

EVALUATION SYSTEM OF TRAINING PROGRAMMES
FOR CLASS-III & IV EMPLOYEES:

A STUDY

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EXECUTIVE SUMMARY

Training is indispensable for imparting knowledge, for stimulating skill and for affecting attitudes. But its impact is questionable and difficult to be quantified so far as management training is concerned. This study is an attempt to analyze the existing evaluation system of training programmes for class-III and IV employees conducted by the RPATCs. The effectiveness of on-the-training evaluation and the possibility of introducing post-training evaluation have also been discussed. A total of 153 persons concerned with these types of training were interviewed and the relevant documents/ papers were consulted. On the basis of the research findings and observations some recommendations have been made for improvement of the existing evaluation system so as to make the system more systematic, realistic and effective.

RPATCs conduct 16 different types of training courses for class-III & IV employees. Two-way evaluation process exists for the purpose of evaluation in these courses. The participants are being evaluated by the authority through written examination, exercises, group discussion, practical/speed test, observation of overall conduct and class attendance. Participants also evaluate speakers, course contents and other aspects of training. It is found in the study that at the existing system of evaluation there are a remarkable quantum of lackings and inadequacies.

Irrelevant and low-quality questions are being set for written examination. There is ample scope for imitation and copying in the examination. The group discussion, exercises and practical tests are not properly supervised. The total marks for evaluation are not suitable for appropriate percentage calculation and ranking. Only a single set of end-of-course evaluation form is used for each of the 16 different types of training courses conducted. A speaker is not evaluated instantly just at the end of session. All the speakers of a course are evaluated at the end of the course. Moreover the evaluation form itself and its ingredients are defective, inadequate and inconsistent.

In order to improve the system a few recommendations have been made. Total marks for evaluation have been suggested to be 200 for each of the courses with a specific course-wise distribution of marks for each of the methods of evaluation recommended. Three different sets of end-of-course evaluation forms have been designed for knowledge-oriented, semi-skill oriented and skill-oriented courses. Evaluation forms have been designed for instant evaluation of speakers and lecture topics. Besides, some more suggestions have been made for improving the system of on-the-training evaluation and for introducing post-training evaluation. If these recommendations are being considered by the authority the existing evaluation system of training programmes for class-III and IV employees conducted by the RPATCs will be more systematic, realistic and effective.

CHAPTER-I

INTRODUCTION

About the Evaluation of Training

The modern and the modernizing worlds believe in training. Training is what will work in gaps left by inadequacies of education, the dislocation of apprenticeship and the decay and division of family and elders.¹ Training may be looked upon as teaching a skill on task or increasing job proficiency. While this will always be part of the objective of training, its goal must also become one of finding ways and means of developing and enlarging traits which will be increasingly pertinent to satisfactory job performance.²

Training is an integral part of public administration. For affecting knowledge, skill and attitude training has no alternative. Its growing importance for conforming to the two basic tents of Public Administration 'economy' and 'efficiency' is a burning issue of the day. Training is not usually looked upon as a way of life by the organization; it is seen simply as a vehicle to help solve an immediate and pressing problem. This concept of training must now shift to the kind that will provide

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1. Bernard Schaffer (ed), 'Administrative Training and Development: A Comparative Study of East Africa, Zambia, Pakistan and India'. Praeger Publishers, New York, 1974, p.1.
 2. Bienueru, Bernard J., 'New Priorities in Training: A Guide for Industry'. American Management Association Inc., 1969, p.21.

the traits which will enable the worker to anticipate changes and develop the mental attitude and knowledge necessary to adopt readily to such changes. To accomplish this objective will require that training be looked upon as a continuous process for imparting knowledge, for stimulating skill and for affecting attitude.

