ranked trainer.
- (d) Consider his performance as "Excellent" or " Outstanding" and give him/her two special increments which shall be documented in the Service rules.

Career Plan

Training is indispensable for human development and trainers are at the focal point. To make training effective, trainers must be professionally sound. For this, training institutes must have a proper career plan for trainers and this plan must be implemented.

Strategies for Implementation:

- (a) Firstly, authorities of every training institute can prepare a career plan for officers which certainly includes training, promotion, recognition, incentives, reward and punishment.
- (b) Secondly, authorities can make the plan known to trainers while recruit them.
- (c) Thirdly, authorities can implement the plan.

Lien Facilities

Lien facilities should be provided to permanent trainers. This would open a window for horizontal mobility of trainers and it may be helpful for professional development.

Strategies for Implementation:

- (a) Authorities can follow the existing government rules regarding lien.

Confirmation in the Service

Regarding confirmation in the service, it must be ensured that probationers are given necessary training within the stipulated period of probation.

Strategies for Implementation:

- (a) Firstly, assess the need of required training for each and every probationer.
- (b) Secondly, provide them with necessary training required for performing specific jobs.
- (c) Thirdly, confirm them in the service within the stipulated period.

Post Upgradation

Facilities for post upgradation as in practice in the universities should be created in training institutes.

Strategies for Implementation:

- (a) Firstly, authorities of the respective training institute could introduce post upgradation system like universities of the countries.
- (b) Secondly, give opportunity to trainers for upgrading their position once in their service tenure.
- (c) Unless the trainer is promoted to the next position the post will remain vacant.

Scrapping Clause 50 (2) of the Service Rules of BPATC

Lastly, there is a feeling of insecurity of job among trainers specially at BPATC. This is especially due to the Clause 50 (2) of Service Rules of BPATC, where it is mentioned that any employee may be dismissed at any time without showing any reason. This clause should be dropped from the Service Rules of BPATC to create a better working environment where the employees of the training institute can attain their full potential.

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✓ CHAPTER I

Introduction

Don't rely on your boss or organization to define your career path or options, or even to understand what you do. Years ago, especially in large companies, mentoring employees was a standard part of a supervisor's job description. Today things are quite different. Organizations of all sizes and in all industries are dealing with change as they've never had to before, and managers spend most of their time managing bottom line business objectives. They frequently have little time to worry about helping subordinates develop in their own careers. And in many cases, supervisors aren't comfortable with their ability to mentor others. You might have a terrific supervisor who is interested in helping you advance. But it isn't absolutely necessary to your job and career success (Koonce, 1995:18).

Career planning involve all aspects of national activities by men and women in the workforce, whether it is agriculture, commerce, industry, administration or any other professions (Rashid, 1986:7). Career planning needs effective and regular communication between the employer and the employed. The employee must know his objectives and at the measures taken and the inputs given to him to enable him to do the work (Huq, 1986:1). Employees' belongingness to an organization and their motivation to work largely depend on sound career planning by the employer (Rahman, 1986:20). Realistic career planning forces employees to be proactive and to anticipate problems and opportunities (Stone, 1995:249).

The central objective of career planning should be to produce skilled personnel at all levels, be he a typist, stenographer, clerk, section officer, an executive or an administrator, irrespective of position each working in his own sphere of activity, and professional in knowledge, approach and execution (Rashid, 1986:12). Proper career planning in the public service is crucial as persons who enter the public service view it as a career and particularly in countries where there are relatively few commensurate job opportunities in the private sector (Rahman and Col, 1992:13).

Career planning involves recruitment by an impartial body, selection of the right type of people to the organization, development of potentials of employees inside the organization, regular and objective evaluation of work, and a just system of incentives and disincentives (Islam, 1986:40). For smooth and harmonious functioning of any organization, suitable working environment is very much essential. A fair and equitable salary structure is necessary to attract the best talents and retain them. Moreover, harmony, good human relation, motivation and pride in the service or profession are essential in drawing the best out of a person (Islam, 1986:41).

Career planning means watching the progress of an officer through the various phases of his career impartially and sympathetically and giving him the responsibility and advancement that he actually deserves. This will go a long way in toning up the administration by improving the quality of administrators. For such planning, an organization also needs an impartial and efficient administration at its highest level (Islam, 1986:41).

Career refers the progression of an individual in a field of work throughout his employable age. Career planning implies the planning of one's career within the organization and drawing a career goal accompanied with learning implications. It is a critical path analysis in respect of each individual officer/employee commencing from his recruitment to the end of his career. The educational background and experience, performance of training and day-to-day activities will guide the officers along the critical path and shape their career pattern as per lengths and levels of service in their respective recruitment Rules and Career Development Models. The main job of career planning is to find out the career propensities of an officer and to decide the career pattern with in the framework of the respective Recruitment Rules and Career Development Model (Hyder, 1986:65).

Training is recognised as an investment and a means to develop human resources in increasing efficiency and productivity of any organisation. In carrying out training responsibilities, trainers should always keep themselves abreast of the latest concepts of training (GOB, 1986:20). Trainers must be highly professional, and conversant with the general principles of planning functions in the field of training. Commensurate with their

professional standing and qualifications, it is also necessary that due promotional and other incentive measures should be provided to the trainers to retain them in their professional field (Begum et al., 1998:19). The professional trainer tends to be directed towards improving his skills as an instructor, his skills in the use of training technology, his knowledge of the latest training theory or training techniques (Wright and Salinger, 1973:17). Training addresses itself not only to the job and staff needs, it has also a role to play in the career development of civil service workforce. It is therefore, intimately associated with training (Hyder, 1986:64).

Role of a trainer in any organisation is important for human resources development (HRD). As conducting training programmes is a regular function of a trainer, he (trainer) must be able to identify needs solvable by training, to design appropriate training and to present it in such a way that the process of learning is maximized (Craig, 1976:3-2). Training has not produced the desired impact without institutional initiatives towards career development of the trainers. Frequently the impact of the trainer is underestimated. Inefficiently designed training can be very costly, particularly when many trainees are going through a given programme (Craig, 1976:3-5)

There are some significant studies on public administration, training and career planning where the issues of trainers were not discussed with due importance (GOB, 1983; GOB, 1984; GOB, 1986; GOB, 1991; BPATC, 1985; BPATC, 1986; BPATC, 1987; Rahman and Col, 1992; UNDP, 1993; The World Bank, 1996; Begum, et al., 1998). Although some recommendations in favor of trainers were documented both in the government publications and individual research studies, these are still being kept in the archives. It is viewed that the issues of trainers have long been undermined by the policy-makers and by the concerned authorities. For the effective and efficient training management, priority should be given on trainer's issues. And this study is an attempt to focus on this problem.

The report of the study has been presented in six different chapters. These are introduction (Chapter-I), conceptual overview of career planing (Chapter-II), career planning for trainers (Chapter-III), research methodology (Chapter-IV), data analysis (Chapter-V), and findings, conclusion and recommendations (Chapter-VI).

Chapter II

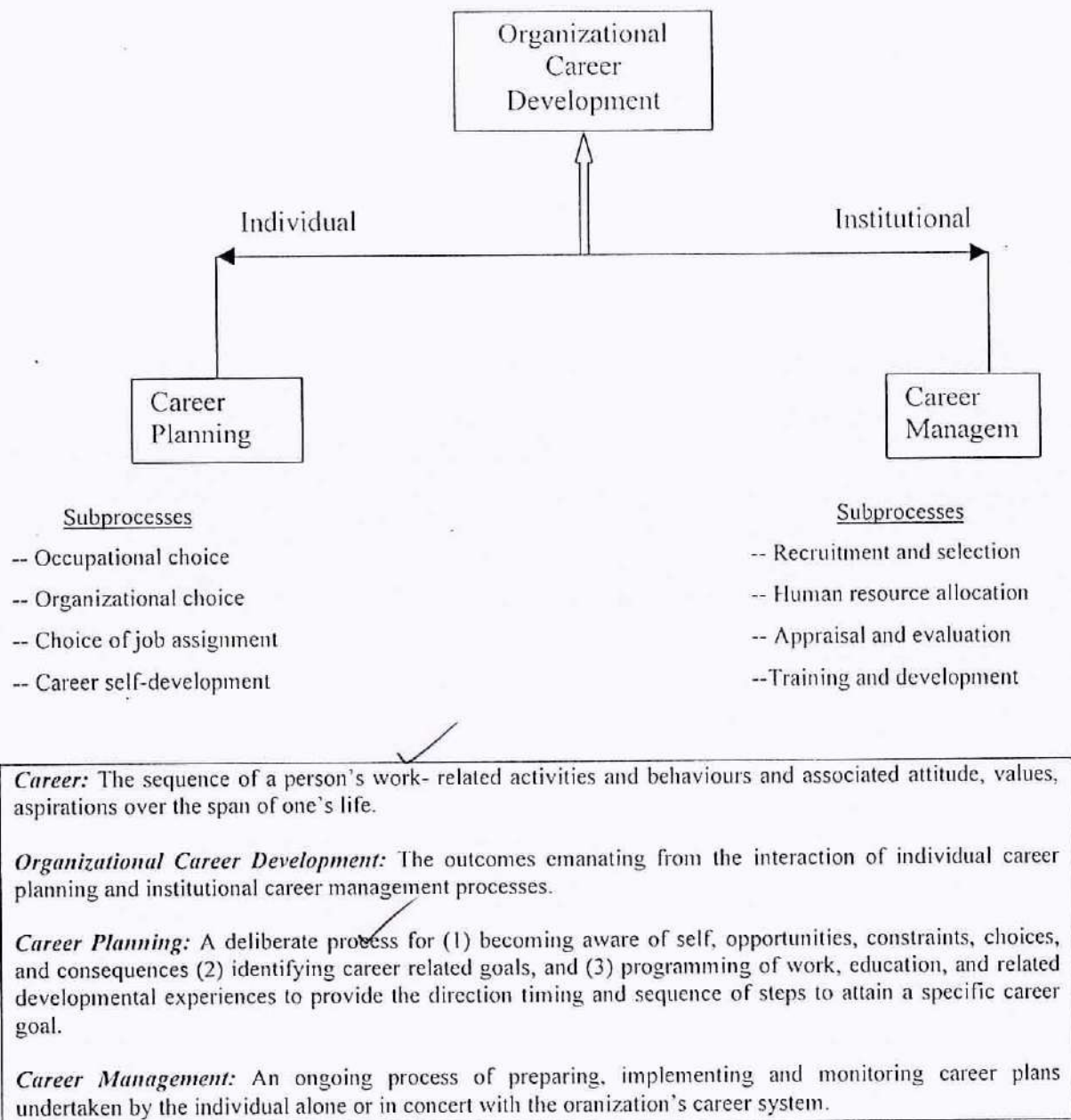
Conceptual Overview of Career Planning

As trainers, we spend much of our time helping others grow and develop in their careers. In fact, we may have chosen our profession in part because of the opportunity to help them do so. We conceive, develop, and deliver training programs, including courses that focus on career planning, professional credentials, and management development. Yet, we may very well suffer from the syndrome of the cobbler's kids who have no shoes. We may neglect our own career planning and professional development because we're so busy helping everybody else with theirs (Koonce, 1995:18).

The word *career* means progress or advancement in one's profession or occupation; and *plans* means a scheme for accomplishment of a purpose (The Chambers Dictionary, 1993:257,1304). The career is the individually perceived sequence of attitudes and behaviour associated with work-related experiences and activities over the span of a person's work life. In this context, a career involves (1) Work experiences, not other facts of a person's life; (2) a long period of time, the person's entire work life; (3) both attitude and behaviour; (4) the person's own perceptions of career processes, rather than an external observer's description (Bowen and Hall, 1978:283).

Career Planning refers to the forward-looking organisational employment policies and programmes that are usually applicable only to high talent or critical manpower categories. The basic purpose of career planning is to unite organisational human resource planning with individual needs, capabilities, and aspirations. Career planning as a human resource forecasting technique must be done both on an individual basis and on a collective basis. Human resource planning is the process of determining personnel requirements and the means for meeting those requirements in order to carry out the integrated plans of an organisation. Human resource planning activities are important in individual, organisational, and social arenas in order to bring about the optimal utilisation of human resources (Sikula, 1976: 161,175). Within an organisational context career development refers to the outcomes created by the integration of individual career-planning activities with institutional career management process (See Figure-1). These outcomes described in individual terms, such as better self-understanding and the identification of desired goals,

Figure-1: A Working Model of Organisational Career Development



[Source: W. D. Storey (ed.) (1979) A guide for Career Development Inquiry: State-of-the-Art Report on Career Development. ASTD Research Series Paper No. 2. Madison, Wis.:American Society for Training and Development. Used by Thomas G. Gutteridge (1986:54) "Organizational Career Development System: The State of the Practice" in Douglas T. Hall *Career Development in Organizations*. San Francisco: Jossey-Bass.

as well as in terms of organisational results, such as reduced turnover of valued employees and better communication of career opportunities to employees (Gutteridge, 1986:53-54).

Importance of Career Planning

Career is important because it significantly affects an employee's job behaviour. A job may provide the features many management analysts prescribe- motivation, specific performance expectations, a well designed organisation structure, a clear reward system, good communication, good supervision etc. If the employee sees no career growth opportunities, positive attitude and performance will eventually decline among those employees most inclined to seek greater opportunities for responsibility and contribution to accomplishment of the organisation's objectives (Hall, 1976:4).

The origin of the need for career planning is two-dimensional. Organisations are under pressure to maximise the utilisation of their human resources to ensure profitability, yet they are under counter pressure from changing social values to meet the demands of individuals for satisfying employment experiences. Increasingly, individuals are restive about how organisations impose upon what is considered personal space. Organisations often use results from these processes to decide how to utilise the individual as means for achieving organisational objects. Resulting decisions are usually one sided in favour of the organisations needs. Individuals are used as means for attaining the organisation end, a result of the fact that at decision points where individual and organisational needs conflict in any significant degree; organisational pressure can overwhelm the individual. Effective career planning can programmes can mediate this traditional conflict to the advantage of both individual and organisation (McMahon and Yeager, 1976: 11-10).

Organisations pay a price for poor career growth opportunities in two important ways: a) high turnover among recently hired employees and, b) declining employee involvement. The cost of turnover is enormous, considering recruitment expenses, travel, testing, lost output before replacement, reduced performance during orientation of new employees etc. In a declining economy and job market, some people may remain on the job in the face of poor growth opportunities, but they will adapt by "turning off" (becoming less involved in their work), with a corresponding drop in the quality of their work performance (Bowen and Hall, 1978: 283).

Objective of Career Planning (CP)

The objective of CP is simply the mutual I-O (individual-organization) establishment of a course of action that seems reasonable in terms of what is known about the individual and the environment of the organization. There are five important criteria in developing CP programmes which are discussed below (McMahon and Yeager, 1976: 11-11-12):

Dialogue: Dialogue represents the relationship between the individual and the organisation. It might be between the individual and his or her immediate manager, the manager's manager, other interested parties, or a third parties who can facilitate and help increase the objectivity and validity of the decision.

Guidance: Guidance from management is the provision of information about the career milieu in which the individual must function. An individual can plan intelligently with knowledge about options, opportunities, and goals available. The information can be provided by means of seminars, or third party counselling or it can be given informally if no systematic programme is developed.

The individual involvement in the process: To ensure a high degree of involvement, means must be established to allow individuals to input their career objectives, time tables, values, and other personally meaningful issues. It is to be solicited in order to optimise the relationship between what the individuals want and what is possible. It may be necessary to structure a sequence of events in order to obtain clear statements from individuals of what they, in fact, want. Individual desires are often poorly defined and are sometimes in conflict with the organisation's goals. Special career planning workshops can be developed that will help identify and resolve these problem.

Feed back to the individual: Feedback to the individual is important in that it provides the basis for calibrating his or her behaviour or for initiating appropriate changes in terms of what is learned. It may take the form of one to one discussions with superiors, or offers that emerges from developmental experiences which point out areas requiring change.

The mechanism: The mechanism of CP must be interface with one another as subsystems. The potentially useful devices are rather numerous, because they are the means by which the above four items are brought in to play.

Career Planning Benefits

Werther and Davis (1993:383) pointing a number of benefits which an institutional head can get for his/her organisation by supporting career planning (Quoted in Stone, 1995:252). And they are:

- ⇒ Aligns strategy and internal staffing requirements. By assisting employees with career planning, the department can better prepare them for anticipated job openings identified in the human resource plan. The result can be a better mix of talents needed to implement company strategies.
- ⇒ Develops promotable employees. Career planning helps to develop internal supplies of promotable talent to meet openings due to retirement, resignation, or growth.
- ⇒ Facilitates international placement. Global organisations use career planning to help identify appropriate assignments and prepare employees for placement across international borders.
- ⇒ Helps to adhere with workforce diversity. By providing career planning assistance, workers with diverse backgrounds can learn about the organisation's expectations for self-growth and development and become better integrated into the mainstream of the company.
- ⇒ Lowers turnover. The increased attention and concern for individual careers generate more organisational loyalty and, therefore, lower employee turnover.
- ⇒ Taps employee potential. Career planning encourages employees to tap more of their potential abilities because they have specific career goals. Not only does this prepare employees for future openings; it can lead to better performance among incumbents in their present jobs.

- ⇒ Accelerates personal growth. Career plans and goals motivate employees to grow and develop.
- ⇒ Reduces hoarding. Without career planning, it is easier to managers to hoard key subordinates. Career planning causes employees, managers, and human resource department to become aware of employee qualifications.
- ⇒ Satisfies employee needs. With less hoarding and improved growth opportunities for employees, an individual's esteem needs, such as recognition and accomplishment, is more readily satisfied.
- ⇒ Facilitates affirmative action plans. Career planning can help members of protected groups prepare for more important jobs. This presentation can contribute to meeting affirmative action timetables.

Chapter III

Career Planning for Trainers: Bangladesh Perspective

A subtle killer stalks workplaces. It creeps up on its victims and overtakes them, exhausting their energy and crippling their spirit. This insidious force is more prevalent than heart disease, cancer, or alcoholism. Yet, few people even know its name. We call it rustout. Rustout is the slow death that follows when we stop making the choices that keep life alive. Rustout means we are no longer growing; at best, we are simply maintaining.People who are experiencing rustout feel afraid to act. They're unwilling or unable to do the very things that would make them feel alive. They end up sitting on the sidelines, while the dance of life goes on without them.From the organization's perspective, rustout means less productivity and less ability to respond to emerging challenges. From a personal perspective, rustout means that employees feel passive and unwilling to grow and change (Leider and Buchholz, 1995:7-8).

According to the Fourth Five Year Plan, career management and opportunities have to be coherently planned. Promotion, incentives, posting etc. have to be based on types of training and objective evaluation of performance on jobs. Research is to be carried out on different administrative problems. This may be largely taken up by the training institutes. This is expected to be a part of normal functions of the training institutes and carried out by the faculty members as part of their normal duties. Such research or studies would help provide inputs for training and improve the quality and effectiveness of training (GOB, 1990:XVII-4).

Career planning, as a tool for public service development, was virtually ignored in Bangladesh during the initial years following the independence of the country (Huda, 1986:142). The situation still exists and is even more prevalent in the case of trainers who are the catalyst of human resource development. It is viewed (Abedin, 1986: 148) that *in our country, if we have not done enough for career planning, it is not because we consider it not important but because we do not know how to do it well enough*. The training sector in Bangladesh suffers from a serious shortage of qualified trainers in the training institutes. The available trainers lack proper supervision and grooming by their superiors in the

institutes. Absence of reward and punishment for performance, good trainer material is not forthcoming (GOB, 1984:1).

It has been observed from a recent study on 40 public sector training institutes (Alam and et al., 1996) that none of these training institutes has any career plan for their trainers. Professionalism is also more or less absent among these institutes. Trainers are not properly trained and equipped with latest training technology. As a method of training, lecture is still prevalent. Though it is suggested to carry out training needs assessment on a regular and systematic basis, in order to develop appropriate training and other measures to enhance technical and managerial skills among the civil servants (UNDP, 1993:110) but TNA (Training Need Assessment), as a regular activity, is absent in these training institutes. Faculty activity on research and publication is very insignificant. In some cases trainers who are posted on deputation, are not devoted to and serious on their training functions. Some of them feel that posting in the training institutes is a punishment (Alam and et al., 1996:216). The study also suggests that more funds should be invested on foreign training, researches and publications for the capacity building of these training institutes.

Although training has long been recognized as an essential input to develop human resources aimed at increasing efficiency and productivity of any organization, but unfortunately, there is always a tendency to disparage the importance the career plan for trainers. There is also a damaging trend experienced by one of the front-liner training institutes that persons recruited only for staff training (class- iii & iv) and/or as class- iii employee are getting promotion and/or considered for promotion against the post of training officers. These posts need higher academic background and training. This trend certainly demoralises the qualified trainers and damages the training environment of the institutes. Officers having brilliant academic records and with years of experience in a training institution suffer from frustration for being deprived of promotion in due time. (Rahman, 1997: 63-64).

From a survey conducted by Establishment Division in 1982, Rahman (1986) counted 100 major training institutes with faculty strength of roughly over 1700. He also viewed a unhealthy sign for the training institutes where even after twenty years of satisfactory service an officer did not got any promotion or got only one promotion. It was also evident that another who joined the former Civil Service of Pakistan in 1967, got four promotions by the year 1983 while one who joined as non-cadre trainer in 1964 got only two promotions by the year 1982 (Rahman, 1986:30). It is not the case with the trainers who belong to the cadre service.

The status of any training institute mostly depends on the professionalism of trainers. It is the institutional responsibility to make the trainers professional through necessary training. BPATC, as one of the leading training institutes in the country, could not utilise the Development Management Training (DMT) Component for its faculty development. According to USAID (quoted in Rahman, 1997:65) BPATC suffered from inherent structural and institutional problems which are reflected in lack of professionalism in faculty members, improper placement of personnel in positions incompatible to the professional career and academic records (Rahman, 1997:65).

Reward system plays a significant role to attract and to retain talented trainers. Incentive packages include training allowance, good posting (in the case of trainers on deputation) and free accommodation. Though the Government (GOB, 1984:6; 1986:20) suggests incentive package but it is still to be implemented. At BPATC, only trainers posted on deputation are given 15 percent of their basic pay per month (not exceeding Tk. 1,000/-) as training allowance. A frustration seems to prevail among the permanent trainers who are denied this training allowance after repeated urges.

The trainers directly recruited at BPATC, possess considerable knowledge and skills, but they lack field experience, whereas some of the deputed trainers who come with field experience have not considered training as a career (Anisuzzaman, 1996:65). As such, horizontal movement in different ministries or agencies for field level experiences for the permanent faculty members could be arranged. Moreover, field experience could be

gathered through regular research activities on field problems (Rahman, 1997: 66). Unfortunately, none of the training institutes initiates this step for professional development.