Training is indispensable but its impact is questionable and difficult to be ascertained. Organizers of the training Programmes always face some nagging questions like what has been the result of the training effort? Has it done any good to the participant? What could better be done? Has it achieved the goals? Is it worth the money spent for it? The answers to these questions relating to the impact and values of training are difficult to be found. Because training involves development of conceptual ideas, problem solving skills and the ability to work. All these qualitative aspects are not easily quantifiable. In spite of that some sort of efforts have to be done for assessing the impacts and values of training. Evaluation, a sum of these efforts, is the assessment of the total value of training. It seeks to answer whether training has achieved what was supposed to be, whether training has brought about any positive impact, whether training could be done more effectively and efficiently.³

3. Charles E. Watson, Management Development Through Training, (Addison Wesley Publishing Company Inc.), April-1982, p.265.

Evaluation information is of prime importance to the trainees, to the trainers, to the organizers, to the Supervisors, and also to the Chief Executives. It is both a control and feed-back mechanism for proper implementation of training programmes and for further improvement in subsequent programme design. Assessment of training needs is essential for designing training programmes. Similarly evaluation of training programmes is crucial for assessing the extent of fulfillment of the felt needs through training. Any evaluative activity of a training programme concurrently aims at proving, improving and learning.⁴ In choosing an evaluation style one should be cautious in making the evaluation useful, keeping it as simple as possible, using qualitative methods, being pragmatic, watching very carefully the political dimension and so on.

Government officials of every country working at any level need proper training. Operational level (non class-I) government employees in our country constitute roughly 94% of the total officials and majority of them are class-III & class-IV employees (Annexure-A may kindly be seen). Training is so important for these class-III and class-IV employees not only because of their vast size but also because they are the real link between

4. Easterby Smith, Mark, 'Evaluation of Management Education, Training and Development', Gower Publishing Company, Vermont, USA, 1986, p.13.

the administration and the people.⁵ No government office could be made functional and efficient by having brilliant class-I officers only to run the offices. An efficient supporting staff and junior executives, having good knowledge on office procedure, accounts keeping and file maintenance, are required for smooth office management. With the decentralization of administration and the consequent expansion of size of the government's operational level personnel the need for effective training, re-training and re-orientation has been further accentuated. In view of the positive impact of training on knowledge, skill and attitude, four regional centres of Bangladesh Public Administration Training Centre (BPATC) located at the four divisional HQs are now conducting 16 types of training programmes (shown at Annexure-E) for class-III & class-IV officials.

This study is an attempt at analyzing the present evaluation system of training courses conducted by the RPATCs for class-III and class-IV employees. The study, on the basis of the research findings, would offer some alternative policy recommendations for improving the existing system of programme evaluation so as to make the evaluation system of training programmes for class-III and class-IV employees more systematic, realistic and effective.

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5. Preface of the Report of the Committee set up by the Government to review and suggest the Activities of STIs & RSTIs now called RPATCs, Dhaka, 1983.

Justification and Scope of the Study

Class-III & IV employees constitute absolute majority of the government employees. Training will enable them to perform their duties and responsibilities more satisfactorily. There are several training courses run by RPATCs for class-III & IV employees. So, if they can be properly trained through these courses efficiency and effectiveness of government functionaires will improve. But efficiency and effectiveness can be achieved only by proper and effective implementation of the training programmes. Only evaluation can give us the information as to whether these training programmes are being implemented properly and effectively. Evaluation can also give us the information regarding extent of outcomes achieved through training. Evaluation provides information to the trainees, the trainers and the supervisors about their accomplishments, achievements and performances. This study is an attempt to analyze the existing evaluation system alongwith its other issues of the training programmes for class-III and IV employees conducted by the RPATCs. Besides, some major aspects of curriculum evaluation of these courses have also been discussed in this study with some policy recommendations. So this study is of immense importance for the issues relating to the evaluation system of the training programmes for class-III and IV employees conducted by the RPATCs.

Only RPATCs are imparting training to the class-III & IV employees of the government. Training programmes cover a lot of areas relating to programme planning, needs assessment, programme design, curriculum development, programme implementation, co-ordination, direction and evaluation. Considering the wide areas of training the scope of this study has been narrowed down to the evaluation issues only and some light has been given to the curriculum evaluation of the training programmes for class-III & IV employees conducted by the RPATCs.