Human development is one of the main objectives of the national policy of Bangladesh. Social mobilization and empowerment of the people through poverty alleviation is essential for sustainable human development. In this regard a number of projects have already been started under the supervision of different ministries (Annexure-2). A task force (Support for Monitoring Sustainable Human Development (SHD) in Bangladesh) has also been engaged in evaluation of these projects. Officers of public services have to play key role for human development of the country. They have to understand the process and activities of HD that should be included in the training curriculum of the public sector training institutes. So that the trainers should properly equipped with the knowledge, techniques and experiences in this field.

Recognition or rewards act as an important motivation factor. Talents and skills must not only be cultivated but also recognized and rewarded for excellence. Trainers must be given best compensation, best fringe benefits, and the best atmosphere if we demand best work from them (Anisuzzaman, 1996:70-71).

Review of Recommendations Documented in other Studies

A number of studies have been taken on career planning in Bangladesh where some important recommendations were documented. These recommendations are yet to be considered. Major recommendations of few important studies are mentioned below:

A) Career Planning in Bangladesh (BPATC, 1985: 149):

- a) A comprehensive system of career planning should be introduced for administrative efficiency as well as for optimum utilization of the human resources in Bangladesh. Career planning should start in the educational institutes. With this end in view, guidance and counselling services should be introduced and strengthened in all colleges and universities.

- b) In the government services, professional training should be made a precondition for promotion.
- c) Career development and planning strategies for a dynamic, responsive and dedicated civil service is not likely to succeed unless the pay structure is based on the principle of broad comparability.
- d) Career development should be planned in such manner that government employees of all classes, groups, and cadres have equitable opportunities for promotion and advancement. With this end in view, the career opportunities for all classes government employees should be re-examined.
- e) All ministries, agencies, and public statutory authorities should prepare model career development plan as per the decisions of the National Training Council and these should be reviewed and approved by the NTC.
- f) A separate branch for personnel management should be set up in all ministries, agencies and autonomous bodies. Staff should operate this branch with adequate training in personnel management.
- g) Job rotation should be appropriately planned so that, an officer can acquire well round experience. However frequent transfers and postings should be discouraged.
- h) Career planning should not be based on the exigencies of the government only: career planning should take into account the wishes and aspirations of the employees
- i) The service structure should be redesigned to ensure efficiencies and job satisfaction of the incumbents.
- j) A detail plan need to be chalked out for the career planning of class- III employees.
- k) Research and training organization should be authorized for sending candidates abroad for training programme of less than 3-month duration.
- l) Annual confidential report should give more weight to output of an employee rather than to other minor traits.

B) National Training Policy of Bangladesh (GOB, 1986: 20):

- a) Adequate incentives must be given to attract talented instructors. The foremost incentive for any careerist is to link successful instructional service to career project.

- b) All instructors will be entitled to free accommodation. They will pay for the electricity, gas and water charges.
 - c) The trainers are required to be highly professional and it is up to them to keep themselves abreast with the latest development of their professional skills. As a measure of recognition of professionalism of the trainers, they are usually required to publish at least two original works in some internationally reputed professional journals. The trainers of Bangladesh should be no exception to this. The professionalism will be judged, amongst other criteria, on the basis of quality of such publications. Amongst other criteria, it is important that at the end of the course the participants do an evaluation of the trainer. Finally, overall the head of the respective institution should do annual assessment.
 - d) Non-publication for two years and poor and unsatisfactory performance evaluation by the participants for two successive courses will render a trainer to be posted out of instructional job.
 - e) Only officers with requisite academic qualifications having instructional ability will be posted on deputation to the training institutes by the respective controlling Ministry/Division. Trainers should generally be selected from amongst the best trainees.
 - f) The only effective incentive for taking training seriously as an indispensable factor in career building, the training requirements at all levels of an employee, have to be clearly reflected in their respective recruitment rules.
- C) **Post-entry Training in Bangladesh Civil Service: The Challenge and Response** (BPATC, 1986: ix)
- (a) Non-cadre class- I officers should be imparted foundation training and if possible, for a longer period than the present duration of 4 months given to BCS cadres.
 - (b) All non-cadres class I Government officers should be encadred according to their professional expertise.
 - (c) In order to develop professionalism in training, services in the training institutes should be made attractive by providing adequate (at least 30% of basic pay) instructional allowances, free furnished residential accommodation and transport facilities.
 - (d) The trainers completing tenure at the training institutes should be considered for accelerated promotion and should be given important postings.
 - (e) Adequate measures should be taken for providing educational facilities to the children/wards of the trainers.

- (f) Selected departmental officers tipped for the training institutes should be given foreign training for a period depending on the need of the individual and the organisation.
- (g) Age-bar and other restrictions on academic foreign tours should be waived for the trainers. Suitable instructions may be issued by the NTC to implement these proposals.

D) National Training Policy of Bangladesh (in Bangla). Proceedings of the second workshop on the role of training institutes (BPATC, 1987: 2-3):

- a) For the faculty members and officers of different educational, training and research institutes, it is desirable to formulate different policies.
- b) In that policy, it is necessary to determine the maximum age limit of the officers for the MIS programme below 40 years, and for the Ph.D. programme below 45 years.
- c) In the case of other mid-term training programme there should be no age bar. The training must be on the basis of demand of the situation.
- d) If any faculty member gets an opportunity to any national or international organisation as a resource person or scholar he should be permitted to do that.
- e) At the time of distribution of foreign training opportunity, the deputed officers have to given equal opportunity, as the own officers provided that, the deputed officer will serve in the institute for a certain period of time.
- f) Training cadres should be created for the officers serving in the training institutes.
- g) All the rules and regulations in the National training Policy, about the bonus and financial incentives have to be implemented.
- h) All trainers should be given training allowances. It is not fair only the deputed officers are eligible for the training allowance. For the organisational structure, a few training institutes absorb different cadres as trainer. But many institutes have its own trainers, who are directly recruited, but they are deprived of training allowances. So it is necessary to offer training allowances to all the trainers (cadre and non-cadre). Moreover, in order to maintain financial equity, own officers of the institutes should be given same allowances.
- i) It is necessary to pay more to the highly qualified officers so that training institutes become an attractive places to them.
- j) Length of service in the training institutes should be counted for consideration of posting and promotion.

E) Report of the committee for implimentable recommendations of the "Study report on efficiency in public administration" (GOB. 1991: Annexure-ii):

- a) Assessment of training needs should be undertaken by the training institutes in co-operation with the concerned ministries to determine the actual job skills required at different levels in the training academy.
- b) Case study method should be applied in the training of officers in rules and regulations.
- c) An occasional vacation is important for the officers for maintaining physical and mental fitness. The government should consider granting the officers both recreational and festival allowances every three years and withdraw the existing ban. The officers should be permitted to avail the due vacation leave.
- d) Trainers should be recruited on the basis of qualifications, professional interests and training experience.
- e) The design of the training curricula should be based on training needs assessment.
- f) Trainers should be trained in applying modern methods such as interactive management's simulated the decision making, audio-visual learning techniques etc. and minimize traditional classroom teaching.
- g) Trainers should have priority in receiving foreign training as a means of developing their professional competence. They should receive special consideration for promotion when they effectively to improving the quality of training porgramme.
- h) Officers and staff should be trained concurrently with introduction of new technologies.
- i) Long term foreign training of mid-level officers should be restricted to specialized areas of high priority. Foreign-trained officers should be given posting where they can best use their experience. The duration of such postings should be for at least 5 years.
- j) Training policy package should include training of the trainers at home and abroad. Certificate/postgraduate diploma courses on latest technology, advanced management and export marketing may be offered by training and teaching institutes.
- k) Trainers should be given attractive benefits like instructional pay, free accommodation, overseas training opportunities and other benefits, which the government may consider appropriate.

- l) Trainers should be given special pay/allowance in addition for travelling and D. A.
 - m) Foreign training and in-country training should be linked together as a career development incentive. A time-based sequence of training should be followed as a precondition for promotion and as a part of sound career planning for the trainers.
 - n) Career planning should be introduced for officers working in the ministries, public sector corporations, projects and enterprises.
 - o) Appointments and promotion should be made based on merit on clear assessment of performance related to career advancement principle.
 - p) A minimum input of training should be considered as an important pre-condition for promotion of an officer at different stages of his career.
 - q) Training of officers of all levels, whether in- house, in-country or overseas, should be carried out in a planned manner keeping in view the career opportunities of officers.
- F) **Human Resource Development: Updating the National Training Policy** (Begum, 1998:43-44):
- a) Specific package of training (title, duration time, venue, etc.) should be prescribed for every level of officers/staff in order to develop his/her career in a smooth and proportionate manner. Before developing the training package, every public organization should work on writing job description and job specification of its employees. The completion of prescribed training package and job performance of the incumbent should be taken into consideration at the time of posting, foreign training and for other benefits.
 - b) There is a huge number of non-cadre officers working in different organizations. There are evidences that many of the officers are working year after year even for the whole life without taking a single training. At the time of policy formulation, training for these officers should be taken into consideration. For efficient management of the government, specific package should also be prescribed for the non-cadre officers.
 - c) The consultancy and research facilities of the trainers should be increased and no fees should be charged for this kind of work. All training institutes should undertake research activities to develop appropriate and need -based curriculum and training materials. An allocation of 5% of the institutional budget should be kept for research. Research and consultancy and publications done by the trainers should be taken into consideration at the time of promotion.

- d) Serving in training institutes should be considered as a prestigious posting in his/her career. In addition, after tenure of three years, government should ensure good posting elsewhere.
- e) Training institutes will enjoy full autonomy like universities.
- f) For establishing networks, (both national and international) training institutes may be given full authority.
- g) Job in training institutes should be made attractive.
- h) Foreign training could be a part of senior, mid and in a limited way for the entry-level officers.
- i) Training institutes will prepare training manuals to maintain uniformity and consistency in the other training activities.
- j) All training institutes will introduce diverse training methods like syndicate, roll play, case study, problem solving exercises and modern training aids like, programme training package, flip chart, video, films, VIPP, computer, multimedia etc.
- k) Training institutes may develop professionalism in different disciplines in relation to the objectives of institutes themselves.
- l) Selected apex training institutes may have authority to confer degree/ diploma in collaboration with universities.
- m) For giving recognition to the trainers, government may introduce yearly award for best trainer of the country for his/ her significant contribution to training and development.
- n) The government as well as the training institutes may find out ways and means to monitor the post training utilisation to ensure proper use of training.

Chapter IV

Research Methodology

In the case of the first man to use an anecdote there is originality; in the case of the second there is plagiarism; with the third, it is lack of originality; with the fourth, it is drawing from common stock; and in the case of fifth, it is research (Braude, ed. 1963:148).

Objective of the study

The present study has the following objectives:

- (a) To examine the career structure of trainers;
- (b) To suggest means to strengthen training faculty of the selected training institutes.

Scope of the Study

The study has attempted to focus on trainers working at the selected government training institutes. The scope of the study is as follows:

- (a) The recruitment rules of the trainers for selected training institutes.;
- (b) Academic background and qualifications of the trainers of selected training institutes., and relevance to their assigned training job;
- (c) In -country and foreign training received by the trainers, and their relevance to the training of the concerned training institutes;
- (d) Promotional scope of the permanent training faculty of the selected training institutes;
- (e) Incentive package for the trainers both permanent and trainers posted on deputation among the selected training institutes;
- (f) Demand for training facilities for the trainers both permanent trainers and trainers posted on deputation among the selected training institutes;
- (g) Suggestions for strengthening the training faculty of the training institutes.

Methodology

Procedure for selecting the Training Institutes: The government of Bangladesh established 354 training institutes throughout the country (Hossain, 1997: 71). According to National Training Policy eleven training institutes have been selected to develop as apex training institutes (GOB, 1986: 6). These training institutes are as follows:

- i. Bangladesh Public Administration Training Centre (BPATC), Savar.
- ii. Training Academy for Planning and Development (APD), Dhaka.
- iii. Bangladesh Academy for rural Development (BARD), Comilla.
- iv. Rural Development Academy (RDA), Bogra.
- v. Marine Academy, Chittagong.
- vi. Railway Academy, Chittagong.
- vii. Engineering Academy, Kaptai.
- viii. Customs Academy, Chittagong.
- ix. Police Academy, Sarda.
- x. Postal Academy, Rajshahi.
- xi. Bangladesh Institute of Management (BIM) [former Bangladesh Management Development Centre (BMDC)], Dhaka.

For convenience of the study, amongst the aforementioned institutes, Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD) and Academy for Planning and Development has been selected purposively. A short profile of these selected training institutes are given below:

Bangladesh Public Administration Training Centre

Bangladesh Public Administration Training Centre (BPATC) was established under the Bangladesh Public Administration Training Centre Ordinance, 1984 (Ordinance No. XXVI of 1984) by merging former Bangladesh Administrative Staff College (BASC), National Institute of Public Administration (NIPA), Civil Officer's Training Academy (COTA), and Staff Training Institute (STI). The Centre started its business as an autonomous institute from 28th 1984. The Centre has set up four regional centres, one each at Dhaka,

Chittagong, Rajshahi and Khulna. The Regional Centres are exclusively devoted to imparting training to supporting staff of all public organisations. Now Bangladesh Public Administration Training Centre Employees Service Rule, 1992 (Model Service Rule), runs the BPATC.

According to the Ordinance the functions of the Centre are mentioned below (GOB, 1984a: Section 6):

- (a) to equip senior public and business executives of Bangladesh for their role in a dynamic and developing society;
- (b) to impart in-service training to persons in the service of the Republic and of local authorities;
- (c) to provide foundation training to the officers of different cadres and sub-cadres of Bangladesh Civil Service;
- (d) to provide foundation and refresher training to non-cadre officers of the Government;
- (e) to organise research and publication on public administration and development;
- (f) to publish books, periodicals and reports on administration and development;
- (g) to establish and maintain libraries and reading rooms;
- (h) to advise the Government on any specific problem on administration and development as and when referred to it;
- (i) to prescribe courses of training;
- (j) to grant certificates to persons who have under-gone training at the Centre; and
- (k) to do such other acts and things as may be considered necessary for carrying out the purposes of the Ordinance.

In accordance with the National Training Policy, the Centre organises (a) core training courses for career development and (b) short courses emphasising on skill development in specific areas. The centre conducts three core courses namely Senior Staff Course (SSC), Advanced Course on Administration and Development (ACAD), and Foundation Training

Course (FTC). Joint Secretaries to the government and officers of the same rank from autonomous bodies participate in the Senior Staff Course. The Advanced Course on Administration and Development (ACAD) is designed for the mid-level officers. New entrants of the Bangladesh Civil Service (BCS) and other class-I officers take part in the Foundation Training Course. From its inception BPATC conducted 329 different courses and trained 13,560 officers until June 1998. The Centre also conducted 66 different seminars workshops where 3188 officers from different government and non-government offices organisations took part (BPATC, 1998:13).

The Centre is an autonomous organisation headed by the Rector as its chief executive under the general direction of the Board of Governors. The total sanctioned posts of the Centre are 553. Amongst them 92 belong to Class-I and 22 belong to Class-II grade, 203 and 236 belong to Class-III and Class-IV grade respectively. The Class-I faculty comprises both permanent and deputed officers on different cadres of the Bangladesh Civil Service. At present 73 class-I and 19 class-II officers, and 156 class-III and 199 class-IV employees are working. Out of 73 class-I officers, the permanent officers and deputed officers are 48 and 25 respectively (Administration section of BPATC, 1998)

Training methodology is an important ingredient of a course design. Lecture method got the top priority followed by syndicate as training method. Case study and seminar methods got the third and fourth priority respectively for the same. Research and case studies related to the issues of administration and management is prepared at the Centre for use as training materials. A number of cases have been prepared and used as training materials in collaboration with the EDI.

Presently the Centre is undergoing an expansion programme with the financial assistance of the Government for strengthening its training capabilities as well as increasing physical facilities.

Bangladesh Academy for Rural Development

Bangladesh Academy for Rural Development (BARD) was established on the 27 May, 1959. This academy was founded by Akther Hammad Khan a renowned ICS officer. Later the Academy got its final shape through Ordinance No LXIV of 1986. Now the Academy is run by Bangladesh Academy for Rural Development Employees Service Rules, 1989 (Model Service Rule). It is an autonomous organization.

According to the ordinance the function of the academy is as follows (GOB, 1986a: Section-8):

- (a) to conduct researches on rural development and allied fields;
- (b) to provide training to government officials and others concerned with rural development;
- (c) to test and experiment on concepts and theories of development;
- (d) to evaluate the programmes and activities relating to rural development;
- (e) to provide advisory and consultative service to the Government and other agencies;
- (f) to guide and supervise students, national and foreign, in their dissertation works;
- (g) to arrange and conduct national and international seminars, conferences and workshops;
- (h) to help policy planners in the field of rural development.

The clientele of BARD are officers of Bangladesh civil service cadres; the engineers of local government engineering department (LGED); Government officials related with development activities; Officers of the non-government organisation (NGOs) of development oriented programmes; beneficiaries of Projects run by the Academy; University students and leaders of the co-operatives. The academy also impart training for foreigners such as: Officers of the SAARC (South Asian Association for Regional Co-operation) Countries and development workers; Officers of the Commonwealth countries; Students of the University of Manchester; Students of the different universities of the United States.

According to the revised oranogram, personnel strength of BARD is 365. Amongst them 63 belong to class1, 6 belong to class2 officers.138 and 158 belong to class3 and class 4 respectively. According to the service rule for employee of BARD (Bangladesh Palli Unnayan Academyr Kormochary Chakuri Probidhanmala 1989), except Director General all the 63 class1 officers belong to permanent faculty.

During the last six years until 1994-95, the Academy had a target of imparting training to 85,000 trainees and 1,08,727 persons were trained with 128% achievement (Alam, 1996: 163). Moreover, the Academy arranges Foundation Training Course for officers of BCS (Health) and engineers of local government Engineering Department. The Academy usually use lectures, syndicate methods, simulation process, role-play, exercise, assignments, seminar, case study and discussions as training methods. Since its inception the BARD has conducted a significant number of research works on rural development, and published a number of research reports.

Academy for Planning and Development

The Academy for Planning & Development (APD) was established as a development project of the Ministry of Planning in December 1980. It was then brought under the annual revenue budget on July 1, 1984. Under the purview of the East Pakistan Educational & Training Institutes Ordinance 1961, the academy enjoys functional autonomy. The academy is now an important institution for training, research and consultancy in the field of development planning and development administration that encompasses project management. Now the APD is run by Academy for Planning and Development Employees Service Rules, 1988 (Model Service Rule).

According to the Ordinance the functions of the Academy are as follows (APD, 1999: v):

- i) to organize institutional in-service training programmes for officers of the Planning Commission, Economic Relations Division (ERD), Implementation, Monitoring and Evaluation Division (IMED), planning cells and projects under different ministries/agencies and divisions;
- ii) to arrange pre-service and functional training for new entrants into BCS (Economic) cadre and foundation training for other cadres during their probationary period as required under the recruitment rules'

- iii) to conduct special training courses for officials of other organizations as and when called upon to do so;
- iv) to provide consultancy services to the ministries/agencies in pre-investment feasibility studies and in the formulation, appraisal, monitoring and evaluation of development projects;
- v) to facilitate dissemination of knowledge and experiences in planning, development economic, project management and other related subjects through publications, documentation services, seminars and workshops;
- vi) to conduct research and evaluation studies on issues pertaining to development;
- vii) to maintain liaison with similar organisations at home and abroad;
- viii) to conduct departmental examination for the officers of the BCS (Economic) cadre.

The highest policy making body of APD is the Board of Governor. Board of Governors of APD consists of members drawn from the Government, business community and academic world. The Chairman of the Board is The Minister of planning, Government of the People's Republic of Bangladesh. This academy is headed by a principal equivalent to the rank of Additional Secretary to the Government of Bangladesh. According to TO&E of APD out of 67 sanctioned posts 23 are Class-I, 7 are Class-II, Class-III are 23, and rest 14 are Class-IV. Class-I posts comprise both permanent and deputed officers. At present 21 Class-I officers (permanent-15 and on deputation-6) are working at APD.

The Academy has been conducting training courses regularly since September 1981. Up to June, 1998, its different training programmes have covered 9666 officers of various cadres and public and private agencies (APD, 1999:vi). Since its inception, APD has assumed a role of developing a group of professionally trained project management executives and administrators. The Training methods used in the Academy are usually Lecture, Syndicate, Simulation, role-play, Exercise, Assignment, Seminar, Case Study, and Discussion. Research activities of APD are not mentionable.

Presently the Academy is undergoing an expansion programme with the financial assistance of the Government and other donor agencies for strengthening its training capabilities as well as increasing physical facilities.

Procedure of Selection of Respondents: All Class-I officers of the selected institutes have been considered respondents of this study. Total number of sanctioned Class-I posts of these training institutes is 92 for BPATC, 63 for BARD and 23 for APD. Initially, census survey was the target. Because of vacant posts, non-availability of and non-response from the respondents, out of 178 Class-I officers 85 (50 from BPATC, 25 from BARD and 10 from APD) participated in this survey. Therefore rate of questionnaire return is 47.75 percent.

Methods of collecting data: Primary data for the study have been collected from the respondents of the selected training institutes through administering a pre-tested questionnaire. Observation method has also been followed. Secondary data, required for the study, have been collected from books, research reports, journals etc.

Methods of data analysis: The questionnaire used in this study contains some attitudinal questions. Questions were asked in a rating scale where lowest value was 1 and highest value was 6. Thus the median was 3.5. While analysing the collected data, the average score of the responses of the respective questions were calculate first and then the quantitative value was transformed into qualitative form. In this regard average score is divided into four different categories. These are-5.5 and above "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory". Collected data are then presented through tables. Non-inferential statistical tools (average, percentage) and graphs are used for analysing the data.

Limitation of the study: Firstly, though there are 354 training institutes in the public sector in the country but this study has focussed on only three of them. No training institute in private sector has been brought within the purview of the study.

Secondly, initially census survey was the target but due to non-availability of and non-response from the respondents, this study could not collect data from all respondents.

Thirdly, it would certainly be useful if this study could include a comparative analysis of career planning of trainers of SAARC countries. However, due to time constraint and non-availability of relevant literature this study has failed to incorporate this comparative statement.

Fourthly, this study has focused only on career planning of permanent trainers. Therefore, career planning of deputed trainers has not been discussed in the study.

Fifthly, this study has examined the existing career situation of trainers. But attempt to prepare a career plan for trainers is absent in the study.

Lastly, lack of intellectual ability and proficiency in language of the respondents and lot of grammatical errors may render the reading of the report not very interesting.

Chapter V

Data Analysis

Position, Nature of recruitment, Length of service and Pay Scale

85 respondents have been interviewed for this study. Amongst the respondents, 50 (58.82%) from BPATC, 25(29.41%) from BARD and 10 (10.76%) from APD. Out of 85 respondents 5 (5.9%) belong to joint secretary (JS) or equivalent status, 27 (28.23%) belong to the Deputy Secretary (DS) or equivalent, 24(28.23%) belong to Sr. Assistant Secretary or equivalent and the rest 29 (34.14%) belong to Assistant Secretary or equivalent status (Table-1). Regarding the nature of recruitment, at BPATC out of 50 respondents, 58% are permanent and 42% are deputed, at BARD all the 25 (100%) respondents are permanent and at APD out of 10, 60% are permanent and 40% are deputed (Table-2). It is observed from this table that, both BPATC and APD are manned by a significant number of deputed members of the faculty (41.67%). On the other hand, faculty members are mainly permanent at BARD.

In the case of length of service (Table-5), about 32% of the respondents belong to 0- 10 years of service, 27.06% belong to 11-15 years of service. 17.65%, 15.3% and 8.23% of respondents belong to 16-20 years, 21-25 years and 26-35 years of service respectively. Overall 58.82% respondents had 0-15 years of service and rest 41.18% have 16-35 years of service. Regarding pay scale (Table-6) the highest 25.88% are in the scale of TK.9, 500-12,000 and the lowest 7.06% are in the scale of TK. 11,700- 13,500. Respondents having pay scale of TK. 4,300-7,740 and 7,200 –10,840 are in second (21.18%) and third (20.0%) position respectively. A significant number of respondents (16.47%) having the pay scale of TK. 6,150-9,750 and only 9.41% having the pay scale of TK. 10,700- 13,100.

Academic Qualification and Background

It is observed from the Table-3 that most of the respondents (87.07%) did their Master degree and only 4.7% did PhD. The rest 8.23% have got their Bachelor degree. Respondents having PhD, 75% (out of 4) belong to BARD and only 25% belong to

BPATC. In APD none of the respondents have PhD. Table-4 shows that more than half (51.76%) of the total respondents have social science background. Among the respondents the second highest have commerce background (11.67%), and the third highest have agriculture background (10.59%). In the case of BPATC and APD social science (62.0% and 50.0% respectively) dominate the academic background. In the case of BARD both social science and agriculture (32.0% and 32.0%) dominate the academic background. Here commerce background (20.0%) is also significant. Though BPATC is a training institution mainly for public administration training but 18% respondents have the background of arts, science, agriculture and engineering.

Factors behind Selecting the Job/ Joining at the Training Institutes

Irrespective of training institutes regarding selection of the training job by permanent faculty the most five significant factors are opportunities of foreign training/ higher education (FT/ HE) (55.0%), job relevant with academic background (51.67%), working environment (50.0%), reputation of the institute (48.33%) and status (46.67%). Interest in training (38.33%), for survival (30.0%), less disturbance of transfer (26.67%) and residential facilities (26.67%) are also significant factors responsible for selecting the job. In the case of deputed faculty interest in training (64.0%), working environment (60.0%) and order of the authority (52.0%) are most three significant factors behind joining the training institutes. Irrespective of nature of recruitment working environment (52.94%) is the most significant factor. Other significant factors are interest in training (45.88%), opportunities of FT/ HE (45.88%), reputation of the institution (43.53%), status (38.82%), relevant with academic background (36.47%) (Table-7).

Nature of Work

Table-8 shows that irrespective of training institutes the highest 24.71% of the respondents involve both in training and research and 23.53% involve in only training which is the second highest. Respondents involve in both administrative, training and research works are 17.65% and involve in only administrative work are 14.11% which are also significant. Table-8 also reflects that only at BPATC a significant portion of respondents (24.0%) involve only in administrative work and 1.18% involve only in

research work. It is also observed that at BARD and APD none of the respondents involves only in administrative work.

Institutional Goal (IG), Idea about National Goal (NG) and Relevance of IG with NG

Irrespective of training institutes most of the respondents (91.76%) opined that their institutes have specific goal. In the case of BARD and APD negative response is absent but at BPATC 14% of the respondents opined that the institutes have no specific goal. Regarding idea about national goal majority of the respondent (77.65%) have clear idea about NG and a significant portion (22.35%) have no clear idea about NG (Table-9). Regarding the relevance of IG to NG the average score for BPAC, BARD and APD are 4.47, 4.63 and 5.1 respectively where median is 3.5. Irrespective of training institutes average score is 4.62. Among the training institutes IG is most relevant (5.1, it is highest) at APD than that of BARD and BPATC (Table-10).

Training Needs Assessment (TNA) Before Preparing Training Calendar

Irrespective of training institutes it is observed from the Table-11 that though 31.76% respondents opined that TNA is a regular activity but most of the respondents (68.24%) denied it. It can be said that none of these three training institutes always have done TNA as a regular activity before preparing their training calendar.

Field Level Experience and Measures Necessary for Gathering Field Level Experience

It is observed from the Table-12 that irrespective of training institutes majority of the trainers (75.29%) have no field level experiences. Respondents suggested that through field attachment (92.19%) and field-oriented research (89.1%) necessary field experience could be gathered. In the case of BPATC though most of the respondents (94.0%) have no field level experience but 4.27% respondents opined that field experience is not necessary for all trainers.

Job Description (JD) and Relevance of JD with Present Work

Irrespective of training institutes most of the trainers (84.71%) have job description. Though only 15.29% of respondents have no JD but they must have it. In the context of

relevance of JD to present work the average score for BPATC, BARD and APD are 4.51, 4.91 and 5.67 (highly satisfactory) respectively where median is 3.5. Irrespective of training institutes the average is 4.68. It can be said that relevance of JD to present work is moderate (Table-13)

Relevance of Present Work to Academic Background

It is observed from the Table-14 that regarding the relevance of present work to academic background the average score for BPATC and BARD are 4.4 and 4.56 respectively where median is 3.5. It is moderate. Though overall average is 4.32 that is moderate but in the case of APD the average score is 3.3 which is not satisfactory.

Policy in Nominating Foreign Training (FT)/Higher Education (HE) and It's Application

Irrespective of training institutes majority of the respondents (52.94%) opined that their training institutes have a policy in nominating for FT/HE. But a significant portion (40.0%) opined that respective training institutes have no specific policy. Only 7.06% respondents show their ignorance on it (Table-15). Among the respondents who opined the existence of policy majority of them (64.44%) observed that the policy is always followed during nominating for FT /HE but a very significant portion (31.11%) opined that the policy is not always followed. Only 4.44% of respondents show their ignorance of its application.

Foreign Training (FT)/Higher Studies (HS) Received by the Respondents

Irrespective of training institutes the highest 35.29% of respondents received short training and 10.6% received long training which is the lowest. Respondents received both long and short training is 21.17% and a very significant number of respondents (32.94%) not yet got any type of foreign training. In the case of both deputed and permanent trainers of BPATC and APD one-third of the respondents have not yet got any type of foreign training yet (Table-16). At BARD no respondents are posted on deputation.

Considering the length of service irrespective of permanent trainers of both BPATC and APD, 80.0% of respondents of 0-5 years of service have not received any foreign training. In this group only 13.33% and 6.67% of respondents have received short and long term FT respectively. None of the respondents of this group received long or short training. In the 6-10 years of service group 33.33% and 8.33% respondents have received short and long FT respectively. None of the respondents of this group received long or short training. Majority (58.33%) of the respondents of this group have not received any foreign training yet. In the 11-15 years of service group highest 43.47% of respondents have received short FT and 17.4% have received long FT. 21.73% respondents of this group have received both short and long FT and a significant portion (17.4%) have not received any FT yet.

In the case of 16-20 years of service group highest 40.0% of respondents have received short FT and 13.33% have received long FT. 26.67% respondents of this group have received both short and long FT and a significant portion (20.0%) have not received any FT yet. In the 21-25 years of service group highest 38.46% of respondents have received short FT and 7.7% have received long FT. 38.46% respondents of this group have received both short and long FT and a significant portion (15.38%) have not received any FT yet. In the 26-30 years of service group 43.47% of respondents have received both short and long FT and 50.0% have not received any FT yet. In the 31-35 years of service group 100.0% of respondents have received both short and long FT (Table-17). In other words it can be said that respondents up to 15 years of service length near about half of them (46.0%) have not received any type of FT yet.

Respondent's view on not receiving Foreign Training (FT)/Higher Studies (HE)

It is observed from the Table-18 that the two most significant views of not receiving any FT is required number of FT opportunities are not allocated by the concerned ministry (46.43%) and lack of initiatives for securing FT opportunities by the respective organization (42.86%). Other three equally significant views are absence of specific policy for nomination of FT (28.57%), policy is not always followed (28.57%) and absence of impartial attitude of authority.

Relevance of Present Work to FT

It is observed from the Table-19 that regarding the relevance of present work to foreign training the average score for BPATC, BARD and APD are 5.37, 4.72 and 4.11 respectively where median is 3.5. Though overall average is 4.96 that is moderate but in the case of APD it is not satisfactory.

In-country Training (IT) and Relevance of IT to Present Work

It is observed from Table-20 that irrespective of training institutes majority of the respondents (78.82%) have received in-country training required for and more than one-fifth (21.18) of the respondents have not received in-country training yet. Regarding the relevance of IT to present work average score for BPATC, BARD and APD are 4.68, 4.67 and 4.25 where median is 3.5. Irrespective of training institutes, average score is 4.63. In this regard, it can be said that relevance of IT to present work is moderate in all the three training institutes.

Level of Skill and Institutional Initiatives for Increasing the Skill

Table-21 shows that the average score of the level of skill (self-assessment) for BPATC, BARD and APD are 4.42, 4.6 and 4.6 where median is 3.5. Irrespective of training institutes, average score is 4.49. In this regard, it can be said level of skill is moderate in all the three training institutes. Regarding institutional initiatives for increasing the skill the average score for BPATC, BARD and APD are 3.66, 3.66 and 3.1 where median is 3.5. Irrespective of training institutes, average score is 3.51. In this regard, it can be said that institutional initiatives are not satisfactory in all the three training institutes.

Fulfilment of Expectation of Permanent Faculty in this JOB

It is observed from the Table-22 that the average score of fulfilment of expectation for BPATC, BARD and APD are 3.55, 3.44 and 3.67 where median is 3.5. Irrespective of training institutes, average score is 3.52. In this regard, it can be said that the fulfilment of these expectation is not satisfactory in all three training institutes.

Length of Service and Promotion: Permanent Faculty

Irrespective of training institutes all of the respondents (100.0) of 0-5 years of service length are not eligible for promotion. In the 6-10 years of service group 70.0% of respondents' promotion is due and 20.0% are not eligible for promotion. In this group only 10.0% respondents have got one promotion. In the 11-15 years of service group highest 58.82% of respondents have got one promotion and only 5.88% have got two promotions. The promotion of a significant portion of respondents (23.53%) in this group is due and 11.76% respondents are not yet eligible for promotion. In the case of 16-20 years of service group highest 75.0% of respondents have got two promotions and 25.0% have got only one promotion. In the case of 21-25 and 26-30 years of service group 50.0% of respondents have got two promotions and 50.0% have got three promotions respectively. In the 31-35 years of service group all the respondents (100.0) have got three promotions. Table-23 also reflects that respondents having 6-15 years of service length 40.74% are eligible for promotion.

In the case of BPATC permanent faculty having 6-10 years of service length 85.71% are eligible for promotion and faculty having 11-15 years 66.67% have got one promotion and 33.33 are eligible for promotion. Respondents having 16-20 years of service both 50.0% have got one and two promotions. Respondents having 21-25 and 26-30 years of service both 100.0% have got three and two promotions.

Length of Service and Promotion: Deputed Faculty

Irrespective of training institutes all respondents (100.0) of 0-5 years of service length are not eligible for promotion. In the 6-10 years of service group 50.0% of respondents have got one promotion and 50.0% are not eligible for promotion. In this group only 10.0% respondents have got one promotion. All the respondents (100.0%) having 11-15 years of service have got one promotion. In the case of 16-20 years of service 50.0% of respondents have got two promotions and 50.0% have got only one promotion. All the respondents (100.0%) having 21-25 years of service have got two promotions and respondents of 26-30 years of service 75.0% and 25.0% have got three promotions and

two promotions respectively. Table-24 also reflects that respondents having 11-15 years of service none is eligible for promotion.

In the case of BPATC deputed faculty having 6-10 years of service length none is eligible for promotion and faculty having 11-15 years 100.0% have got one promotion. Respondents having 16-20 years of service both 50.0% have got one and two promotions. All of the respondents having 21-25 years of service have got two promotions and respondents of 26-30 years of service 66.67% have got three promotions and 33.33% have two promotions.

Promotion received by the respondents

Irrespective of training institutes in the case of permanent and deputed faculty 8.33% and 16.0% are promoted in time. In the case of delayed promotion, 36.67% and 68% are for permanent and faculties respectively. 21.67% of permanent faculties and only 4% of deputed faculties are eligible for promotion and 33.33% of permanent faculties and only 12% of deputed faculties are not eligible for promotion yet (Table-25). It is also observed that irrespective of nature of recruitment only 10.59% respondents were promoted in time and 45.89% respondents have received delayed promotion. 20.0% of respondents' promotions are due and 27.1% respondents are not eligible for promotion (Table-25).

Causes Behind Delayed Promotion and not Promoted Yet

It is observed from the Table-26 that absence of vacant posts (49.05%) and administrative intricacy (41.51%) are the two most important causes resulting delayed promotion not promoted yet. Apathetic attitude (22.64%) is also identified as a cause for delayed and due promotion but it is not significant.

Criteria for Promotion in the Training Institutes

Irrespective of training institutes three-fourths of the respondents opined that length of service as trainer (75.3%) and required number of publications and researches (75.3%) could be the two most important criteria for promotion in the training institutes.

Necessary training (61.17%) is also essential criterion considered by the respondents. Besides these ACR (49.41%) evaluation by the trainees (43.53%) are also significantly considered as criteria for promotion (Table-27).

Satisfaction of Permanent Faculty With Present Job and Causes of Dissatisfaction

Irrespective of training institutes, majority permanent faculties (61.67%) are dissatisfied with the present job. In the case of BPATC and BARD 62.07% and 52.0% are dissatisfied with their present job. However, in APD all of the permanent faculty (100.0%) are dissatisfied with the job (Table-28). Regarding the causes of dissatisfaction irrespective of training institutes the two most important causes identified by the respondents are personal relation get more importance than merit and qualification (59.46%) and delay in promotion (51.35%). According to the respondent's view other significant causes are: unfavourable working environment (45.95%), limited scope for promotion (45.95%), absence of recognition (40.54%), did not received any foreign training (37.84), training activity does not get proper importance (37.84%) and lack of initiatives for upgrading the posts (37.84%) (Table-29).

Attitude Towards Changing the Present Job

It is observed from the Table-30 that irrespective of training institutes that majority of the permanent faculties (60.0%) do not like to switch over their job to an equivalent post. However, 38.33% of the respondents have an attitude to change their job that is very significant. It is also interesting to see that though majority of the permanent faculty (61.67%) are not satisfied with their present job (Table-28) but among them only 38.33% would like to change their job (Table-30).

At BPATC though 62.07% respondents are not satisfied with the present job but only 24.14% would like to change their job. In the case of BARD 52%, permanent faculties are dissatisfied with the present job and 40.0% of them have an attitude towards changing the job. However, in the case of APD all permanent faculty (100.0%) are dissatisfied with their job and all of them (100.0%) would like to change their job to the same position.

Presence of Career Planing (CP) in the Training Institutes and Scope for Implementation of CP

Irrespective of training institutes majority of the respondents (70.59%) opined that the respective training institutes do not have any career plan for development of the employees. Only 22.35% viewed that their training institutes have career plan and 7.06% expressed their ignorance on it. In the case of BPATC 64.0% of the respondents opined that the centre does not have any career plan. Only 24.0% opined that their training institutes possess a career plan and 12.0% expressed their ignorance of it (Table-31). Irrespective of training institutes most of the respondents (80.0%) viewed that there is a scope for implementing a career plan in the training institutes but 17.65% have negative views on it and only 2.35% expressed their ignorance of it (Table-32).

Suggested Measures for Career Development of Trainers of Training Institutes

Irrespective of training institutes the four most important measures for career development of trainers are suggested by the respondents. These are: ensuring promotion in time (rank-1), increase the foreign training opportunities for training institutes (rank-2), creation of facilities for post upgradation like universities (rank-3) and keeping the work relevant to JD (rank-4). Other two most significant measures are giving financial incentives to all trainers irrespective of nature of recruitment (rank-5) and giving more importance to training activities than administration (rank-6). Though respondents of APD and BARD suggested for creation of training cadre but the respondents of BPATC give less importance to it (Table-33).

Observation from Service Rules of the Training Institutes

Promotion: It is observed from the service rules of the training institutes that in the case of promotion required number of researches and publications including service length is a pre-requisite only at BARD. However, at BPATC and APD, service length is the only main criterion for promotion.

Incentives: Regarding incentives, in all the three training institutes, it is documented that the authority may sanction not more than two special increment to any employee for

his/her "Excellent" or " Outstanding" performance. However, the term "Excellent" or "Outstanding" is not defined at all in all the three model service rules.

Lien: According to the three model service rules there is no scope for lien facilities for the permanent trainers. Regarding lien facilities BPATC formed committee. One of the important suggestions of the committee was that BPATC could follow the concerned government rules regarding lien/deputation for the permanent trainers (BPATC, 1997:1).

Probation period and Confirmation: Regarding probation period, it is 6 months both at BARD and APD whereas at BPATC it is 2 years. However, for confirmation in service in all the three institutes, requisite training and successful completion of departmental training are pre-requisite.

Job security: There is a clause in the Service Rule of BPATC which reads that authority can dismiss any employee from the service without showing any cause. The victim may be given only three months of basic salary [Clause 50 (b) of Service Rule of BPATC]. But the Service Rules of BARD and APD do not contain such strong clause.

Turn over : From its inception BPATC recruited 51 class-I officers until 1998. Amongst them, 21 officers switch over to other organisations. In the case of BARD and APD, researchers failed to collect accurate data in this regard.

Chapter VI

Findings, Conclusion and Recommendations

Findings

It is evident that both BPATC and APD are staffed with a significant number of deputed trainers/officers. On the other side, permanent trainers/officers man BARD. Majority of the trainers are young having 15 years of service and a significant number have 16-35 years of service to their credit.

Most of the trainers of these training institutes have Master level degrees. On the other hand trainers having PhD is very insignificant (only 4). Majority of the trainers have social science background. In the case of BARD both social science and agriculture dominate the academic background. Though BPATC is a training institution mainly for public administration training, a significant number of trainers/officers have the background of arts, science, agriculture and engineering.

While selecting the training job, permanent trainers/officers have considered six important factors. These are opportunities of foreign training/higher education, relevance of academic background with job, working environment, reputation of the institution and status. In comparison with selecting the training job, deputed trainers/officers considered their interest in training, working environment of the institutes and order of the authority as three most important factors behind joining training institutes. Irrespective of nature of recruitment, working environment is the most significant factor for selecting the job. Nature of the work of the trainers/officers among the training institutes usually are training and research. At BPATC a significant number of officers are involved only in administrative work.

It is needless to say that any organisation must have specific goal(s) relevant with national goal(s). According to the trainers/officers, all the considered training institutes have a specific goal though a significant number of trainers/officers have no clear idea about

national goal. Relevance of institutional goal(s) with national goal is moderate. Though TNA is a prerequisite for successful and effective training programmes but in none of these three training institutes TNA have been done as a regular activity while preparing their training calendar.

More than three-fourth of the trainers have no field experience. In this regard, field attachment and field-oriented research have been suggested. Though most of the trainers have job description (JD), a significant portion do not have it. Relevance of JD with present work is highly satisfactory at APD but it is moderate both at BPATC and BARD. Matching work with academic background is moderate both at BPATC and BARD but at APD it is unsatisfactory.

It is viewed by a significant number of trainers that training institutes do not have any specific policy for nominating in foreign training or higher education programmes. Though majority of trainers believe that their respective institutes have a policy in this regard but significant number of them opined that the policy is not always followed.

In the case of trainers/officers having up to fifteen years of service to their credit, nearly half of them have not yet received any foreign training (FT). Overall one-third of the trainers has not received any foreign training. According to their view non-allocation of required number of FT opportunities and lack of initiatives for securing FT opportunities by the respective institutes with the main cause behind this situation. Though majority of the trainers have received foreign training but the relevance of their training with their present assignment is found moderate.

Irrespective of training institutes, majority of the trainers have received required in-country training while a significant number of trainers have not yet received required in-country training. In this regard relevance of in-country training with present work has been found to be moderate in all the three training institutes.

It is a self-assessment by the trainers/officers that their level of skill is moderate. In this regard institutional initiatives for increasing their skills is not satisfactory in all three training institutes.

Majority of the permanent trainers having 6-10 years of service are yet to be promoted. A large number of trainers having 11-15 years of service got only one promotion and their next promotion has long been overdue. In the case of BPATC most of the permanent trainers having 6-10 years of service are waiting for promotion. Among the deputed trainers officers having 6-10 years of service, about half of them got one promotion and the rest are not yet eligible for promotion. All the deputed trainers officers having 11-15 years of service have received one promotion. In case of the deputed trainers/officers of BPATC, those having 6-10 years of service are not yet eligible for promotion.

It is found that delayed promotion is a dominant picture in the case of both permanent and deputed trainers. With a few exceptions, an insignificant number of trainers have been promoted in time. Respective trainers are of a view that the absence of vacant posts and administrative intricacy are the two most important causes for their delayed promotion and for not being promoted yet.

For promotion in the training institutes- length of service as trainer, required number of publications and research, and necessary training have been indicated by the respondents as the criteria.

The study indicates that majority of the permanent trainers/officers are dissatisfied with their present jobs. The two most important causes of dissatisfaction are personal relations over merit and qualification and delay in promotion. However even with dissatisfaction of the present job, majorities of the permanent trainers/officers do not like to switch to an equivalent job. Nevertheless, a significant number of trainers/officers have an overall desire to change their jobs if they can. Interestingly, though majority of the permanent trainers/officers are not satisfied with their present jobs a few of them would like to change their jobs, which is a significant, interesting and conflicting findings.

As such the expectation that the permanent trainers/officers had when joining the training institutes has not been fulfilled in all the training institutes under study.