Objectives of the Study

The major objectives of the study are as follows;

- To analyze the existing evaluation system of the training courses conducted by the RPATCs for class-III & IV employees.
- To examine effectiveness of on-the-training evaluation system.
- To suggest alternatives for improving the existing system of on-the-training evaluation.
- To examine the possibility of introducing post-training evaluation.
- To highlight other issues relating to curriculum evaluation so as to make the evaluation system of training programmes for class-III & IV employees more systematic, realistic and effective.

Methodology of the Study

(a) Data Collection: Necessary data/information for the study has been collected from both primary and secondary sources. The primary data has been collected through specific questionnaires by directly interviewing the persons concerned. A total of 153 officials have been interviewed. The key respondents were selected from the following categories of personnel;

- (i) Concerned officers of the four RPATCs who are organizing, co-ordinating and directing training courses for class-III and IV employees.
- (ii) Participants who received training from the different training courses conducted by the RPATCs for class-III and IV employees.
- (iii) Concerned supervisors or controlling officers of the trained participants (interviewed) were also interviewed.

Secondary data have been collected from the relevant documents and reports of BPATC and RPATCs. Government documents relating to training from the IT section of M/O Establishment and related journals, articles and books were also consulted.

Stratified Purposive sampling method was adopted to select the sample from the population of this study.

Persons interviewed and their number has been given below:

<u>Persons interviewed</u>	<u>Number</u>
- Deputy Director, RPATCs	4
- Assistant Director, RPATCs	4
- Junior Instructors, RPATCs	4
- Supervisors of the participants trained	48
- Participants trained	93

Total = 153

(b) Data Processing/Analysing

Collected data have been processed manually and descriptive analysis has been adopted for preparation of this study report.

(c) Presentation of Observation/Findings

The observations and findings of the study have been presented in the manner so as to keep consistency with the major objectives of the study.

CHAPTER-II

PRESENTATION OF OBSERVATIONS & FINDINGS

A. Courses conducted by RPATCs: An Overview

As of now, four regional centres of BPATC located in Dhaka, Chittagong, Rajshahi and Khulna, offer 15 (Fifteen) different courses for class-III employees and one centre had offered a course for class-IV employees during 1989. Table-1 shows the information relating to the courses conducted by the RPATCs for class-III & IV employees during January-December, 1989.

During the above period, the RPATCs organized 119 training courses for class-III & 2 courses for class-IV employees covering 3549 number of trainees (3487 of class-III and 62 class-IV) as against the projected target of 3800 and 80 respectively. Duration of the courses was not uniform but varied between 4 days to 8 weeks. The highest number of trainees participated in the Basic Office Administration Course. Four RPATCs taken together had offered 20 such courses and had covered a total number of 628 trainees, i.e. 31 participants were trained in each of these courses on an average. Second and third highest number of participants were in and Bench Assistants Training Course respectively. Participation in other courses were also satisfactory.