According to the majority of the trainers/officers none of the training institutes has any career plan. It is viewed that though there is no proper career plan in the cadre service but most of the faculties opined that a career plan could be implemented in the training institutes.

The seven necessary measures suggested by the trainers/officers for career development of trainers are: 7

- ✓ ensuring promotion in time;
- ✓ increasing the foreign training opportunities for training institutes;
- ✓ creation of facilities for post upgradation like universities;
- ✓ keeping the work relevant with JD;
- ✓ giving financial incentives to all trainers irrespective of nature of recruitment; and
- ✓ giving more importance to training activities than administration.
- ✓ creation of training cadre.

According to the Service Rules of BARD, required number of research and publications and service length are the pre-requisites for promotion. Whereas, at BPATC and APD service length is the main criteria for promotion.

Service Rules of all the three training institutes documented that any employee, for his/her "Excellent" or " Outstanding" performance, may be given not more than two special increment. However, the term "Excellent" or "Outstanding" is not defined in any of the three service rules.

There is no provision for lien facilities in the Service Rules for permanent faculties. Though at BPATC, a committee made some important suggestions in this regard but these are yet to be implemented.

Both in BARD and APD, the probation period is of 6 months duration. Where as in BPATC it is 2 years. However, for confirmation in service in all the three institutes, required training and successful completion of departmental training is a pre-requisite.

The study found a very significant rate of turn over prevalent among the permanent faculties of BPATC.

Moreover, a feeling of job insecurity among the permanent faculties has been found in BPATC due to the Clause 50 (2) of Service Rule of BPATC. There is no such clause in the service rules of BARD and APD.

Conclusion

To speak more on career planing for trainers of training institutes is not to diminish the importance of career plan for other public service organisation. Due to absence of career planning for trainers, training institutes in Bangladesh seriously suffer from professional trainers. More or less, professionalism is totally absent in public sector training institutes. Non-professionalism in the training institutes makes the training sector almost dysfunctional. Delay in promotion, inadequate opportunities of foreign training, absence of incentives and recognition, and job insecurity can not attract talents and merits in the training institutes. Training as permanent job is not a prestigious job in Bangladesh. It seems, permanent trainers are considered as "second class citizens" in the public service.

In most cases, authorities of training institutes are more or less reluctant to take effective initiatives for professionalism. It seems that due to absence of professionalism, training need assessment (TNA) is not done on regular basis. It would not be unjustified to say that absence of effective measures for career planning of trainers results in 'rustout' syndrome among the public sector training institutes in both personal and organisational term. For the sake of development of the training sector of the country, immediate measures for sound career planning of trainers must be taken.

This study has not covered all the issues of career planning for trainers. Preparing a sound career plan is very complex, gigantic and difficult task. More research could be taken on the issues of career planning of trainers that were not covered under the scope of this study. However, concerned authorities may consider the recommendations made by this study.

Recommendations and Strategies for Implementation

Higher Studies and Foreign Training

The authority must provide the officers engaged in training job with necessary training and opportunities for higher studies for professionalism. To make the trainers professional, foreign training is an important ingredient. All training institutes should have a proper policy for foreign training and the policy should be strictly followed. Age bar and educational qualification for foreign training should be relaxed in case of trainers.

Strategies for Implementation:

- (a) Identify the training need of each and every officer relevant with his/her job.
- (b) Authorities of the training institutes can sit together with Ministry of Establishment and other related organisations for securing foreign training and higher studies opportunities.
- (c) Authorities can also explore the other sources of relevant foreign training opportunities.
- (d) Authorities of the training institutes could establish a close relationship with the training institutes of foreign countries.
- (e) Respective training institutes could provide foreign training (at least short term) by using their own fund. In this regard, Government should allocate necessary funds to training institutes.

Research and Publications

Research and publication activities should be given more importance. In this regard adequate financial support should be given.

Strategies for Implementation:

- (a) Authorities can make it mandatory for officers to do at least one independent research and/or publication in a year.
- (b) Research wing of the respective training institutes should identify the field of research relevant with the objective(s) of the institute.
- (c) Trainers should be given adequate financial support for doing research.
- (d) Close monitoring and evaluation will be needed to maintain the quality of research and publication.

Five Year Plan for Professional Development

Training institutes should prepare a five year plan with relevance to job descriptions for professional development of the permanent trainers and this plan must be implemented. In this regard immediate after recruitment, training needs of the new trainers must be assessed.

Strategies for Implementation:

- (a) The first task is preparation of job description for each and every trainer relevant with the objectives of the respective training institutes.
- (b) Second task is need assessment of the trainers.
- (c) Third task is preparation of detailed plan for training of trainers.
- (d) Fourth task is to provide necessary training to the trainers required for performing specific jobs.
- (e) Fifth task is implementation of the prepared plan.

Staffing of Training Institutes

The qualified trainers should staff training institutes. If the institute needs trainers on deputation the Service Rules of the respective institute should also be applied to the deputationists.

Strategies for Implementation:

- (a) Firstly, authorities can recruit the persons having requisite qualification against the vacant posts.

- (b) Respective Service Rules should be followed while accepting the officers on deputation.
- (c) Service Rules can be modified to meet the changing need of the respective training institutes whenever necessary.
- (d) Authorities should ensure that placement at the training institute meet their organisational needs and not the personal interests of the officer posted.
- (e) While posting in the training institute, qualification of the concerned trainer could be examined to match it with the Service Rules of the respective training institute.

Field Experience of Permanent Trainers

The permanent trainers should be attached with field organizations from time to time and they should be engaged in field oriented research, specially on human development activities for gathering field experience. In this regard, authorities may prepare a plan for their permanent trainers.

Strategies for Implementation:

- (a) The first task is identification of the nature of experience needed.
- (b) Second task is the selection of relevant organisations for attachment.
- (c) Thirdly, preparation of a calendar for attachment programmes.
- (d) Fourthly, implementation of the calendar.

Training Need Assessment (TNA) ✓

It is unfortunate that the training institutes prepare their respective training calendar without any prior training need assessment (TNA) of the incumbents. TNA must be a regular activity of training institutes while preparing training calendars.

Strategies for Implementation:

- (a) Firstly, equip the trainers with techniques and methods of TNA.
- (b) Secondly, assess TNA of trainees of the core courses (e.g. FTC, ACAD and SSC at BPATC) every two years.
- (c) Thirdly, establish a close contact with trainees and their supervisors.

- (d) Fourthly, get regular feedback from the trainees and their supervisors.
- (e) Fifthly, prepare or modify the course curriculum according to the need of the trainers and make it attainable by the trainers.

Criteria for Promotion

To attract merit and talent and to retain them in the training institutes, trainers should be promoted in time. In this regard, required number of research and publications should be considered as one of the criteria for promotion in all training institutes specially at BPATC. This will help to minimize the turnover of the members of permanent faculty.

Strategies for Implementation:

- (a) For Assistant Director (or equivalent), at least 4 research and 4 publications along with five years of service can be the criteria for promotion to next position specially at BPATC.
- (b) For Deputy Director (or equivalent) at least 7 research and 7 publications along with ten years of service can be the criteria for promotion to next position specially at BPATC.
- (c) For Director (or equivalent), at least 12 research and fifteen publications along with 12 years of service can be the criteria for promotion to next position specially at BPATC.
- (d) Quality of the research and publications can also be impartially assessed by the qualified researchers.
- (e) Attainment of certain standards in instructional performance can also be considered as criteria along with other criteria mentioned above.

Incentives and Recognition

Incentives are motivational factors. Irrespective of nature of recruitment, all trainers should be given financial incentives. Trainers should be recognized for their performance. In this regard, every training institute may award "best trainer" award along with at least one month's basic pay.

Strategies for Implementation:

- (a) Firstly, rank the trainers on the basis of their performance in job, number of research and publications.
- (b) Secondly, select the top three and give them at least one month's basic pay.
- (c) Thirdly, award the 'Best Trainer' award to top ranked trainer.
- (d) Consider his performance as "Excellent" or "Outstanding" and give him/her two special increments which shall be documented in the Service rules.

Career Plan ✓

Training is indispensable for human development and trainers are at the focal point. To make training effective, trainers must be professionally sound. For this, training institutes must have a proper career plan for trainers and this plan must be implemented.

Strategies for Implementation:

- (a) Firstly, authorities of every training institute can prepare a career plan for officers which certainly includes training, promotion, recognition, incentives, reward and punishment.
- (b) Secondly, authorities can make the plan known to trainers while recruit them.
- (c) Thirdly, authorities can implement the plan.

Lien Facilities ✓

Lien facilities should be provided to permanent trainers. This would open a window for horizontal mobility of trainers and it may be helpful for professional development.

Strategies for Implementation:

- (a) Authorities can follow the existing government rules regarding lien.

Confirmation in the Service

Regarding confirmation in the service, it must be ensured that probationers are given necessary training within the stipulated period of probation.

Strategies for Implementation:

- (a) Firstly, assess the need of required training for each and every probationer.
- (b) Secondly, provide them with necessary training required for performing specific jobs.
- (c) Thirdly, confirm them in the service within the stipulated period.

Post Upgradation

Facilities for post upgradation as in practice in the universities should be created in training institutes.

Strategies for Implementation:

- (a) Firstly, authorities of the respective training institute could introduce post upgradation system like universities of the countries.
- (b) Secondly, give opportunity to trainers for upgrading their position once in their service tenure.
- (c) Unless the trainer is promoted to the next position the post will remain vacant.

Scrapping Clause 50 (2) of the Service Rules of BPATC

Lastly, there is a feeling of insecurity of job among trainers specially at BPATC. This is especially due to the Clause 50 (2) of Service Rules of BPATC, where it is mentioned that any employee may be dismissed at any time without showing any reason. This clause should be dropped from the Service Rules of BPATC to create a better working environment where the employees of the training institute can attain their full potential.

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Annexure-1: Tables

Table-1: Rank and Status of the Respondents

Rank and Status	Training institutes			
	BPATC	BARD	APD	Total
Joint-Secretary or equivalent	3	1	1	5 (5.9)
Deputy Secretary or equivalent	11	13	3	27 (31.76)
Sr. Asst. Secretary or equivalent	18	4	2	24 (28.23)
Assistant Secretary or equivalent	18	7	4	29 (34.11)
Total	50 (58.82)	25 (29.41)	10 (10.76)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-2: Nature of Recruitment of the Respondents

Institutes	Nature of recruitment		
	Permanent	Deputation	Total
BPATC	29 (58.0)	21 (42.0)	50 (58.82)
BARD	25 (100.0)	-	25 (29.41)
APD	6 (60.0)	4 (40.0)	10 (11.76)
Total	60 (78.59)	25 (29.41)	85

Source: Questionnaire Survey, 1999

Parenthesis shows the percentages.

Table-3: Academic Qualification of the Respondents

Institutes	Academic Qualification			Total
	PhD	MPhil/MS/Masters	Bachelor	
BPATC	1 (2.0)	42 (84.0)	7 (14.0)	50
BARD	3 (12.0)	22 (88.0)	-	25
APD	-	10 (100.0)	-	10
Total	4 (4.71)	74 (87.06)	7 (8.23)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-4: Academic Background of the Respondents

Institutes	Academic Background							Total
	Arts	Science	Commerce	Social Science	Agriculture	Engineering	Others (Lib. Sc., Natural Sc.)	
BPATC	3	2	4	31	1	3	6	50
BARD	-	2	5	8	8	-	2	25
APD	1	3	1	5	-	-	-	10
Total	4 (4.71)	7 (8.23)	10 (11.76)	44 (51.76)	9 (10.59)	3 (3.53)	8 (9.41)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-5: Length of Service of the Respondents

Institutes	Length of Service (Years)						
	0-5	6-10	11-15	16-20	21-25	26-30	31-35
BPATC	8	9	14	11	4	4	-
BARD	5	3	5	3	7	1	1
APD	2	-	4	1	2	1	-
Total	15 (17.65)	12 (14.11)	23 (27.06)	15 (17.65)	13 (15.3)	6 (7.06)	1 (1.17)

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-6: Distribution of Pay Scale of the Respondents

Institutes	Pay Scale (Taka)						Total
	11,700- 13,500	10,700- 13,100	9,500- 12,100	7,200- 10,840	6,150- 9,750	4,300- 7740	
BPATC	3	3	12	12	9	11	50
BARD	2	5	7	4	3	4	25
APD	1	-	3	1	2	3	10
Total	6 (7.06)	8 (9.41)	22 (25.88)	17 (20.0)	14 (16.47)	18 (21.18)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-7: Factors Responsible for Selecting the Job/ Joining at the Training Institutes

Factors	Permanent Trainers				Deputed Trainers				Grand Total
	BPAT C (29)	BARD (25)	APD (6)	Total (60)	BPAT C (21)	BARD (0)	APD (4)	Total (25)	
Relevant with academic background	12	17	2	31 (51.67)	-	-	-	-	31 (36.47)
Working environment	14	15	1	30 (50.0)	14	-	1	15 (60.0)	45 (52.94)
Good pay	-	3	-	3 (5.0)	-	-	-	-	3 (3.52)
Status	11	14	3	28 (46.67)	5	-	-	5 (20.0)	33 (38.82)
Residential facilities	10	6	-	16 (26.67)	7	-	-	7 (28.0)	23 (27.05)
Reputation of the institution	10	18	1	29 (48.33)	7	-	1	8 (32.0)	37 (43.53)
Interest in training	8	12	3	23 (38.33)	15	-	1	16 (64.0)	39 (45.88)
For survival	12	4	2	18 (30.0)	-	-	-	-	18 (21.18)
Less disturbance of transfer	9	6	1	16 (26.67)	-	-	1	1 (4.0)	17 (20.0)
Opportunities of FT/HE	12	20	1	33 (55.0)	5	-	1	6 (24.0)	39 (45.88)
Order of the authority	-	-	-	-	11	-	2	13 (52.0)	13 (15.29)
Scope for additional legal income	-	-	-	-	3	-	-	3 (12.0)	3 (3.52)
Avoid trouble in field	-	-	-	-	6	-	-	6 (24.0)	6 (7.06)
Others (scope for gaining knowledge, research, to motivate the new officers)	-	6	-	6 (10.0)	2	-	-	2 (8.0)	8 (9.41)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Table-8: Nature of Work of the Respondents

Institutes	Nature of work						
	Administrative	Training	Research	Administrative +Training +Research	Administrative +Training	Training +Research	Total
BPATC	12	15	1	2	14	6	50
BARD	-	-	-	12	-	13	25
APD	-	5	-	1	2	2	10
Total	12 (14.11)	20 (23.53)	1 (1.18)	15 (17.65)	16 (18.82)	21 (24.71)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-9: Opinion on Institutional Goal and Idea about National Goal

Whether Institution has any specific goal or not			Institutes	Idea about National Goal		
Total	No	Yes		Yes	No	Total
50	7	43	BPATC	37	13	50
25	-	25	BARD	19	6	25
10	-	10	APD	10	-	10
85	7 (8.24)	78 (91.76)	Total	66 (77.65)	19 (22.35)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-10: Opinion on Relevance of Institutional Goal with National Goal

Institutes	Relevance			
	No. of Respondents	Total Score	Average	Result (Median ≈3.5)
BPATC	36	161	4.47	Moderate
BARD	19	88	4.63	Moderate
APD	10	51	5.1	Satisfactory
Total	65	300	4.62	Moderate

Source: Questionnaire Survey, 1999.

Table-11: Whether TNA done before preparing Training Calendar

Institutes	Whether TNA is a regular activity or not		
	Yes	No	Total
BPATC	12	38	50
BARD	13	12	25
APD	2	8	10
Total	27 (31.76)	58 (68.24)	85

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-12: Field Level Experience and Measures Necessary for gathering Field Level Experience

Institutes	Whether all trainers have necessary field level experience or not			Measures Necessary for gathering field level experience			
	Yes	No	Total	Field attachment	Field oriented research	No need	Total (N=64)
BPATC	3	47	50	41	40	2	47
BARD	16	9	25	3	9	-	9
APD	2	8	10	5	8	-	8
Total	21 (24.71)	64 (75.29)	85	59 (92.19)	57 (89.1)	2 (3.13)	64

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-13: Job Description (JD) and Relevance of JD with Present Work

Institutes	Whether trainers have any JD or not			Relevance of JD with present work			
	Yes	No	Total	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC	47	3	50	47	212	4.51	Moderate
BARD	22	3	25	23	108	4.91	Satisfactory
APD	3	7	10	3	17	5.67	Highly satisfactory
Total	72 (84.71)	13 (15.29)	85	72	337	4.68	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-14: Relevance of Present Work with Academic Background

Institutes	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC	50	220	4.4	Moderate
BARD	25	114	4.56	Moderate
APD	10	33	3.3	Not satisfactory
Total	85	367	4.32	Moderate

Source: Questionnaire Survey, 1999.

Table-15: Policy in Nominating for Foreign Training/Higher Studies and it's Application

Institutes	Whether the institution have any Policy or not			Whether the Policy always followed or not			
	Yes	No	Don't Know	No. of Respondents	Yes	No	Don't Know
BPATC (50)	21	23	6	21	11	8	2
BARD (25)	21	4	-	21	15	6	-
APD (10)	3	7	-	3	3	-	-
Total (85)	45 (52.94)	34 (40.0)	6 (7.06)	45	29 (64.44)	14 (31.11)	2 (4.44)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-16: Foreign Training/Higher Studies received by the Respondents

Foreign Training/ Higher Studies	Deputed Trainer			Permanent Trainer			Both Deputed & Permanent			Total
	BPATC	BARD	APD	BPATC	BARD	APD	BPATC	BARD	APD	
Long	5	-	-	2	2	-	7	2	-	9 (10.60)
Short	6	-	3	10	6	5	16	6	8	30 (35.29)
Both	2	-	1	5	10	-	7	10	1	18 (21.17)
None	8	-	-	12	7	1	20	7	1	28 (32.94)
Total	21	-	4	29	25	6	50	25	10	85

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-17: Length of Service and Foreign Training/Higher Studies received

Length of Service (Years)	Foreign Training / Higher Studies received by the Permanent Trainer				
	Long Term	Short Term	Both	None	Total
0-5	1 (6.67)	2 (13.33)	-	12 (80.0)	15
6-10	1 (8.33)	4 (33.33)	-	7 (58.33)	12
11-15	4 (17.4)	10 (43.47)	5 (21.73)	4 (17.4)	23
16-20	2 (13.33)	6 (40.0)	4 (26.67)	3 (20.0)	15
21-25	1 (7.7)	5 (38.46)	5 (38.46)	2 (15.38)	13
26-30	-	3	3 (50.0)	3 (50.0)	6
31-35	-	-	1 (100.0)	-	1
Total	9 (10.59)	30 (35.3)	18 (21.17)	28 (32.94)	85

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-18: Respondents' view on not receiving Foreign Training/Higher Studies

Respondents' View	Institutes			Total (N=28)
	BPATC (n=20)	BARD (n=7)	APD (n=1)	
Required no. of training education scholarship are not allocated by the concerned ministry.	7 (35.0)	6 (85.71)	-	13 (46.43)
Lack of initiative for securing training scholarship by the own institution.	6 (30.0)	6 (85.71)	1 (100.0)	12 (42.86)
Absence of specific policy for nomination of FT HE.	5 (25.0)	3 (42.86)	-	8 (28.57)
Do not follow the policy for nomination of FT HE.	5 (25.0)	3 (42.86)	-	8 (28.57)
Do not have required qualification.	2 (10.0)	1 (14.28)	-	3 (10.71)
Authority is not impartial in nominating for FT HE.	6 (30.0)	2 (28.57)	-	8 (28.57)
Dropped in final scrutiny.	1 (5.0)	3 (42.86)	-	4 (14.28)
Others (Do not know, limited opportunity, newly recruited).	7 (35.0)	2 (28.57)	-	9 (32.14)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Table-19: Relevance of present work with Foreign Training/Higher Studies

Institutes	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC	30	161	5.37	Satisfactory
BARD	18	85	4.72	Moderate
APD	9	37	4.11	Moderate
Total	57	283	4.96	Satisfactory

Source: Questionnaire Survey, 1999.

Table-20: In-country Training (IT) and Relevance of IT with Present Work

Institutes	Whether got in-country required training or not		Relevance of in-country training with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC (n=50)	41 (82.0)	9 (18.0)	(n=41)	192	4.68	Moderate
BARD (25)	18 (72.0)	7 (28.0)	(n=18)	84	4.67	Moderate
APD (n=10)	8 (80.0)	2 (20.0)	(n=8)	34	4.25	Moderate
Total (N=85)	67 (78.82)	18 (21.18)	(N=67)	310	4.63	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-21: Level of Skill (self-assessment) and Institutional Initiatives for increasing the Skill

Institutes	Level of Skill (Self-assessment)			Institutional Initiatives		
	Total Score	Average	Result (Median =3.5)	Total Score	Average	Result (Median =3.5)
BPATC (n=50)	221	4.42	Positive	183	3.66	Not satisfactory
BARD (25)	115	4.6	Positive	84	3.36	Not satisfactory
APD (n=10)	46	4.6	Positive	31	3.1	Not satisfactory
Total (N=85)	382	4.49	Positive	298	3.51	Not satisfactory

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages

Table-22: Fulfillment of Expectation of Permanent Trainer in the Job

Institutes	Fulfillment level			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC	29	103	3.55	Not satisfactory
BARD	25	86	3.44	Not satisfactory
APD	6	22	3.67	Not satisfactory
Total	60	221	3.52	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-23: Length of Service and Promotion: Permanent Trainer

Length of Service (Years)	Permanent Trainer					
	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=7 (100.0) B=5 (100.0) A=2 (100.0) T=14 (100.0)	P=7 (50.0) B=5 (35.71) A=2 (14.29) T=14 (23.33)
6-10	P=0 B=1 (33.33) A=0 T=1 (10.0)	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=6 (85.71) B=1 (33.33) A=0 T=7 (70.0)	P=1 (14.29) B=1 (33.33) A=0 T=2 (20.0)	P=7 (70.0) B=3 (30.0) A=0 T=10 (16.67)
11-15	P=6 (66.67) B=3 (60.0) A=1 (33.33) T=10 (58.82)	P=0 B=1 (20.0) A=0 T=1 (5.88)	P=0 B=0 A=0 T=0	P=3 (33.33) B=0 A=1 (33.33) T=4 (23.53)	P=0 B=1 (20.0) A=1 (33.33) T=2 (11.76)	P=9 (52.94) B=5 (29.41) A=3 (17.65) T=17 (28.33)
16-20	P=2 (50.0) B=0 A=0 T=2 (25.0)	P=2 (50.0) B=3 (100.0) A=1 (100.0) T=6 (75.0)	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=4 (50.0) B=3 (37.5) A=1 (12.5) T=8 (13.33)
21-25	P=0 B=0 A=0 T=0	P=0 B=4 (57.14) A=0 T=4 (50.0)	P=1 (100.0) B=3 (42.86) A=0 T=4 (50.0)	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=1 (12.5) B=7 (87.5) A=0 T=8 (13.33)
26-30	P=0 B=0 A=0 T=0	P=1 (100.0) B=0 A=0 T=1 (50.0)	P=0 B=1 (100.0) A=0 T=1 (50.0)	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=1 (50.0) B=1 (50.0) A=0 T=2 (3.33)
31-35	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=0 B=1 (100.0) A=0 T=1 (100.0)	P=0 B=0 A=0 T=0	P=0 B=0 A=0 T=0	P=0 B=1 (100.0) A=0 T=1 (1.67)
Total	P=8 (27.59) B=4 (16.0) A=1 (16.67) T=13 (21.67)	P=3 (10.34) B=8 (32.0) A=1 (16.67) T=12 (20.0)	P=1 (3.45) B=5 (20.0) A=0 T=6 (10.0)	P=9 (31.03) B=1 (4.0) A=1 (16.67) T=11 (18.33)	P=8 (27.59) B=7 (28.0) A=3 (50.0) T=18 (30.0)	P=29 (48.33) B=25 (41.67) A=6 (10.0) T=60

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.
 Note: Here 'P', 'B', 'A' and 'T' represent BPATC, BARD, APD and Total respectively.