Table-1

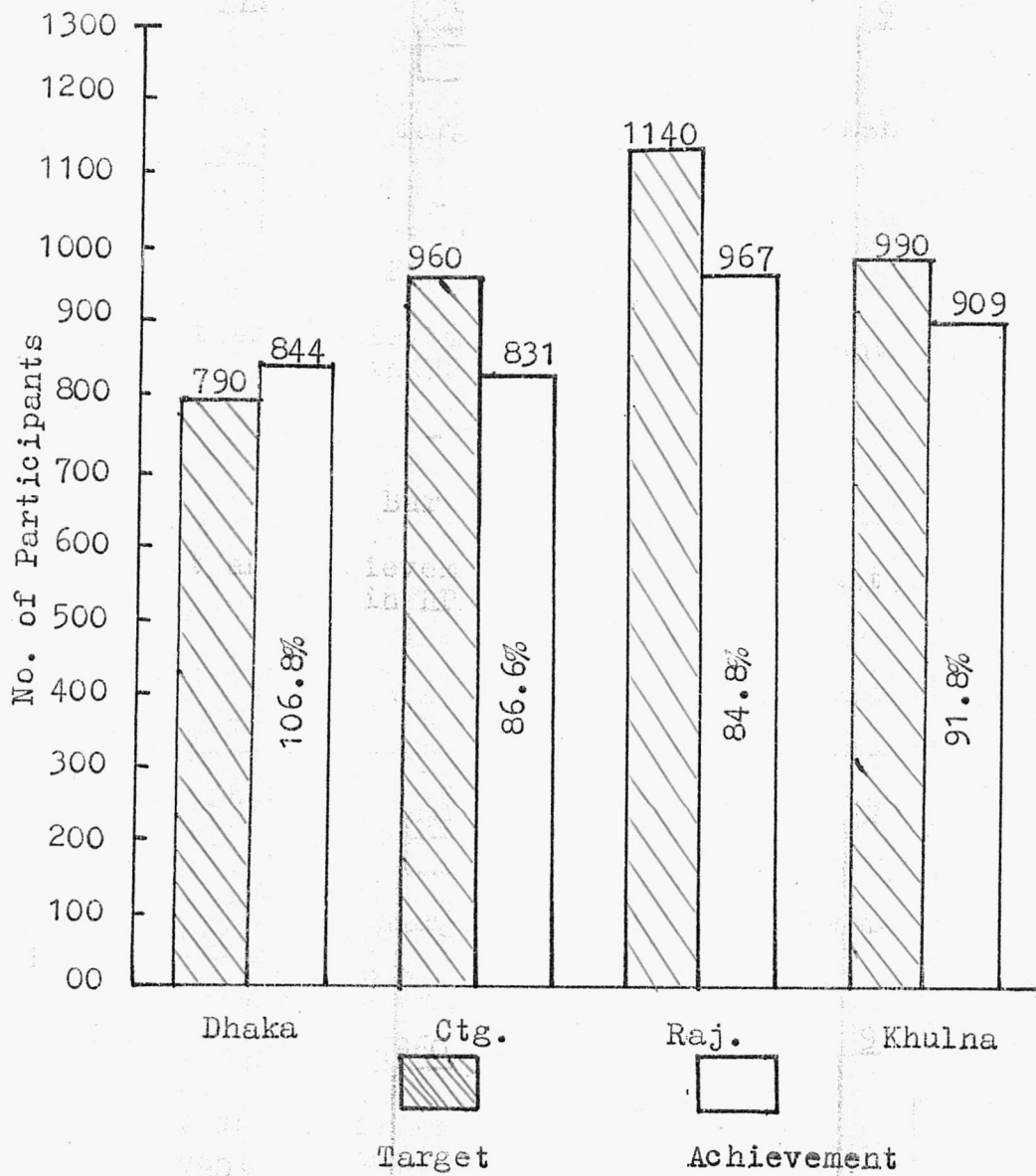
Data related to the courses conducted by RRACs in 1989

Title of Course	No. of Courses conducted				No. of participants trained				Training target (No. of participants)			
	Dhaka.	Ctg.	Raj.	Lhulna	Dhaka	Ctg.	Raj.	Lhulna	Dhaka	Ctg.	Raj.	Lhulna
1. Basic Office Administration course	5	5	5	5	166	113	142	150	150	150	150	150
2. Conversion Course for Bengali Typists	4	4	4	4	104	131	109	81	100	100	100	100
3. Office Supervision Course	2	2	2	2	50	52	42	31	60	60	60	60
4. Conversion Course for Steno-typing & typing	1	1	1	1	21	11	26	22	20	20	20	20
5. Training Course for Bench Clerks	1	1	1	1	10	17	20	19	30	30	30	30
6. Office Equipments Maintenance Course	2	1	2	2	75	11	39	45	60	30	60	60
7. Conduct & Discipline Course	1	1	1	1	52	26	46	31	40	40	40	40
8. Training Course for Certificate Assistants	1	2	4	2	19	67	83	86	40	80	160	80
9. Training Course for Tosilders	-	5	4	4	-	181	128	188	40	200	160	160
10. Training Course on Revenue Administration	-	-	-	-	-	-	-	-	-	-	-	-
11. Training Course on File Management	2	2	2	2	91	46	43	56	60	60	60	60
12. Training Course on Financial Administration	1	1	2	1	44	14	32	26	40	40	80	40
13. Bill Preparation & Maintenance Course	2	2	2	2	72	64	67	59	60	60	60	60
14. Course for Meeting Audit Objections	2	2	2	2	97	70	55	60	60	60	60	60
15. Training Course on Office Correspondence	1	1	2	1	43	28	47	22	30	30	60	30
16. Training Course on Human Relations (For Class IV Employees)	-	-	1	1	-	-	23	39	-	-	40	40
Total	25	30	35	31	844	831	967	909	790	960	1140	990