Table-24: Length of Service and Promotion: Deputed Trainer

Length of Service (Years)	Permanent Trainer					
	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=2 (100.0) A=0 T=0	P=0 A=0 T=0	P=2 (100.0) A=0 T=2 (8.0)
6-10	P=1 (50.0) A=0 T=1 (50.0)	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=1 (50.0) A=0 T=1 (50.0)	P=2 (100.0) A=0 T=2 (8.0)
11-15	P=5 (100.0) A=1 (100.0) T=6 (100.0)	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=5 (83.33) A=1 (16.67) T=6 (24.0)
16-20	P=3 (50.0) A=0 T=3 (50.0)	P=3 (50.0) A=0 T=3 (50.0)	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=6 (100.0) A=0 T=6 (24.0)
21-25	P=0 A=0 T=0	P=3 (100.0) A=2 (100.0) T=5 (100.0)	P=0 A=0 T=0	P=0 A=0 T=0	P=0 A=0 T=0	P=3 (60.0) A=2 (40.0) T=5 (20.0)
26-30	P=0 A=0 T=0	P=1 (33.33) A=0 T=1 (25.0)	P=2 (66.67) A=1 (100.0) T=3 (75.0)	P=0 A=0 T=0	P=0 A=0 T=0	P=2 (75.0) A=1 (25.0) T=3 (12.0)
Total	P=6 (28.57) A=1 (25.0) T=7 (28.0)	P=7 (33.33) A=2 (50.0) T=9 (36.0)	P=2 (9.52) A=1 (25.0) T=3 (12.0)	P=2 (9.52) A=0 T=2 (8.0)	P=1 (4.76) A=0 T=1 (4.0)	P=21 (48.33) A=4 (10.0) T=25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Note: Here 'P', 'A' and 'T' represent BPATC, APD and Total respectively.

Table-25: Promotion Received by the Respondents

Institutes	Permanent Trainer				Institutes	Deputed trainer			
	Promoted in time	Delayed promotion	Promotion due	Not eligible		Promoted in time	Delayed promotion	Promotion due	Not eligible
BPAFC (29)	-	12 (41.38)	7 (24.13)	10 (34.48)	BPATC (21)	3 (14.29)	14 (66.66)	1 (4.76)	3 (14.29)
BARD (25)	5 (20.0)	8 (32.0)	5 (20.0)	7 (28.0)	BARD (0)	-	-	-	-
APD (6)	-	2 (33.33)	1 (16.67)	3 (50.0)	APD (4)	1 (25.0)	3 (75.0)	-	-
Total (60)	5 (8.33)	22 (36.67)	13 (21.67)	20 (33.33)	Total (25)	4 (16.0)	17 (68.0)	1 (4.0)	3 (12.0)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-26: Promotion: Causes Behind Delayed Promotion and Not Promoted Yet

Institutes	Causes behind delayed promotion and not promoted yet			
	No. of Respondents	Absence of vacant Rank & Status	Administrative intricacy	Apathetic attitude of authority
BPATC	34	16 (47.05)	17 (50.0)	7 (20.58)
BARD	13	8 (61.54)	2 (15.38)	4 (30.77)
APD	6	2 (33.33)	3 (50.0)	1 (16.67)
Total	53	26 (49.05)	22 (41.51)	12 (22.64)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.
Multiple response recorded.

Table-27: Criteria for Promotion in the Training Institution

Criteria	Institutes			Total (85)
	BPATC (50)	BARD (25)	APD (10)	
Length of service as trainer	36 (72.0)	16 (76.0)	9 (90.0)	64 (75.3)
Necessary training	36 (72.0)	9 (36.0)	7 (70.0)	52 (61.17)
Required number of publications and research	34 (68.0)	24 (96.0)	6 (60.0)	64 (75.3)
Evaluation by the participants	21 (42.0)	14 (56.0)	2 (20.0)	37 (43.53)
ACR	27 (54.0)	11 (44.0)	4 (40.0)	42 (49.41)
Others (excellent academic background, merit & skill, examination for promotion)	4 (8.0)	1 (4.0)	-	5 (5.88)

Source: Questionnaire Survey, 1999.
Parenthesis shows the percentages. Multiple response recorded.

Table-28: Satisfaction of Permanent Trainer with the Present Job

Institutes	Whether Satisfied or Not		Total
	Yes	No	
BPATC	11 (37.93)	18 (62.07)	29
BARD	12 (48.0)	13 (52.0)	25
APD	-	6 (100.0)	6
Total	23 (38.33)	37 (61.67)	60

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-29: Causes of dissatisfaction with the Present Job

Causes	Institutes			Total (37))
	BPATC (18)	BARD (13)	APD (6)	
Delay in <u>received</u> Promotion	10 (55.55)	4 (30.77)	5 (83.33)	19 (51.35)
Unfavorable Working Environment	6 (33.33)	8 (61.54)	3 (50.0)	17 (45.95)
Did not receive any Foreign Training	6 (33.33)	7 (53.85)	1 (16.67)	14 (37.84)
Absence of Recognition	6 (33.33)	6 (46.15)	3(50.0)	15 (40.54)
Discrepancy of Work with JD	3 (16.67)	-	2 (33.33)	5 (13.51)
Training activities does not get proper importance	10 (55.55)	3 (23.07)	1 (16.67)	14 (37.84)
Personal relation get more importance than merit and qualification	11 (61.11)	9 (69.23)	2 (33.33)	22 (59.46)
Lack of initiatives for upgrading the Rank & Status	5 (16.97)	6 (46.15)	3 (50.0)	14 (37.84)
Limited scope of promotion	10 (55.55)	6 (46.15)	1 (16.67)	17 (45.95)
Others (nepotism, sex-bias, corruption in administration, grouping, discrepancy in offering foreign training).	-	2 (15.38)	-	2 (5.41)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-30: Attitude toward Changing the Present Job

Institutes	Attitude of Permanent Trainer			
	Yes	No	Uncertain	Total
BPATC	7 (24.14)	21(72.41)	1 (3.45)	29
BARD	10 (40.0)	15 (60.0)	-	25
APD	6 (100.0)	-	-	6
Total	23 (38.33)	36 (60.0)	1(1.67)	60

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages. Multiple response recorded.

Table-31: Presence of Career Plan in the Training Institutes

Institutes	Whether training institutes have any career plan or not			
	Yes	No	Don't know	Total
BPATC	12 (24.0)	32 (64.0)	6 (12.0)	50
BARD	4 (16.0)	21 (84.0)	-	25
APD	3 (30.0)	7 (70.0)	-	10
Total	19 (22.35)	60 (70.59)	6 (7.06)	85

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-32: Scope for Implementation of Career Plan in the Training Institutes

Institutes	Whether career plan can be implemented or not			
	Yes	No	Don't know	Total
BPATC	38 (76.0)	10 (20.0)	2 (4.0)	50
BARD	23 (92.0)	2 (8.0)	-	25
APD	7 (70.0)	3 (30.0)	-	10
Total	68 (80.0)	15 (17.65)	2 (2.35)	85

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-33: Suggested Measures for Career Development of Trainers of Training Institutes

Suggested Measures	Institutes			Total	Rank
	BPATC	BARD	APD		
Ensuring promotion in time	274 (5.48)	134 (5.36)	60 (6.0)	468 (5.47)	1
Increase the foreign training opportunities for training institutes	260 (5.2)	144 (5.76)	52 (5.2)	456 (5.36)	2
Keeping the work relevant with JD	258 (5.16)	136 (5.44)	46 (4.6)	440 (5.18)	4
Giving more importance to training activities than administration	252 (5.04)	114 (4.46)	46 (4.6)	412 (4.85)	6
Creation of facilities for Rank & Status upgrade like universities	258 (5.16)	139 (5.36)	45 (4.5)	442 (5.2)	3
Giving financial incentives to all trainers irrespective of type of recruitment	258 (5.16)	126 (5.04)	32 (3.2)	416 (4.89)	5
Creation of training cadre	181 (3.62)	126 (5.04)	60 (6.0)	367 (4.32)	7

Source: Questionnaire Survey, 1999.

Parenthesis shows the averages. Multiple response recorded.

Tables for BPATC

Table-P1: Rank & Status, Nature of Recruitment and Academic Qualification of the Respondents

Nature of Recruitment				Rank & Status (status)	Academic Qualification			
Total	Promotion	Deputation	Direct		PhD	MPhil/ MS/ Masters	Bachelor	Total
3	-	2 (66.67)	1 (33.33)	Joint-Secretary or equivalent	1 (33.33)	2 (66.67)	-	3
11	-	7 (63.64)	4 (36.36)	Deputy Secretary or equivalent	-	11 (100)	-	11
18	2 (18.18)	9 (50.00)	7 (38.89)	Sr. Asst. Secretary or equivalent	-	14 (77.78)	4 (22.22)	18
18	2 (11.11)	3 (16.67)	13 (72.22)	Assistant Secretary or equivalent	-	15 (83.33)	3 (16.67)	18
50	4 (8.00)	21 (42.00)	25 (50.00)	Total	1 (2.00)	42 (84.00)	7 (14.00)	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P2: Academic Background of the Respondents

Rank & Status	Academic Background							Total
	Arts	Science	Commerce	Social Science	Agriculture	Engineering	Others	
Joint-Secretary or equivalent	1 (33.33)	-	-	2 (66.67)	-	-	-	3
Deputy Secretary or equivalent	1 (9.09)	1 (9.09)	1 (9.09)	6 (54.55)	-	-	2 (18.18)	11
Sr. Asst. Secretary or equivalent	1 (5.55)	1 (5.55)	-	11 (61.11)	1 (5.55)	2 (11.11)	2 (11.11)	18
Assistant Secretary or equivalent	-	-	3 (16.67)	12 (66.67)	-	1 (5.55)	2 (11.11)	18
Total	3 (6.0)	2 (4.0)	4 (8.0)	31 (62.0)	1 (2.0)	3 (6.0)	6 (12.0)	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P3: Length of Service of the Respondents

Rank & Status	Length of Service (Years)							Total
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	
Joint-Secretary or equivalent	-	-	-	-	1 (33.33)	2 (66.67)	-	3
Deputy Secretary or equivalent	-	-	1 (9.09)	5 (45.45)	3 (27.27)	2 (18.18)	-	11
Sr. Asst. Secretary or equivalent	-	1 (5.55)	11 (61.11)	6 (33.33)	-	-	-	18
Assistant Secretary or equivalent	8 (44.44)	8 (44.44)	2 (11.11)	-	-	-	-	18
Total	8 (16.0)	9 (18.0)	14 (28.0)	11 (22.0)	4 (8.0)	4 (8.0)	-	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P4: Distribution of Pay Scale of the Respondents

Rank & Status	Pay Scale (Taka)						Total
	11,700-13,500	10,700-13,100	9,500-12,100	7,200-10,840	6,150-9,750	4,300-7,740	
Joint-Secretary or equivalent	3 (100)	-	-	-	-	-	3
Deputy Secretary or equivalent	-	3 (27.27)	8 (72.73)	-	-	-	11
Sr. Asst. Secretary or equivalent	-	-	4 (22.22)	12 (66.67)	2 (11.11)	-	18
Assistant Secretary or equivalent	-	-	-	-	7 (38.89)	11 (61.11)	18
Total	3 (6.0)	3 (6.0)	12 (24.0)	12 (24.0)	9 (18.0)	11 (22.0)	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P5: Factors Responsible for Selecting the Job/ Joining the Training Institution

Factors	Deputed Trainers					Permanent Trainers					GT (50)
	JS or E (2)	DS or E (7)	Sr. AS or E (9)	AS or E (3)	Total (21)	JS or E (1)	DS or E (4)	Sr. AS or E (9)	AS or E (15)	Total (29)	
Relevant with academic background	-	-	-	-	-	1	1	4	6	12 (41.38)	12 (24.0)
Working environment	1	4	8	1	14 (66.67)	-	-	5	9	14 (48.27)	28 (56.0)
Good pay	-	-	-	-	-	-	-	1	-	-	1 (2.0)
Status	1	1	2	1	5 (23.81)	-	-	4	-	11 (37.93)	16 (32.0)
Residential facilities	-	4	3	-	7 (33.33)	-	-	3	-	10 (34.48)	17 (34.0)
Reputation of the institution	1	3	3	-	7 (33.33)	-	-	6	4	10 (34.48)	17 (34.0)
Interest in training	1	4	7	3	15	1	1	3	3	8 (27.58)	23 (46.0)
For survival	-	-	-	-	-	-	1	2	9	12 (41.38)	12 (24.0)
Less disturbance of transfer	-	-	-	-	-	-	-	5	4	9 (31.03)	9 (18.0)
Opportunities of F.I.H.	-	1	3	1	5 (23.81)	-	1	3	8	12 (41.38)	17 (34.0)
Order of the authority	1	6	3	1	11 (52.38)	-	-	-	-	-	11 (22.0)
Scope for additional legal income	-	1	2	-	3 (14.28)	-	-	-	-	-	3 (6.0)
Avoid trouble in field	-	2	4	-	6 (28.57)	-	-	-	-	-	6 (12.00)
Others (scope for gaining knowledge, to motivate the new officers)	1	1	-	-	2 (9.52)	-	-	-	-	-	2 (4.0)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Table-P6: Nature of Work of the Respondents

Rank & Status	Nature of work						Total
	Administrative	Training	Research	Administrative +Training +Research	Administrative +Training	Training +Research	
Joint-Secretary or equivalent	-	1	-	1	-	1	3
Deputy Secretary or equivalent	2 (18.18)	5 (45.45)	-	-	3 (27.27)	1 (9.1)	11
Sr. Asst. Secretary or equivalent	3 (16.67)	5 (27.78)	-	1 (5.55)	8 (44.44)	1 (5.55)	18
Assistant Secretary or equivalent	7 (38.89)	4 (22.22)	1 (5.55)	-	3 (16.67)	3 (16.67)	18
Total	12 (24.0)	15 (30.0)	1 (2.0)	2 (4.0)	14 (28.0)	6 (12.0)	50

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P7: Opinion on Institutional Goal and Idea about National Goal

Weather Institution has any specific goal or not			Rank & Status	Idea about National Goal		
Total	No	Yes		Yes	No	Total
3	-	3 (100)	Joint-Secretary or equivalent	3 (100)	-	3
11	2 (18.18)	9 (81.82)	Deputy Secretary or equivalent	10 (90.91)	1 (9.09)	11
18	-	18 (100)	Sr. Asst. Secretary or equivalent	14 (77.78)	4 (22.22)	18
18	5 (27.78)	13 (72.22)	Assistant Secretary or equivalent	10 (55.56)	8 (44.44)	18
50	7 (14.0)	43 (86.0)	Total	37 (74.0)	13 (26.0)	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P8: Opinion on Relevance of Institutional Goal with National Goal

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	3	14	4.67	Moderate
Deputy Secretary or equivalent	9	34	3.78	Not satisfactory
Sr. Asst. Secretary or equivalent	14	65	4.64	Moderate
Assistant Secretary or equivalent	10	48	4.8	Moderate
Total	36	161	4.47	Moderate

Source: Questionnaire Survey, 1999.

Table-P9: Whether TNA done before preparing Training Calendar

Rank & Status	Whether TNA is a regular activity or not		
	Yes	No	Total
Joint-Secretary or equivalent	2 (66.67)	1 (33.33)	3 (6.0)
Deputy Secretary or equivalent	4 (36.36)	7 (63.67)	11 (22.0)
Sr. Asst. Secretary or equivalent	3 (16.67)	15 (83.33)	18 (36.0)
Assistant Secretary or equivalent	3 (16.67)	15 (83.33)	18 (36.0)
Total	12 (24.0)	38 (76.0)	50 (100)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P10: Field Level Experience and Measures necessary for gathering Field Level Experience

Rank & Status	Whether all trainers have necessary field level experience or not			Measures necessary for gathering field level experience			
	Yes	No	Total	Field attachment	Field oriented research	No need	Total (N=47)
Joint-Secretary or equivalent	1 (33.33)	2 (66.67)	3	2 (100.0)	2 (100.0)	-	2
Deputy Secretary or equivalent	-	11 (100.0)	11	8 (72.73)	11 (100.0)	-	11
Sr. Asst. Secretary or equivalent	1 (5.56)	17 (94.44)	18	16 (94.12)	14 (82.35)	1 (5.88)	17
Assistant Secretary or equivalent	1 (5.56)	17 (94.44)	18	15 (88.24)	13 (76.47)	1 (5.88)	17
Total	3 (6.0)	47 (94.0)	50	41 (87.23)	40 (85.11)	2 (4.25)	47

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P11: Job Description and Opinion on Relevance of JD with Present Work

Rank & Status	Whether trainers have any JD or not		Relevance of JD with present work			
	Yes	No	No. of Respondent	Total score	Average	Result (Median = 3.5)
Joint-Secretary or equivalent (n=3)	3 (100.0)	-	(n=3)	12	4.00	Moderate
Deputy Secretary or equivalent (n=11)	11 (100.0)	-	(n=11)	49	4.45	Moderate
Sr. Asst. Secretary or equivalent (n=18)	16 (88.89)	2 (11.11)	(n=16)	76	4.75	Moderate
Assistant Secretary or equivalent (n=18)	17 (94.44)	1 (5.56)	(n=17)	75	4.41	Moderate
Total (N=50)	47 (94)	3 (6.0)	(N=47)	212	4.51	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P12: Opinion on Relevance of Present Work with Academic Background

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median = 3.5)
Joint-Secretary or equivalent	3	15	5.0	Satisfactory
Deputy Secretary or equivalent	11	54	4.91	Moderate
Sr. Asst. Secretary or equivalent	18	76	4.22	Moderate
Assistant Secretary or equivalent	18	75	4.17	Moderate
Total	50	220	4.4	Moderate

Source: Questionnaire Survey, 1999.

Table-P13: Policy in Nominating for Foreign Training/Higher Studies and it's Application

Rank & Status	Whether the institution have any Policy or not			Whether the Policy always followed or not			
	Yes	No	Don't Know	No. of Respondents	Yes	No	Don't Know
Joint-Secretary or equivalent (n=3)	2 (66.67)	1 (33.33)	-	(n=2)	1 (50.0)	1 (50.0)	-
Deputy Secretary or equivalent (n=11)	5 (45.45)	5 (45.45)	1 (9.1)	(n=5)	3 (60.0)	2 (40.0)	-
Sr. Asst. Secretary or equivalent (n=18)	9 (50.0)	8 (44.44)	1 (5.56)	(n=9)	4 (44.44)	4 (44.44)	1 (11.11)
Assistant Secretary or equivalent (n=18)	5 (27.78)	9 (50.0)	4 (22.22)	(n=5)	3 (60.0)	1 (20.0)	1 (20.0)
Total (N=50)	21 (42.0)	23 (46.0)	6 (12.0)	(N=21)	11 (52.38)	8 (38.1)	2 (9.52)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P14: Foreign Training Higher Studies received by the Respondents

Rank & Status	Deputed Trainers					Permanent Trainers				
	Long Term	Short Term	Both	None	Total	Long Term	Short Term	Both	None	Total
Joint-Secretary or equivalent	-	1 (50.0)	1 (50.0)	-	2	-	-	-	-	1 (100.0)
Deputy Secretary or equivalent	2 (28.57)	2 (28.57)	-	3 (42.86)	7	-	3 (75.0)	1 (25.0)	-	4
Sr. Asst. Secretary or equivalent	1 (11.11)	3 (33.33)	1 (11.11)	4 (44.44)	9	2 (22.22)	3 (33.33)	3 (33.33)	1 (11.11)	9
Assistant Secretary or equivalent	2 (66.67)	-	-	1 (33.33)	3	-	4 (26.67)	-	11 (73.33)	15
Total	5 (23.81)	6 (28.57)	2 (9.52)	8 (38.1)	21	2 (6.9)	10 (34.48)	5 (17.24)	12 (41.37)	29

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P15: Foreign Training/Higher Studies received by both Deputed and Permanent Trainers

Rank & Status (Status)	Types of Foreign Training / Higher Studies				
	Long Term	Short Term	Both	None	Total
Joint-Secretary or equivalent	-	1 (33.33)	2 (66.67)	-	3
Deputy Secretary or equivalent	2 (18.18)	5 (45.45)	1 (9.1)	3 (27.27)	11
Sr. Asst. Secretary or equivalent	3 (16.67)	6 (33.33)	4 (22.22)	5 (27.78)	18
Assistant Secretary or equivalent	2 (11.11)	4 (22.22)	-	12 (66.67)	18
Total	7 (14.0)	16 (32.0)	7 (14.0)	20 (40.0)	50

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P16: Length of Service & Foreign Training/Higher Studies received by the Respondents

Length of Service (Years)	Deputed Trainers					Permanent Trainers				
	Long Term	Short Term	Both	None	Total	Long Term	Short Term	Both	None	Total
0-5	1 (100.0)	-	-	-	1	-	-	-	7 (100.0)	7
6-10	1 (33.33)	-	-	2 (66.67)	3	-	2 (33.33)	-	4 (66.67)	6
11-15	1 (25.0)	1 (25.0)	1 (25.0)	1 (25.0)	4	2 (20.0)	4 (40.0)	3 (30.0)	1 (10.0)	10
16-20	2 (28.57)	2 (28.57)	-	3 (42.86)	7	-	3 (75.0)	1 (25.0)	-	4
21-25	-	1 (33.33)	-	2 (66.67)	3	-	-	1	-	1
26-30	-	2 (66.67)	1 (33.33)	-	3	-	1 (100.0)	-	-	1
Total	5 (23.81)	6 (28.57)	2 (9.52)	8 (38.1)	21	2 (6.9)	10 (34.48)	5 (17.24)	12 (41.37)	29

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P17: Foreign Training/Higher Studies received by both Permanent & Deputed Trainers

Length of Service (Years)	Types of Foreign Training / Higher Studies				
	Long Term	Short Term	Both	None	Total
0-5	1 (12.5)	-	-	7 (87.5)	8
6-10	1 (11.11)	2 (22.22)	-	6 (66.67)	9
11-15	3 (21.43)	5 (35.71)	4 (28.57)	2 (14.29)	14
16-20	2 (18.18)	5 (45.45)	1 (9.1)	3 (27.27)	11
21-25	-	1 (25.0)	1 (25.0)	2 (50.0)	4
26-30	-	3 (75.0)	1 (25.0)	-	4
Total	7 (14.0)	16 (32.0)	7 (14.0)	20 (40.0)	50

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-P18: Respondents' view on not receiving Foreign Training/Higher Studies

Respondents' View	Rank & Status			Total (N=20)
	Deputy Secretary or equivalent (n=3)	Sr. Asst. Secretary or equivalent (n=5)	Assistant Secretary or equivalent (n=12)	
Required no. of training education scholarship are not allocated by the concerned ministry.	-	4 (80.0)	3 (25.0)	7 (35.0)
Lack of initiative for securing training scholarship by the own institution.	-	3 (60.0)	3 (25.0)	6 (30.0)
Absence of specific policy for nomination of FT HE.	-	2 (40.0)	3 (25.0)	5 (25.0)
Do not follow the policy for nomination of FT HE.	1 (33.33)	2 (40.0)	2 (16.67)	5 (25.0)
Do not have required qualification.	1 (33.33)	-	1 (8.33)	2 (10.0)
Authority is not impartial in nominating for FT HE.	1 (33.33)	1 (40.0)	4 (33.33)	6 (30.0)
Dropped in final scrutiny.	-	-	1 (8.33)	1 (5.0)
Others (Do not know, limited opportunity, newly recruited).	2 (66.67)	-	5 (41.67)	7 (35.0)

Source: Questionnaire Survey, 1999.

Multiple response recorded. Parenthesis shows the percentages.

Table-P19: Relevance of present work with Foreign Training/Higher Studies

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	3	17	5.67	Highly satisfactory
Deputy Secretary or equivalent	8	37	4.63	Moderate
Sr. Asst. Secretary or equivalent	13	64	4.94	Moderate
Assistant Secretary or equivalent	6	28	4.67	Moderate
Total	30	161	5.37	Satisfactory

Source: Questionnaire Survey, 1999.

Table-P20: In-country Training and Relevance of In-country Training with Present Work

Rank & Status	Whether got required in-country training or not		Relevance of in-country training with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=3)	3 (100.0)	-	(n=3)	18	6.0	Highly satisfactory
Deputy Secretary or equivalent (n=11)	10 (90.9)	1 (9.1)	(n=10)	44	4.4	Moderate
Sr. Asst. Secretary or equivalent (n=18)	16 (88.89)	2 (11.11)	(n=16)	73	4.56	Moderate
Assistant Secretary or equivalent (n=18)	12 (66.67)	6 (33.33)	(n=12)	57	4.75	Moderate
Total (N=50)	41 (82)	9 (18.0)	(N=41)	192	4.68	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P21: Level of Skill and Institutional Initiatives for increasing the Skill

Rank & Status	Level of Skill (Self-assessment)			Institutional Initiatives		
	Total Score	Average	Result (Median =3.5)	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=3)	14	4.67	Moderate	16	5.33	Satisfactory
Deputy Secretary or equivalent (n=11)	47	5.0	satisfactory	43	3.9	Not satisfactory
Sr. Asst. Secretary or equivalent (n=18)	81	4.5	Moderate	71	3.94	Not satisfactory
Assistant Secretary or equivalent (n=18)	71	3.94	Not satisfactory	53	2.94	Not satisfactory
Total (N=50)	221	4.42	Moderate	183	3.66	Not satisfactory

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P22: Fulfillment of Expectation of Permanent Trainer in the Job

Rank & Status	Fulfillment level			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	5	5.0	Satisfactory
Deputy Secretary or equivalent	4	15	3.75	Not satisfactory
Sr. Asst. Secretary or equivalent	9	30	3.33	Not satisfactory
Assistant Secretary or equivalent	15	53	3.53	Not satisfactory
Total	29	103	3.55	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-P23: Length of Service and Promotion received by the Deputed Trainers

Length of Service (Years)	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	-	-	-	-	2 (100.0)	2
6-10	1 (50.0)	-	-	-	1 (50.0)	2
11-15	5 (100.0)	-	-	-	-	5
16-20	3 (50.0)	3 (50.0)	-	-	-	6
21-25	-	3 (100.0)	-	-	-	3
26-30	-	1 (33.33)	2 (66.67)	-	-	3

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P24: Length of Service and Promotion received by the Permanent Trainers

Length of Service (Years)	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	-	-	-	-	7 (100.0)	7
6-10	-	-	-	6 (85.71)	1 (14.29)	7
11-15	6 (66.67)	-	-	3 (33.33)	-	9
16-20	2 (50.0)	2 (50.0)	-	-	-	4
21-25	-	-	1 (100.0)	-	-	1
26-30	-	1 (100.0)	-	-	-	1

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P25: Promotion According to Rank and Status

Rank & Status	Permanent Trainers				Total	Deputed Trainers				Total
	Promoted in time	Delayed promotion	Promotion due	Not eligible		Promoted in time	Delayed promotion	Promotion due	Not eligible	
Joint-Secretary or equivalent	-	1 (100.0)	-	-	1	-	2 (100.0)	-	-	2
Deputy Secretary or equivalent	-	4 (100.0)	-	-	4	1 (14.29)	6 (85.71)	-	-	-
Sr. Asst. Secretary or equivalent	-	-	-	2 (22.22)	9	2 (22.22)	6 (66.67)	1 (11.11)	-	9
Assistant Secretary or equivalent	-	-	-	8 (53.33)	15	-	-	-	3 (100.0)	3
Total	-	12 (41.38)	7 (24.13)	10 (34.48)	29	3 (14.29)	14 (66.66)	1 (4.76)	3 (14.29)	21

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P26: Promotion: Causes Behind Delayed and not Promoted yet

Rank & Status	Causes			
	No. of Respondents	Absence of vacant Rank & Status	Administrative intricacy	Apathetic attitude of authority
Joint-Secretary or equivalent	3	1 (33.33)	2 (66.67)	2 (66.67)
Deputy Secretary or equivalent	10	5 (50.0)	5 (50.0)	1 (10.0)
Sr. Asst. Secretary or equivalent	14	9 (64.29)	4 (28.57)	1 (7.14)
Assistant Secretary or equivalent	7	1 (14.29)	6 (85.71)	3 (42.85)
Total	34	16 (47.05)	17 (50.0)	7 (20.58)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-P27: Criteria for Promotion in the Training Institution

Criteria	Respondents				Total (50)
	Joint-Secretary or equivalent(3)	Deputy Secretary or equivalent(11)	Sr. Asst. Secretary or equivalent(18)	Assistant Secretary or equivalent(18)	
Length of service as trainer	2 (66.67)	9 (81.82)	13 (72.22)	12 (66.67)	36 (72.0)
Necessary training	1 (33.33)	7 (63.64)	15 (83.33)	13 (72.22)	36 (72.0)
Required number of publications and researches	2 (66.67)	9 (81.82)	12 (66.67)	11 (61.11)	34 (68.0)
Evaluation by the participants	1 (33.33)	4 (36.36)	8 (44.44)	8 (44.44)	21 (42.0)
ACR	2 (66.67)	7 (63.64)	8 (44.44)	10 (55.55)	27 (54.0)
Others (excellent academic background, merit & skill, examination for promotion)	1 (3.33)	-	2 (11.11)	1 (5.55)	4 (8.0)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-P28: Satisfaction with the Present Job: Permanent Trainer

Rank & Status	Whether Satisfied or Not		Total
	Yes	No	
Joint-Secretary or equivalent	-	1 (100.0)	1 (3.45)
Deputy Secretary or equivalent	2 (50.0)	2 (50.0)	4 (13.8)
Sr. Asst. Secretary or equivalent	3 (33.33)	6 (66.67)	9 (31.03)
Assistant Secretary or equivalent	6 (40.0)	9 (60.0)	15 (51.72)
Total	11 (37.93)	18 (62.07)	29 (100.)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P29: Causes of dissatisfaction with the Present Job

Causes	Respondents				Total (18)
	Joint-Secretary or equivalent(1)	Deputy Secretary or equivalent(2)	Sr. Asst. Secretary or equivalent(6)	Assistant Secretary or equivalent(9)	
Delay in received Promotion	-	-	5 (83.33)	5 (55.55)	10 (55.55)
Unfavorable Working Environment	-	1 (50.0)	3 (50.0)	2 (22.22)	6 (33.33)
Did not get any Foreign Training	-	2 (100.0)	1 (16.67)	3 (33.33)	6 (33.33)
Absence of Recognition	-	1 (50.0)	3 (50.0)	2 (22.22)	6 (33.33)
Discrepancy of Work with JD	-	-	-	3 (33.33)	3 (16.67)
Training activities does not get proper importance	-	1 (50.0)	5 (83.33)	4 (44.44)	10 (55.55)
Personal relation get more importance than merit and qualification	1 (100.0)	2 (100.)	4 (66.67)	4 (44.44)	11 (61.11)
Lack of initiatives for upgrading the Rank & Status	-	-	3 (50.0)	2 (22.22)	5 (27.78)
Limited scope of promotion	-	1 (50.0)	4 (66.67)	5 (55.55)	10 (55.55)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-P30: Attitude towards Changing the Present Job

Rank & Status	Attitude of Deputed Trainer				Attitude of Permanent Trainer			
	Yes	No	Uncertain	Total	Yes	No	Uncertain	Total
Joint-Secretary or equivalent	-	2 (100.0)	-	2	1 (100.0)	-	-	1
Deputy Secretary or equivalent	3 (42.86)	4 (57.14)	-	7	-	4 (100.0)	-	4
Sr. Asst. Secretary or equivalent	2 (22.22)	7 (77.78)	-	9	1 (11.11)	7 (77.78)	1 (11.11)	9
Assistant Secretary or equivalent	-	1 (33.33)	2 (66.67)	3	5 (33.33)	10 (66.67)	-	15
Total	5 (23.81)	14 (66.67)	2 (9.52)	21	7 (24.14)	21 (72.41)	1 (3.45)	29

Source: Questionnaire Survey, 1999. Parenthesis shows percentages.

Table-P31: Attitude toward Changing the Present Job

Rank & Status	Attitude of both deputed and permanent Trainer			
	Yes	No	Uncertain	Total
Joint-Secretary or equivalent	1 (33.33)	2 (66.7)	-	3
Deputy Secretary or equivalent	3 (27.27)	8 (72.7)	-	11
Sr. Asst. Secretary or equivalent	3 (16.67)	14 (77.78)	1 (5.55)	18
Assistant Secretary or equivalent	5 (27.78)	11 (61.11)	2 (11.11)	18
Total	12 (24.0)	35 (70.0)	3 (6.0)	50

Table-P32: Presence of Career Plan in the Training Institutes

Rank & Status	Whether training institutes have any career plan or not			
	Yes	No	Don't know	Total
Joint-Secretary or equivalent	2 (66.67)	-	1 (33.33)	3
Deputy Secretary or equivalent	2 (18.18)	8 (72.72)	1 (9.1)	11
Sr. Asst. Secretary or equivalent	4 (22.22)	12 (66.67)	2 (11.11)	18
Assistant Secretary or equivalent	4 (22.22)	12 (66.67)	2 (11.11)	18
Total	12 (24.0)	32 (64.0)	6 (12.0)	50

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P33: Scope for Implementation of Career Plan in the Training Institutes

Rank & Status	Whether career plan can be implemented or not			
	Yes	No	Don't know	Total
Joint-Secretary or equivalent	2 (66.67)	1 (33.33)	-	3
Deputy Secretary or equivalent	7 (63.64)	3 (27.27)	1 (9.1)	11
Sr. Asst. Secretary or equivalent	14 (77.78)	3 (16.67)	1 (5.55)	18
Assistant Secretary or equivalent	15 (83.33)	3 (16.67)	-	18
Total	38 (76.0)	9 (18.0)	2 (4.0)	50

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-P34: Suggested Measures for Career Development of Trainers of Training Institutes

Suggested Measures	Score				Total (N=50)	Rank
	Joint-Secretary or equivalent (n=3)	Deputy Secretary or equivalent (n=11)	Sr. Asst. Secretary or equivalent (n=18)	Assistant Secretary or equivalent (n=18)		
Ensuring promotion in time	15 (5.0)	65 (5.91)	92 (5.11)	102 (5.67)	274 (5.48)	1
Increase the foreign training opportunities for training institutes	11 (3.67)	59 (5.36)	84 (4.67)	96 (5.33)	260 (5.2)	2
Keeping the work relevant with JD	14 (4.67)	62 (5.64)	87 (4.83)	95 (5.28)	258 (5.16)	3
Giving more importance to training activities than administration	18 (6.0)	58 (5.27)	82 (4.55)	94 (5.22)	252 (5.04)	4
Creation of facilities for Rank & Status upgrade like universities	14 (4.67)	57 (5.18)	85 (4.72)	102 (5.67)	258 (5.16)	3
Giving financial incentives to all trainers irrespective of type of recruitment	17 (5.67)	48 (4.36)	88 (4.89)	95 (5.28)	258 (5.16)	3
Creation of training cadre	16 (5.33)	38 (3.45)	57 (5.18)	70 (3.89)	181 (3.62)	5

Source: Questionnaire Survey, 1999. Parenthesis shows the averages. Multiple response recorded.

Tables for BARD

Table-B1: Rank & Status, Nature of Recruitment and Academic Qualification of the Respondents

Rank & Status	Nature of Recruitment	Academic Qualification		
	Direct	PhD	MPhil/ MS/ Masters	Total
Joint-Secretary or equivalent	1	1 (100.0)	-	1
Deputy Secretary or equivalent	13	2 (15.38)	11 (84.62)	13
Sr. Asst. Secretary or equivalent	4	-	4 (100.0)	4
Assistant Secretary or equivalent	7	-	7 (100.0)	7
Total	25	3 (12.0)	22 (88.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B2: Academic Background of the Respondents

Rank & Status	Academic Background					
	Agriculture	Commerce	Social Science	Science	Others	Total
Joint-Secretary or equivalent	1 (100.0)	-	-	-	-	1
Deputy Secretary or equivalent	4 (30.77)	3 (23.08)	3 (23.08)	2 (15.38)	1 (7.69)	13
Sr. Asst. Secretary or equivalent	2 (50.0)	-	1 (25.0)	-	1 (25.0)	4
Assistant Secretary or equivalent	1 (14.29)	2 (28.57)	4 (57.14)	-	-	7
Total	8 (32.0)	5 (20.0)	8 (32.0)	2 (8.0)	2 (8.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B3: Length of Service of the Respondents

Rank & Status	Length of Service (Years)							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	Total
Joint-Secretary or equivalent	-	-	-	-	-	-	1 (100.0)	1
Deputy Secretary or equivalent	-	-	2 (15.38)	3 (23.07)	7 (53.85)	1 (7.7)	-	13
Sr. Asst. Secretary or equivalent	-	1 (25.0)	3 (75.0)	-	-	-	-	4
Assistant Secretary or equivalent	5 (71.43)	2 (28.57)	-	-	-	-	-	7
Total	5 (20.0)	3 (12.0)	5 (20.0)	3 (12.0)	7 (28.0)	1 (4.0)	1 (4.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B4: Distribution of Pay Scale of the Respondents

Rank & Status	Pay Scale (Taka)						Total
	11,700-13,500	10,700-13,100	9,500-12,100	7,200-10,840	6,150-9,750	4,300-7,740	
Joint-Secretary or equivalent	1 (100.0)	-	-	-	-	-	1
Deputy Secretary or equivalent	1 (7.7)	5 (38.46)	7 (53.84)	-	-	-	13
Sr. Asst. Secretary or equivalent	-	-	-	4 (100.0)	-	-	4
Assistant Secretary or equivalent	-	-	-	-	3 (42.86)	4 (57.14)	7
Total	2 (8.0)	5 (20.0)	7 (28.0)	4 (16.0)	3 (12.0)	4 (16.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B5: Factors behind Choosing the Job/ Joining at the Training Institution

Factors	Rank & Status				
	Joint-Secretary or equivalent (1)	Deputy Secretary or equivalent (13)	Sr. Asst. Secretary or equivalent (4)	Assistant Secretary or equivalent (7)	Total (25)
Relevant with academic background	-	9	1	6	17 (68.0)
Working environment	1	8	4	2	15 (60.0)
Good pay	-	2	-	1	3 (12.0)
Status	-	7	3	4	14 (56.0)
Residential facilities	-	4	-	2	6 (24.0)
Reputation of the institution	1	8	3	6	18 (72.0)
Interest in training	-	6	3	3	12 (48.0)
For survival	-	2	-	2	4 (16.0)
Less disturbance of transfer	-	4	1	1	6 (24.0)
Opportunities of FT/ITE	1	11	3	5	20 (80.0)
Others (scope for gaining knowledge, research)	-	4	1	1	6 (24.0)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Table-B6: Nature of Work of the Respondents

Rank & Status			Total
	Administrative +Training +Research	Training +Research	
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	8 (61.54)	5 (38.46)	13
Sr. Asst. Secretary or equivalent	1 (25.0)	3 (75.0)	4
Assistant Secretary or equivalent	2 (28.57)	5 (71.43)	7
Total	12 (48.0)	13 (52.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B7: Opinion on Institutional Goal and Idea about National Goal

Whether Institution has any specific goal or not			Rank & Status	Idea about National Goal		
Total	No	Yes		Yes	No	Total
1	-	1 (100.0)	Joint-Secretary or equivalent	1 (100.0)	-	1
13	-	13 (100.0)	Deputy Secretary or equivalent	11 (84.62)	2 (15.38)	13
4	-	4 (100.0)	Sr. Asst. Secretary or equivalent	3 (75.0)	1 (25.0)	4
7	-	7 (100.0)	Assistant Secretary or equivalent	4 (57.14)	3 (42.86)	7
25	-	25 (100.0)	Total	19 (76.0)	6 (24.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B8: Opinion on Relevance of Institutional Goal with National Goal

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	4	4.0	Moderate
Deputy Secretary or equivalent	11	51	4.64	Moderate
Sr. Asst. Secretary or equivalent	3	17	5.67	Highly Satisfactory
Assistant Secretary or equivalent	4	16	4.0	Moderate
Total	19	88	4.63	Moderate

Source: Questionnaire Survey, 1999.

Table-B9: Opinion on TNA before preparing Training Calendar

Rank & Status	Whether TNA is a regular activity or not		
	Yes	No	Total
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	6 (46.15)	7 (53.85)	13
Sr. Asst. Secretary or equivalent	2 (50.0)	2 (50.0)	4
Assistant Secretary or equivalent	4 (57.14)	3 (42.86)	7
Total	13 (52.0)	12 (48.0)	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B10: Field Level Experience and Measures for gathering Field Level Experience

Rank & Status	Whether all trainers have necessary field level experience or not			Measures for gathering field level experience		
	Yes	No	Total	Field attachment	Field oriented research	Total (N=9)
Joint-Secretary or equivalent	1 (100.0)	-	1	-	-	-
Deputy Secretary or equivalent	7 (53.85)	6 (46.15)	13	3 (50.0)	6 (100.0)	6
Sr. Asst. Secretary or equivalent	4 (100.0)	-	4	-	-	-
Assistant Secretary or equivalent	4 (57.14)	3 (42.84)	7	1 (33.33)	3 (100.0)	3
Total	16 (64.0)	9 (36.0)	25	3 (33.33)	9 (100.0)	9

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B11: Job Description and Opinion on Relevance of JD with Present Work

Rank & Status	Whether trainers have any JD or not		Relevance of JD with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	1 (100.0)	-	(n=1)	6	6.0	Highly satisfactory
Deputy Secretary or equivalent (n=13)	12 (92.3)	1 (7.7)	(n=12)	57	4.75	Moderate
Sr. Asst. Secretary or equivalent (n=4)	4 (100.0)	-	(n=4)	23	5.75	Highly satisfactory
Assistant Secretary or equivalent (n=7)	5 (71.43)	2 (28.57)	(n=5)	22	4.4	Moderate
Total (N=50)	22 (88.0)	3 (12.0)	(N=22)	108	4.91	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B12: Opinion on Relevance of Present Work with Academic Background

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	6	6.0	Highly satisfactory
Deputy Secretary or equivalent	13	58	4.46	Moderate
Sr. Asst. Secretary or equivalent	4	21	5.25	Satisfactory
Assistant Secretary or equivalent	7	29	4.14	Moderate
Total	25	114	4.56	Moderate

Source: Questionnaire Survey, 1999.

Table-B13: Policy in Nominating for Foreign Training/Higher Studies and it's Utilization

Rank & Status	Whether the institution have any Policy or not			Whether the Policy always followed or not		
	Yes	No	Total	No. of Respondents	Yes	No
Joint-Secretary or equivalent (n=1)	1 (100.0)	-	1	(n=1)	1 (100.0)	-
Deputy Secretary or equivalent (n=13)	10 (76.92)	3 (23.08)	13	(n=10)	7 (70.0)	3 (30.0)
Sr. Asst. Secretary or equivalent (n=4)	4 (100.0)	-	4	(n=4)	4 (100.0)	-
Assistant Secretary or equivalent (n=7)	6 (85.71)	1 (14.29)	7	(n=6)	3 (50.0)	3 (50.0)
Total (N=25)	21 (84.0)	4 (16.0)	25	(N=21)	15 (71.43)	6 (28.57)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B14: Foreign Training/Higher Studies received by the Respondents According to Status

Rank & Status (Status)	Foreign Training / Higher Studies received by the Respondents				
	Long Term	Short Term	Both	None	Total
Joint-Secretary or equivalent	-	-	1 (100.0)	-	1
Deputy Secretary or equivalent	2 (15.38)	2 (15.38)	8 (61.54)	1 (7.7)	13
Sr. Asst. Secretary or equivalent	-	1 (25.0)	1 (25.0)	2 (50.0)	4
Assistant Secretary or equivalent	-	3 (42.86)	-	4 (57.14)	7
Total	2 (8.0)	6 (24.0)	10 (40.0)	7 (28.0)	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B15: Received Foreign Training/Higher Studies According to Length of Service

Length of Service (Years)	Foreign Training / Higher Studies received by the Respondents				
	Long Term	Short Term	Both	None	Total
0-5	-	1 (20.0)		4 (80.0)	5
6-10	-	2 (66.67)	-	1 (33.33)	3
11-15	1 (20.0)	1 (20.0)	1 (20.0)	2 (40.0)	5
16-20	-	-	3 (100.0)	-	3
21-25	1 (14.28)	2 (28.57)	4 (57.14)	-	7
26-30	-	-	1 (100.0)	-	1
31-35	-	-	1 (100.0)	-	1
Total	2 (8.0)	6 (24.0)	10 (40.0)	7 (28.0)	25

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-B16: Respondents' view on not received Foreign Training/Higher Studies

Respondents' View	Rank & Status			Total (N=7)
	Deputy Secretary or equivalent (n=1)	Sr. Asst. Secretary or equivalent (n=2)	Assistant Secretary or equivalent (n=4)	
Required no. of training/education scholarship are not allocated by the concerned ministry.	-	2 (100.0)	4 (100.0)	6 (85.71)
Lack of initiative for securing training scholarship by the own institution.	1 (100.0)	2 (100.0)	3 (75.0)	6 (85.71)
Absence of specific policy for nomination of FT/HE.	-	-	3 (75.0)	3 (42.86)
Do not follow the policy for nomination of FT/HE.	1 (100.0)	-	2 (50.0)	3 (42.86)
Do not have required qualification.	-	-	1 (25.0)	1 (14.28)
Authority is not impartial in nominating for FT/HE.	1 (100.0)	-	1 (25.0)	2 (28.57)
Dropped in final scrutiny.	-	-	3 (75.0)	3 (42.86)
Others (Reluctance of donor agencies, bureaucratic procedure, delay in sending nomination to ERD).	-	1 (50.0)	1 (25.0)	2 (28.57)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Table-B17: Relevance of present work with Foreign Training/Higher Studies

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	5	5.0	Satisfactory
Deputy Secretary or equivalent	12	57	4.75	Moderate
Sr. Asst. Secretary or equivalent	2	10	5.0	Satisfactory
Assistant Secretary or equivalent	3	13	4.33	Moderate
Total	18	85	4.72	Moderate

Source: Questionnaire Survey, 1999.

Table-B18: In-country Training and Relevance of In-country Training with Present Work

Rank & Status	Whether got in-country required training or not		Relevance of in-country training with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	1 (100.0)	-	(n=1)	6	6.0	Highly satisfactory
Deputy Secretary or equivalent (n=13)	12 (92.3)	1 (7.7)	(n=12)	54	4.5	Moderate
Sr. Asst. Secretary or equivalent (n=4)	3 (75.0)	1 (25.0)	(n=3)	14	4.67	Moderate
Assistant Secretary or equivalent (n=7)	2 (28.57)	5 (71.43)	(n=2)	10	5.0	Satisfactory
Total (N=25)	18 (72.0)	7 (28.0)	(N=18)	84	4.67	Moderate

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B19: Level of Skill (self-assessment) and Institutional Initiatives for increasing the Skill

Rank & Status	Level of Skill (Self-assessment)			Institutional Initiatives		
	Total Score	Average	Result (Median =3.5)	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	5	5.0	Satisfactory	5	5.0	Satisfactory
Deputy Secretary or equivalent (n=13)	63	4.85	Moderate	44	3.38	Not satisfactory
Sr. Asst. Secretary or equivalent (n=4)	19	4.75	Moderate	16	4	Moderate
Assistant Secretary or equivalent (n=7)	28	4.0	Satisfactory	19	2.71	Not satisfactory
Total (N=25)	115	4.6	Moderate	84	3.36	Not satisfactory

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B20: Fulfillment of Expectation of Permanent Trainer in this Job

Rank & Status	Fulfillment level			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	6	6.0	Highly satisfactory
Deputy Secretary or equivalent	13	49	3.78	Not satisfactory
Sr. Asst. Secretary or equivalent	4	14	3.5	Not satisfactory
Assistant Secretary or equivalent	7	17	2.43	Unsatisfactory
Total	25	86	3.44	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-B21: Length of Service and Promotion received by the Respondents

Length of Service (Years)	Respondents					Total
	No. of Promotions			Promotion due	Not eligible for promotion	
	1	2	3			
0-5	-	-	-	-	5 (100.0)	5
6-10	1 (33.33)	-	-	1 (33.33)	1 (33.33)	3
11-15	3 (60.0)	1 (20.0)	-	-	1 (20.0)	5
16-20	-	3 (100.0)	-	-	-	3
21-25	-	4 (57.14)	3 (42.86)	-	-	7
26-30	-	-	1 (100.0)	-	-	1
31-35	-	-	1 (100.0)	-	-	1
Total	4	8	5	1	7	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B22: Response on Promotion and Causes Behind Delayed and Due Promotion

Rank & Status	Promotion					Causes behind delayed promotion and not yet promoted			
	Promoted in time	Delayed promotion	Promotion due	Not eligible	Total	No. of Respondents	Absence of vacant Post	Administrative intricacy	Apathetic attitude of authority
Joint-Secretary or equivalent	-	1 (100.0)	-	-	1	1	1 (100.0)	-	-
Deputy Secretary or equivalent	4 (30.77)	5 (38.46)	4 (30.77)	-	13	9	5 (55.55)	1 (11.11)	4 (44.44)
Sr. Asst. Secretary or equivalent	1 (25.0)	2 (50.0)	-	1 (25.0)	4	2	1 (50.0)	1 (50.0)	-
Assistant Secretary or equivalent	-	-	1 (14.3)	6 (85.7)	7	1	1 (100.0)	-	-
Total	5 (20.0)	8 (32.0)	5 (20.0)	7 (28.0)	25	13	8 (61.54)	2 (15.38)	4 (30.77)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-B23: Criteria for Promotion in the Training Institution

Criteria	Respondents				Total (25)
	Joint-Secretary or equivalent(1)	Deputy Secretary or equivalent(13)	Sr. Asst. Secretary or equivalent(4)	Assistant Secretary or equivalent(7)	
Length of service as trainer	1 (100.0)	9 (69.23)	4 (100.0)	5 (71.43)	19 (76.0)
Necessary training	1 (100.0)	6 (46.15)	2 (50.0)	-	9(36.0)
Required number of publications and researches	1 (100.0)	13 (100.0)	4 (100.0)	6 (85.71)	24 (96.0)
Evaluation by the participants	-	9 (69.23)	3 (75.0)	2 (28.57)	14 (56.0)
ACR	1 (100.0)	6 (46.15)	1 (25.0)	3 (42.86)	11 (44.0)
Others (merit & skill)	-	-	-	1 (14.86)	1 (4.0)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-B24: Satisfaction of Permanent Trainer with the Present Job

Rank & Status	Whether Satisfied or Not		Total
	Yes	No	
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	5 (38.46)	8 (61.54)	13
Sr. Asst. Secretary or equivalent	4 (100.0)	-	4
Assistant Secretary or equivalent	2 (28.57)	5 (71.43)	7
Total	12 (48.0)	13 (52.0)	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B25: Causes of dissatisfaction with the Present Job

Causes	Respondents		Total (13)
	Deputy Secretary or equivalent (8)	Assistant Secretary or equivalent(5)	
Delay in received Promotion	4 (50.0)	-	4 (30.77)
Unfavorable Working Environment	5 (62.5)	3 (60.0)	8 (61.54)
Did not get any Foreign Training	4 (50.0)	3 (60.0)	7 (53.85)
Absence of Recognition	4 (50.0)	2 (40.0)	6 (46.15)
Training activities does not get proper importance	1 (12.5)	2 (40.0)	3 (23.1)
Personal relation get more importance than merit and qualification	6 (75.0)	3 (60.0)	9 (69.23)
Lack of initiatives for upgrading the posts	3 (37.5)	3 (60.0)	6 (46.15)
Limited scope of promotion	5 (62.5)	1 (20.0)	6 (46.15)
Others (nepotism, sex-bias, unfairness, corruption in administration, grouping, discrepancy in offering foreign training	2 (25.0)	-	2 (15.38)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-B26: Attitude toward Changing the Present Job

Rank & Status	Respondents		
	Yes	No	Total
Joint-Secretary or equivalent	-	1 (100.0)	1
Deputy Secretary or equivalent	6 (46.15)	7 (53.85)	13
Sr. Asst. Secretary or equivalent	1 (25.0)	3 (75.0)	4
Assistant Secretary or equivalent	3 (42.86)	4 (57.14)	7
Total	10 (40)	15 (60.0)	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B27: Presence of Career Plan in the Training Institutes

Rank & Status	Whether training institutes have any career plan or not		
	Yes	No	Total
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	2 (15.38)	11 (84.62)	13
Sr. Asst. Secretary or equivalent	-	4 (100.0)	4
Assistant Secretary or equivalent	1 (14.29)	6 (85.71)	7
Total	4 (16.0)	21 (84.0)	50

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B28: Scope for Implementation of Career Plan in the Training Institutes

Rank & Status	Whether career plan can be implemented or not		
	Yes	No	Total
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	13 (100.0)	-	13
Sr. Asst. Secretary or equivalent	3 (75.0)	1 (25.0)	4
Assistant Secretary or equivalent	6 (85.71)	1 (14.29)	7
Total	23 (92.0)	2 (8.0)	25

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-B29: Suggested Measures for Career Development of Trainers of Training Institutes

Suggested Measures	Score				Total (N=25)	Rank
	Joint-Secretary or equivalent (n=1)	Deputy Secretary or equivalent (n=13)	Sr. Asst. Secretary or equivalent (n=4)	Assistant Secretary or equivalent (n=7)		
Ensuring promotion in time	6 (6.0)	70 (5.38)	23 (5.75)	35 (5.0)	134 (5.36)	4
Increase the foreign training opportunities for training institutes	6 (6.0)	74 (5.7)	22 (5.5)	42 (6.0)	144 (5.76)	1
Keeping the work relevant with JD	6 (6.0)	70 (5.38)	23 (5.75)	37 (5.28)	136 (5.44)	3
Giving more importance to training activities than administration	6 (6.0)	59 (4.54)	21 (5.25)	28 (4.0)	114 (4.56)	6
Creation of facilities for Rank & Status upgrade like universities	6 (6.0)	71 (5.46)	24 (6.0)	38 (5.43)	139 (5.56)	2
Giving financial incentives to all trainers irrespective of type of recruitment	6 (6.0)	66 (5.07)	16 (4.0)	38 (5.43)	126 (5.04)	5
Creation of training cadre	6 (6.0)	71 (5.46)	22 (5.5)	27 (3.86)	126 (5.04)	5

Source: Questionnaire Survey, 1999. Parenthesis shows the averages. Multiple response recorded.

Tables for APD

Table-A1: Rank & Status, Nature of Recruitment and Academic Qualification of the Respondents

Nature of Recruitment				Rank & Status	Academic Qualification	
Total	Others	Deputation	Direct		MPhil/ MS/ Masters	Total
1	-	1 (100.0)	-	Joint-Secretary or equivalent	1 (100.0)	1
3	-	2 (66.67)	1 (33.33)	Deputy Secretary or equivalent	3 (100.0)	3
2	1 (50.0)	1 (50.0)	-	Sr. Asst. Secretary or equivalent	2 (100.0)	2
4	1 (25.0)	-	3 (75.0)	Assistant Secretary or equivalent	4 (100.0)	4
10	2 (20.0)	4 (40.0)	4 (40.0)	Total	10 (100.0)	10

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-A2: Academic Background of the Respondents

Rank & Status	Academic Background				
	Arts	Science	Commerce	Social Science	Total
Joint-Secretary or equivalent	-	1 (100.0)	-	-	1
Deputy Secretary or equivalent	-	1 (33.33)	1 (33.33)	1 (33.33)	3
Sr. Asst. Secretary or equivalent	-	1 (50.0)	-	1 (50.0)	2
Assistant Secretary or equivalent	1 (25.0)	-	-	3 (75.0)	4
Total	1 (10.0)	3 (30.0)	1 (10.0)	5 (50.0)	10

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-A3: Length of Service of the Respondents

Rank & Status	Length of Service (Years)					Total
	0-5	11-15	16-20	21-25	26-30	
Joint-Secretary or equivalent	-	-	-	-	1 (100.0)	1
Deputy Secretary or equivalent	-	-	1 (33.33)	2 (66.67)	-	3
Sr. Asst. Secretary or equivalent	-	2 (100.0)	-	-	-	2
Assistant Secretary or equivalent	2 (50.0)	2 (50.0)	-	-	-	4
Total	2 (20.0)	4 (40.0)	1 (10.0)	2 (20.0)	1 (10.0)	10

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-A4: Distribution of Pay Scale of the Respondents

Rank & Status	Pay Scale (Taka)					
	11,700-13,500	9,500-12,100	7,200-10,840	6,150-9,750	4,300-7740	Total
Joint-Secretary or equivalent	1 (100)	-	-	-	-	1
Deputy Secretary or equivalent	-	3 (100.0)	-	-	-	3
Sr. Asst. Secretary or equivalent	-	-	1 (50.0)	1 (50.0)	-	2
Assistant Secretary or equivalent	-	-	-	1 (25.0)	3 (75.0)	4
Total	1(10.0)	3 (30.0)	1 (10.0)	2 (20.0)	3 (30.0)	10

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-A5: Factors behind Choosing the Job/ Joining at the Training Institution

Factors	Deputed Trainers					Permanent Trainers				GT (10)
	JS or E (1)	DS or E (2)	Sr. AS or E (1)	AS or E (0)	Total (4)	DS or E (1)	Sr. AS or E (1)	AS or E (4)	Total (6)	
Relevant with academic background	-	-	-	-	-	-	-	2	2 (33.33)	2 (20.0)
Working environment	1	-	-	-	1 (25.0)	-	-	1	1 (16.67)	2 (20.0)
Status	-	-	-	-	-	-	-	3	3 (50.0)	3 (30.0)
Reputation of the institution	1	-	-	-	1 (25.0)	-	-	1	1 (16.67)	1 (10.0)
Interest in training	-	-	1	-	1 (25.0)	-	1	2	3 (50.0)	3 (30.0)
For survival	-	-	-	-	-	1	-	1	2 (33.33)	2 (20.0)
Less disturbance of transfer	1	-	-	-	1 (25.0)	-	-	1	1 (16.67)	2 (20.0)
Opportunities of FT/HE	1	-	-	-	1 (25.0)	-	-	1	1 (16.67)	2 (20.0)
Order of the authority	-	2	-	-	2 (50.0)	-	-	-	-	2 (20.0)

Source: Questionnaire Survey, 1999.

Multiple response recorded. Parenthesis shows the percentages.

Table-A6: Nature of Work of the Respondents

Rank & Status	Nature of work				
	Training	Administrative +Training +Research	Administrative +Training	Training +Research	Total
Joint-Secretary or equivalent	-	1 (100.0)	-	-	1
Deputy Secretary or equivalent	3 (100.0)	-	-	-	3
Sr. Asst. Secretary or equivalent	1 (50.0)	-	1 (50.0)	-	2
Assistant Secretary or equivalent	1 (25.0)	-	1 (25.0)	4 (50.0)	4
Total	5 (50.0)	1 (10.0)	2 (20.0)	2 (20.0)	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A7: Opinion on Institutional Goal and Idea about National Goal

Whether Institution has any specific goal or not			Rank & Status	Idea about National Goal		
Total	No	Yes		Yes	No	Total
1	-	1 (100)	Joint-Secretary or equivalent	1 (100)	-	1
3		3 (100.0)	Deputy Secretary or equivalent	3 (100.0)	-	3
2	-	2 (100.0)	Sr. Asst. Secretary or equivalent	2 (100.0)	-	2
4	-	4 (100.0)	Assistant Secretary or equivalent	4 (100.0)	-	4
10	-	10 (100.0)	Total	10 (100.0)	-	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A8: Opinion on Relevance of Institutional Goal with National Goal

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	6	6.0	Highly satisfactory
Deputy Secretary or equivalent	3	14	4.67	Moderate
Sr. Asst. Secretary or equivalent	2	11	5.5	Highly satisfactory
Assistant Secretary or equivalent	4	20	5.0	Satisfactory
Total	10	51	5.1	Satisfactory

Source: Questionnaire Survey, 1999.

Table-A9: Opinion on TNA before preparing Training Calendar

Rank & Status	Whether TNA is a regular activity or not		
	Yes	No	Total
Joint-Secretary or equivalent	1 (100.0)	-	1
Deputy Secretary or equivalent	-	3 (100.0)	3
Sr. Asst. Secretary or equivalent	1 (50.0)	1 (50.0)	2
Assistant Secretary or equivalent	-	4 (100.0)	4
Total	2 (20.0)	8 (80.0)	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A10: Field Level Experience and Measures for gathering Field Level Experience

Rank & Status	Whether all trainers have necessary field level experience or not			Measures for gathering field level experience		
	Yes	No	Total	Field attachment	Field oriented research	Total (N=8)
Joint-Secretary or equivalent	-	1 (100.0)	1	1 (100.0)	1 (100.0)	1
Deputy Secretary or equivalent	-	3 (100.0)	3	1 (33.33)	3 (100.0)	3
Sr. Asst. Secretary or equivalent	1 (50.0)	1 (50.0)	2	1 (100.0)	1 (100.0)	1
Assistant Secretary or equivalent	1 (25.0)	3 (75.0)	4	2 (66.67)	3 (100.0)	3
Total	2 (20.0)	8 (80.0)	10	5 (62.5)	8 (100.0)	8

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A11: Job Description and Opinion on Relevance of JD with Present Work

Rank & Status	Whether trainers have any JD or not		Relevance of JD with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	1 (100.0)	-	(n=1)	6	6.0	Highly satisfactory
Deputy Secretary or equivalent (n=3)	-	3 (100.0)	(n=0)	-	-	-
Sr. Asst. Secretary or equivalent (n=2)	1 (50.0)	1 (50.0)	(n=1)	5	5.0	Satisfactory
Assistant Secretary or equivalent (n=4)	1 (25.0)	3 (75.0)	(n=1)	6	6.0	Highly satisfactory
Total (N=10)	3(30.0)	7 (70.0)	(N=3)	17	5.67	Highly satisfactory

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A12: Opinion on Relevance of Present work with Academic Background

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	3	3.0	Not satisfactory
Deputy Secretary or equivalent	3	5	1.67	Not satisfactory
Sr. Asst. Secretary or equivalent	2	7	3.5	Not satisfactory
Assistant Secretary or equivalent	4	18	4.5	Moderate
Total	10	33	3.3	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-A13: Policy in Nominating for Foreign Training/Higher Studies and it's Utilization

Rank & Status	Whether the institution have any Policy or not		Whether the Policy always followed or not		
	Yes	No	No. of Respondents	Yes	No
Joint-Secretary or equivalent (n=1)	-	1 (100.0)	(n=0)	-	-
Deputy Secretary or equivalent (n=3)	1 (33.33)	2 (66.67)	(n=1)	1 (100.0)	-
Sr. Asst. Secretary or equivalent (n=2)	1 (50.0)	1 (50.0)	(n=1)	1 (100.0)	-
Assistant Secretary or equivalent (n=4)	1 (25.0)	3 (75.0)	(n=1)	1 (100.0)	-
Total (N=10)	3 (30.0)	7 (70.0)	(N=3)	3 (100.0)	-

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A14: Foreign Training/Higher Studies received by the Respondents According to Status?

Rank & Status	Foreign Training / Higher Studies received by the Deputed Trainer					Foreign Training / Higher Studies received by the Permanent Trainer				
	Long Term	Short Term	Both	None	Total	Long Term	Short Term	Both	None	Total
Joint-Secretary or equivalent	-	-	1 (100.0)	-	1	-	-	-	-	-
Deputy Secretary or equivalent	-	2 (100.0)	-	-	2	-	1 (100.0)	-	-	1
Sr. Asst. Secretary or equivalent	-	1 (100.0)	-	-	1	-	1 (100.0)	-	-	1
Assistant Secretary or equivalent	-	-	-	-	-	-	3 (75.0)	-	1 (25.0)	4
Total	-	3 (75.0)	1 (25.0)	-	4	-	5 (83.33)	-	1 (16.67)	6

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

¶Out of 10, only one trainer never gets any foreign training. He is a permanent trainer of APD, his status is equivalent to Assistant Secretary and service length belongs to 0-5 years group. He identifies the cause behind not received that lack of initiative for securing training scholarship by the own institution.

Table-A15: Foreign Training / Higher Studies received by both Deputed and Permanent Trainer

Rank & Status	Foreign Training / Higher Studies received by both Deputed and Permanent Trainer				
	Long Term	Short Term	Both	None	Total
Joint-Secretary or equivalent	-	-	1	-	1
Deputy Secretary or equivalent	-	3 (100.0)	-	-	3
Sr. Asst. Secretary or equivalent	-	2 (100.0)	-	-	2
Assistant Secretary or equivalent	-	3 (75.0)	-	1 (25.0)	4
Total	-	8 (80.0)	1 (10.0)	1 (10.0)	10

Table-A16 Foreign Training/Higher Studies received by the Respondents According to Length of Service

Length of Service (Years)	Foreign Training / Higher Studies received by the Deputed Trainer					Foreign Training / Higher Studies received by the Permanent Trainer				
	Long Term	Short Term	Both	None	Total	Long Term	Short Term	Both	None	Total
0-5	-	-	-	-	-	-	1 (50.0)	-	1 (50.0)	2
6-10	-	-	-	-	-	-	-	-	-	-
11-15	-	1 (100)	-	-	1	-	3 (100)	-	-	3
16-20	-	-	-	-	-	-	1 (100)	-	-	1
21-25	-	2 (100)	-	-	2	-	-	-	-	-
26-30	-	-	1 (100)	-	1	-	-	-	-	-
Total	-	3 (75.0)	1 (25.0)	-	4	-	5 (83.33)	-	1 (16.67)	6

Source: Questionnaire Survey, 1999.

Parenthesis shows the percentages.

Table-A17: Foreign Training / Higher Studies received by both Deputed and Permanent Trainer

Length of Service (Years)	Foreign Training / Higher Studies received by both Deputed and Permanent Trainer				
	Long Term	Short Term	Both	None	Total
0-5	-	1 (50.0)	-	1 (50.0)	2
6-10	-	-	-	-	-
11-15	-	4 (100.0)	-	-	4
16-20	-	1 (100)	-	-	1
21-25	-	2 (100)	-	-	2
26-30	-	-	1 (100)	-	1
Total	-	8 (80.0)	1 (10.0)	1 (10.0)	10

Table-A18: Relevance of present work with Foreign Training/Higher Studies

Rank & Status	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	1	5	5.0	Satisfactory
Deputy Secretary or equivalent	3	13	4.33	Moderate
Sr. Asst. Secretary or equivalent	2	7	3.5	Not satisfactory
Assistant Secretary or equivalent	3	12	4.0	Moderate
Total	9	37	4.11	Moderate

Source: Questionnaire Survey, 1999.

Table-A19: In-country Training and Relevance of In-country Training with Present Work

Rank & Status	Whether got in-country required training or not		Relevance of in-country training with present work			
	Yes	No	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	-	1 (100.0)	(n=0)	-	-	-
Deputy Secretary or equivalent (n=3)	3 (100.0)	-	(n=3)	11	3.67	Not satisfactory
Sr. Asst. Secretary or equivalent (n=2)	2 (100.0)	-	(n=2)	8	4.0	Moderate
Assistant Secretary or equivalent (n=4)	3 (75.0)	1 (25.0)	(n=3)	15	5.0	Satisfactory
Total (N=10)	8 (80.0)	2 (20.0)	(N=8)	34	4.25	Moderate

Source: Questionnaire Survey, 1999.

Table-A20: Level of Skill (self-assessment) and Institutional Initiatives for increasing the Skill

Rank & Status	Level of Skill (Self-assessment)			Institutional Initiatives		
	Total Score	Average	Result (Median =3.5)	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent (n=1)	5	5.0	Satisfactory	3	3.0	Not satisfactory
Deputy Secretary or equivalent (n=3)	13	4.33	Moderate	9	3.0	Not satisfactory
Sr. Asst. Secretary or equivalent (n=2)	8	4.0	Moderate	7	3.5	Not satisfactory
Assistant Secretary or equivalent (n=4)	20	5.0	Satisfactory	12	3.0	Not satisfactory
Total (N=10)	46	4.6	Moderate	31	3.1	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-A21: Fulfillment of Expectation of Permanent Trainer in this Job

Rank & Status	Fulfillment level			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
Joint-Secretary or equivalent	-	-	-	NA
Deputy Secretary or equivalent	1	3	3.0	Not satisfactory
Sr. Asst. Secretary or equivalent	1	4	4.0	Moderate
Assistant Secretary or equivalent	4	13	3.25	Not satisfactory
Total	6	22	3.67	Not satisfactory

Source: Questionnaire Survey, 1999.

Table-A22: Length of Service and Promotion received by the Permanent Trainers

Length of Service (Years)	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	-	-	-	-	2 (100.0)	2
6-10	-	-	-	-	-	-
11-15	1 (33.33)	-	-	-	1 (33.33)	3
16-20	-	1 (100.0)	-	-	-	1
21-25	-	-	-	-	-	-
26-30	-	-	-	-	-	-
Total	1 (16.67)	1 (16.67)	-		3 (50.0)	6

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A23: Length of Service and Promotion received by the Deputed Trainers

Length of Service (Years)	No. of Promotions			Promotion due	Not eligible for promotion	Total
	1	2	3			
0-5	-	-	-	-	-	-
6-10		-	-	-	-	-
11-15	1 (100.0)	-	-	-	-	1
16-20	-	-	-	-	-	-
21-25	-	2 (100.0)	-	-	-	2
26-30	-	-	1 (100.0)	-	-	1
Total	1 (25.0)	2 (50.0)	1 (25.0)			4

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A24: Promotion According to Rank and Status

Rank & Status	Permanent Trainer				Total	Deputed trainer				Total
	Promoted in time	Delayed promotion	Promotion due	Not eligible		Promoted in time	Delayed promotion	Promotion due	Not eligible	
Joint-Secretary or equivalent	-	-	-	-	-	1 (100.0)	-	-	-	1
Deputy Secretary or equivalent	-	1 (100.0)	-	-	1	-	2 (100.0)	-	-	2
Sr. Asst. Secretary or equivalent	-	1 (100.0)	-	-	1	-	1 (100.0)	-	-	1
Assistant Secretary or equivalent	-	-	1 (25.0)	3 (75.0)	4	-	-	-	-	-
Total	-	2 (33.33)	1 (16.67)	3 (50.0)	6	1 (25.0)	3 (75.0)	-	-	4

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A25: Promotion: Causes Behind Delayed Promotion and not Promoted Yet

Rank & Status	Causes behind delayed promotion and not yet promoted			
	No. of Respondents	Absence of vacant Posts	Administrative intricacy	Apathetic attitude of authority
Deputy Secretary or equivalent	3	-	2 (66.67)	1 (33.33)
Sr. Asst. Secretary or equivalent	2	2 (100.0)	-	-
Assistant Secretary or equivalent	1	-	1 (100.0)	-
Total	6	2 (33.33)	3 (50.0)	1 (16.67)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages

Table-A26: Criteria for Promotion in Training Institution

Criteria	Respondents				Total (10)
	Joint-Secretary or equivalent(1)	Deputy Secretary or equivalent(3)	Sr. Asst. Secretary or equivalent(2)	Assistant Secretary or equivalent(4)	
Length of service as trainer	1 (100.0)	3 (100.0)	2 (100.0)	3 (75.0)	9 (90.0)
Necessary training	1 (100.0)	1 (33.33)	1 (50.0)	4 (100.0)	7 (70.0)
Required number of publications and researches	1 (100.0)	1 (33.33)	1 (50.0)	3 (75.0)	6 (60.0)
Evaluation by the participants	-	1 (33.33)	-	1 (25.0)	2 (20.0)
ACR	-	1 (33.33)	-	3 (75.0)	4 (40.0)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-A27: Satisfaction of Permanent Trainers with the Present Job

Rank & Status	Whether Satisfied or Not		Total
	Yes	No	
Deputy Secretary or equivalent	-	1 (100.0)	1 (16.67)
Sr. Asst. Secretary or equivalent	-	1 (100.0)	1 (16.67)
Assistant Secretary or equivalent	-	4 (100.0)	4 (66.66)
Total	-	6 (100.0)	6 (100.0)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A28: Causes of dissatisfaction with the Present Job

Causes	Respondents			Total (6)
	Deputy Secretary or equivalent(1)	Sr. Asst. Secretary or equivalent(1)	Assistant Secretary or equivalent(4)	
Delay in received Promotion	1 (100.0)	1 (100.0)	3 (75.0)	5 (83.33)
Unfavorable Working Environment	1 (100.0)	-	2 (50.0)	3 (50.0)
Did not get any Foreign Training	-	-	1 (25.0)	1 (16.67)
Absence of Recognition	-	-	3 (75.0)	3 (50.0)
Discrepancy of Work with JD	-	-	2 (50.0)	2 (66.66)
Training activities does not get proper importance	-	-	1 (25.0)	1 (16.67)
Personal relation get more importance than merit and qualification	-	-	2 (50.0)	2 (66.66)
Lack of initiatives for upgrading the Posts	1 (100.0)	-	2 (50.0)	3 (50.0)
Limited scope of promotion	-	-	1 (25.0)	1 (16.67)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

Table-A29: Attitude toward Changing the Present Job

Rank & Status	Attitude of Deputed Trainers			Attitude of Permanent Trainers			Attitude of both deputed and permanent Trainers		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Joint-Secretary or equivalent	-	1 (100.0)	1	-	-	-	-	1 (100.0)	1
Deputy Secretary or equivalent	2 (100.0)	-	2	1 (100.0)	-	1	3 (100.0)	-	3
Sr. Asst. Secretary or equivalent	-	1 (100.0)	1	1 (100.0)	-	1	1 (50.0)	1 (50.0)	2
Assistant Secretary or equivalent	-	-	-	4 (100.0)	-	4	4 (100.0)	-	4
Total	2 (50.0)	2 (50.0)	4	6 (100.0)	-	6	8 (80.0)	2 (20.0)	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A30: Presence of Career Plan in the Training Institutes

Rank & Status	Whether training institutes have any career plan or not		
	Yes	No	Total
Joint-Secretary or equivalent	1(100.0)	-	1
Deputy Secretary or equivalent	1 (33.33)	2(66.67)	3
Sr. Asst. Secretary or equivalent	1(50.0)	1(50.0)	2
Assistant Secretary or equivalent	-	4 (100.0)	4
Total	3 (30.0)	7 (70.0)	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A31: Scope for Implementation of Career Plan in the Training Institutes

Rank & Status	Whether career plan can be implemented or not		
	Yes	No	Total
Joint-Secretary or equivalent	1(100.0)	-	1
Deputy Secretary or equivalent	1 (33.33)	2 (66.67)	3
Sr. Asst. Secretary or equivalent	1(50.0)	1(50.0)	2
Assistant Secretary or equivalent	4 (100.0)	-	4
Total	7 (70.0)	3 (30.0)	10

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Table-A32: Suggested Measures for Career Development of Trainers of Training Institutes

Suggested Measures	Score				Total (N=10)	Rank
	Joint-Secretary or equivalent (n=1)	Deputy Secretary or equivalent (n=3)	Sr. Asst. Secretary or equivalent (n=2)	Assistant Secretary or equivalent (n=4)		
Ensuring promotion in time	5 (5.0)	18 (6.0)	12 (6.0)	24 (6.0)	60 (6.0)	1
Increase the foreign training opportunities for training institutes	5 (5.0)	18 (6.0)	6 (3.0)	23 (5.75)	52 (5.2)	2
Keeping the work relevant with JD	-	16 (5.33)	6 (3.0)	24 (6.0)	46 (4.6)	3
Giving more importance to training activities than administration	-	16 (5.33)	6 (3.0)	24 (6.0)	46 (4.6)	3
Creation of facilities for Rank & Status upgrade like universities	5 (5.0)	10 (3.33)	6 (.0)	24 (6.0)	45 (4.5)	4
Giving financial incentives to all trainers irrespective of type of recruitment	-	10 (3.33)	3 (1.5)	19 (4.75)	32 (3.2)	5
Creation of training cadre	6 (6.0)	18 (6.0)	12 (6.0)	24 (6.0)	60 (6.0)	1

Source: Questionnaire Survey, 1999. Parenthesis shows the averages. Multiple response recorded.

Annexure-2: Poverty Alleviation Projects

PROJECTS HAVING POSITIVE IMPACT ON POVERTY ALLEVIATION

I. Ministry of Agriculture

1. Shoisho Gudam Rin Prokalpo (ShOGORIP). (Completed Phase-I, 1992-1997)
2. Shoisho Gudam Rin Prokalpo (SHOGORIP). 2nd Phase (July '97-June 2002).
3. Crop Diversification Programme (CDP). July'95- June'2002.
4. Barind Integrated Area Development Project (BIADP). July'90 - June'99.
5. IFAD Aided Netrokona Integrated Agricultural Production and Water Management Project (NIAPWMP). January'94-June'2000.

II. Ministry of Youth and Sports

6. Thana Resource Development and employment Project-Phase-II revised. January'91- June'99
7. Youth Training and Self-employment Project. July'90-June'2001.

III. Ministry of Women and Children Affairs

8. Rural Women Employment Creation Project. July'92-June'98.
9. Community Based Services for Poor Women and Children Through NGOs (4th Phase) July'93- June'99.
10. Use of Women's Vocational Training for Population education and control (1st Phase). July'75-June'79.
11. Use of Women's Vocational Training for Population Activities (2nd Phase). July'79-June'85.
12. Women's Vocational Training for Population Activities (3rd Phase). July'85-June'90.
13. Women's Vocational Training for Population Activities (4th Phase). July'90-June'96.
14. Strengthening the Women's Vocational Training for Population Activities (5th Phase). July'96-June'98. (Completed Phase 1, 2, 3 & 4).
15. Day Care Services for the Children of Working Women. July'95-June'2000.
16. Technologies for Rural Employment with Special Reference to Women and Sustainable Development. November'93-October'98.
17. Technical support from OISCA for the Agriculture Training for Women in Bangladesh. July'96-June'2000.
18. Urban Based Women Development Project (2nd Phase). July'96-June'2001.
19. Rural Women Development project (1st Phase). July'94-June'97.
20. Rural Women Development project (2nd Phase). July'97-June'2002.

IV. Ministry of LGRD and Co-operatives (Rural Development & Co-operative Division)

21. Rural Bittaheen Programme (RB): Rural Development-12 Project (2nd Phase). July'96-June'99.
22. Rural Poor Cooperative Project (RPCP). January'93-June'1998.

23. Productive Employment (Kurigram District, RD-5). July'97-June'2000.
24. Productive Employment Project Phase-III (Greater Faridpur District). July'96- June'2000.
25. Rural Poverty Alleviation Programme (145 Thana). July'93-June'2000.
26. Rural Development Project (RD-9). July'89-Dec.'98 (As per P.P).
27. Greater Noakhali Rural Poor Co-operative Support Project. January'95-Dec. 99.

V. Ministry of Fisheries and Livestock

28. Aquaculture Extension Project, Phase-II, Mymensingh, July'93-June'2000.
29. Integrated Fisheries & Livestock Development Project in the Flood Control and Drainage Irrigation Areas and Other Water Bodies (IFLDP), July'92-June 1999.
30. Generation of Self-employment through Livestock Activities for Poverty Alleviation.

VI. Ministry of Social Welfare

31. Expanded Rural Social Services, Phase-V. July'95-June'99.
32. Strengthening of Population Activities through Mothers Centre (Phase-5). July'96-June'99.

VII. Primary and Mass Education Division

33. Food for Education Programme. July'97-June'98.

VIII. Ministry of Industries

34. Self-employment for Rural Destitute Women in Bangladesh through Cottage Industries (SERWTIC) Project. 93-98.
35. Women Entrepreneurship Development Programme (WEDP). July'97-June'2002.
36. Self-employment through Small and Cottage Industries. January'93-June'2000.
37. Poverty Alleviation through Income Generating Activities. 96--2001.

IX. Ministry of Textile

38. Extension of Sericulture, Establishment of Seed Cocoon Production Centres and National Sericulture Research Development Project. 1997-98-1999-2000.

X. Ministry of Health and Family Welfare

39. Community Participation for FP and MCH Programme (Shawnirvar Component). July'90-Dec.'96.
40. Integrated Community Family Health Development Programme (Bogra)-TA Project. June'94-June'98

Source: Support for Monitoring Sustainable Human Development (SIID) in Bangladesh. Dhaka: SIID. 1999.

Annexure-3: Questionnaire

Bangladesh Public Administration Training Centre

Savar, Dhaka

CAREER PLANNING FOR TRAINERS: A STUDY ON SELECTED TRAINING INSTITUTIONS

[Present study is an attempt to collect data from the respected trainers/officers working at different training institutes. Collected data will be used only for research purpose and personal identity of the respondents of this questionnaire survey will never be disclosed. Please kindly participate in this survey. - Researchers]

- 1.0 Your Rank & Status (status) (please put✓):

☐ Secretary	☐ Additional Secretary	☐ Joint Secretary
☐ Deputy Secretary	☐ Sr. Asst. Secretary	☐ Asst. Secretary
- 2.0 Please mention your date of joining in Class-I service:
- 3.0 Type of your recruitment at training institute (please put✓):

☐ Direct	☐ Deputation	☐ Promotion
☐ Others (Please mention):		
- 4.0 Your education (please put✓):

☐ PhD	☐ M.Phil.	☐ Masters
☐ Bachelor	☐ Higher Secondary	☐ Secondary
☐ Others (Please mention):		
- 5.0 Subject of specialisation (Please mention):
- 6.0 Your length of service in Class-I job (please put✓)

☐ 0-5 years	☐ 6-10 years	☐ 11-15 years	
☐ 16-20 years	☐ 21-25 years	☐ 26-30 years	☐ 31-35 years
- 7.0 Your pay scale (please put✓)

☐ Taka 15000 (Fixed)	☐ Taka 12900-14300	☐ Taka 11700-13500
☐ Taka 10700-13100	☐ Taka 9500-12100	☐ Taka 7200-10840
☐ Taka 6150-9750	☐ Taka 4800-8130	☐ Taka 4300-7740

8.0 For Permanent trainer members) Why did chose the present job? (Please put✓; response can be more than one.)

- (a) Job is relevant with academic background.
- (b) Working environment of the organisation.
- (c) Good pay.
- (d) Status.
- (e) Residential facilities of the organisation.
- (f) Reputation of the organisation.
- (g) Interest in training.
- (h) For survival.
- (i) Less transfer.
- (j) Opportunity for foreign training/Higher Studies.
- (k) Others (Please write):

9.0 (For trainers on deputation) What are the factors you have considered for joining this training institute? (Please put✓; response can be more than one.)

- a) Working environment of the organisation.
- b) Status.
- c) Residential facilities of the organisation.
- d) Reputation of the organisation.
- e) Interest in training.
- f) Desire of appointing authority.
- g) To avoid trouble of field.
- h) Opportunity for additional income.
- i) Opportunity for foreign training/Higher Studies.
- j) Others (Please write):

10.0 Pattern of your job (Please put✓; response can be more than one.):

☐ Administrative

☐ Training

☐ Research

11.0 Does your Organisation have any specific goal? (Please put✓)

☐ Yes

☐ No

12.0 Do you have any clear idea on our national goal? (Please put✓)

☐ Yes

☐ No

- 13.0 If response is 'Yes' then identify the level of coherence of your Institutional Goal with National Goal in the following scale:

Coherence is very poor	1	2	3	4	5	6	Coherence is very high
1 2 3 4 5 6							

- 14.0 Is the TNA a regular activity in your organisation before preparing the training calendar?(Please put✓)

☐ Yes ☐ No

- 15.0 Do all the trainer members working at your training institution have sufficient field level experiences? (Please put✓)

☐ Yes ☐ No

- 16.0 If response is 'No', then what necessary measures can be taken for improving the situation? (Please put✓; response can be more than one.)

- a) Field level attachment after certain period of time.
- b) Participation in the research activities of field oriented problems.
- c) Others (Please write):

- 17.0 Do you have any written Job Description for your work? (Please put✓)

☐ Yes ☐ No

- 18.0 If response is 'Yes' then identify the level of relevance of your work with Job Description in the following scale:

Relevance is very poor	1	2	3	4	5	6	Relevance is very high
1 2 3 4 5 6							

- 19.0 Please identify the level of relevance of your work with your academic background in the following scale:

Relevance is very poor	1	2	3	4	5	6	Relevance is very high
1 2 3 4 5 6							

- 20.0 Do your organisation have any specific policy in nominating for foreign training/Higher Studies? (Please put✓)

☐ Yes ☐ No

☐ Yes ☐ No☐ Yes ☐ No☐ Yes ☐ No

- (a) Adequate number of training scholarships are not allocated by the concerned ministry;
- (b) Lack of initiatives for collecting training scholarships by your organisation;
- (c) Absence of specific policy for nomination of foreign training/ Higher Studies;
- (d) Do not follow the policy for nomination of foreign training/ Higher Studies;
- (e) Do not have required qualification;
- (f) Authority is not impartial in nominating for foreign training;
- (g) Dropped in final scrutiny after received nomination;
- (h) Others (Please write):

--

Relevance is very poor 1 2 3 4 5 6 Relevance is very high

☐ Yes ☐ No

Relevance is very poor	1	2	3	4	5	6	Relevance is very high

28.0 Please assess your skill as trainer by yourself in the following scale:

Skill is very poor	1	2	3	4	5	6	Skill is very high

29.0 Please identify the level of institutional initiative for increasing your skill in the following scale:

Initiative is very poor	1	2	3	4	5	6	Initiative is very high

30.0 (For directly recruited trainers) Please identify the level of Fulfillment of your expectations in this job:

Lowest	1	2	3	4	5	6	Highest

31.0 How many promotions you have got after joining in the Class-I job? (Please put ✓)

☐ One ☐ Two ☐ Three ☐ More than three

32.0 Please write the information regarding your promotions in the following table:

Name of the Rank & Status	Date of joining/ promotion	Length of service in the related Rank & Status (year)	Length of service required for promotion for the next Rank & Status
Secretary or Equivalent			
Additional Secretary or Equivalent			
Joint-Secretary or Equivalent			
Deputy Secretary or Equivalent			
Senior-Assistant Secretary or Equivalent			
Assistant Secretary or Equivalent			

33.0 Did you get promotions in time? (Please put ✓):-

- a) Promoted in time.
- b) Delayed promotion.
- c) Fulfilled the required conditions but not yet promoted.
- d) Not eligible for promotion.

34.0 What are the reasons, you consider, for your delayed promotion or not promoted yet having required qualification? (Please put✓; response can be more than one.):

- (a) Absence of vacant Rank & Status.
- (b) Administrative intricacy.
- (c) Apathetic attitude/unwillingness of authority?
- (d) Others (please mention):

35.0 What should be the criteria for promotion in the training institutions(Please put✓; response can be more than one):

- a) Length of service as trainer;
- b) Necessary training;
- c) No. of research and publication in the relevant field;
- d) Evaluation by the participants;
- e) Evaluation by the authority(ACR);
- f) Others (Please write):

36.0 (For permanent trainers)Are you as a whole satisfied with your present job? (Please put✓)

☐ Yes ☐ No

37.0 If response is 'No' please identify the causes(Please put✓; response can be more than one):

- a) Delay in received promotion;
- b) unfavourable working environment;
- c) Did not get any foreign training;
- d) Absence of recognition;
- e) Discrepancy of work with job description;
- f) Training activities does not get proper importance;
- g) Personal relation gets more importance than merit and qualification;
- h) Lack of initiatives for upgrading the Rank & Status;
- i) Limited scope of promotion;
- j) Others (Please write):

38.0 Would you be interested to change your present job if you would get opportunity of joining equivalent Rank & Status? (Please put✓)

☐ Yes ☐ No

39.0 Does your institution have any career plan for the employees? (Please put✓)

☐ Yes

☐ No

40.0 Is it possible to implement a career plan for training institution while there is no career plan for public service, especially, in the civil service in Bangladesh? What do you think?(Please put✓)

☐ Yes

☐ No

41.0 Please identify the level of acceptability of the suggested measures for career development in your institution in the following scale (Please put✓):

Suggested measures	Level of Acceptability					
1. Ensuring promotion in time;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
2. Increase the foreign training opportunities for training institutions;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
3. Keeping the work relevant with Job Description;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
4. Giving more importance to training activities than administration;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
5. Creation of facilities for Rank & Status upgradation like universities;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
6. Giving financial incentives to all officers irrespective of recruitment type;	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
7. Creation of training cadre;						
8. Others (Please write):						
a)	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
b)	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest
c)	Lowest (1)	(2)	(3)	(4)	(5)	(6) Highest

Signature of the respondent

Date

[Thank you for your sincere co-operation]