Target achieved - 91.5%

Bar Chart-1

Target and Achievement of the Participants Trained
in RPATCs in 1989



The total achievement of the RPATCs was 91.5% as against the target. The target and achievement of the participants trained in the RPATCs in 1989 have been shown at Bar chart-1. The achievement of Dhaka RPATC is 106%, while that of Chittagong, Rajshahi and Khulna is 86%, 84% and 91% respectively.

The above figures should, however, not be allowed to mislead us. The total population of one course may be more than the population of other courses, and participation may vary depending on this ground. Besides, holding of training courses is regulated by availability of class room, dormitory accommodation etc in keeping with training calendar. Thus, a particular course on high demand may not always be offered as frequently as the RPATCs desire.

B. Existing Evaluation System

One of the most difficult problems encountered by training organizer in their normal work is that of evaluating the results of training. Among the usual methods of judging results the following deserve special mention ;

- a) Examination : Well designed examination can reveal how much of the matter of training was comprehended and remembered enabling the instructor to modify his instruction to obtain better results in a repetition of the course.
- b) Students opinion : In the questionnaires frequently used at the end of courses students are almost always asked to express opinions on the value of the course in relation to their duties. There is however, no way to know whether a favourable judgement is honest or merely polite.
- c) Attendance: Most persons having experience in training are willing to rely upon good attendance as an indication of interest. There may of course be pressure exerted upon employees to attend.
- d) Interest: Apart from the record of attendance the general level of interest may also be known from alertness, the number and quality of questions asked and the willingness to join in discussions.

- e) Performance: An instructor can easily assign tasks to students and then verify their performance in terms of pages studied or amount of written work completed.
- f) Application: The result most sought after by persons responsible for training programmes is the application of the matter learned in the daily work of the persons trained. The evaluation of results of training should be made in long-term gains in efficiency and quality of services to the public.
- g) Placement: Cases of unsuitable placement represent one of the most conspicuous failures in training programmes. It is indeed a frustrating experience to find that some of the newly trained persons go back to their old jobs or are given work assignments wholly unrelated to the training received.
- h) Promotion: Training programmes have sometimes been judged as successful according to the number of persons promoted among those trained. This test is not always fair because training is not usually conducted for the purpose of preparing or selecting persons for promotion.
- i) Decreased costs: Another kind of test which has been applied to training is whether it results in a decrease in the costs of operation of the administrative machine.

Savings may have been made at or about the time that training was offered, but it is extremely difficult to isolate the role of training in accomplishing such economics.

- j) Improved services: Attempts are sometimes made to evaluate the results of training in terms of better services rendered to the public by the government.
- k) Numbers trained: A common measurement of training is to be found in the gross figures of enrolment and the numbers completing specified kinds of training. Mere quantity of output, however, does not in itself reflect much concerning the value of training.⁶

Data obtained during physical visit to the Regional Centres show that in most of the cases the usual practice for evaluating training programmes is the course ending written examination which permits little scope to assess the creativity or innovativeness of those being examined. About examinations as the method for evaluating the success of a training programme, the following paragraph explains a great deal:

6. Handbook of training in the Public Service, United Nations. New York, 1966, p.231.

If examinations are used, an effort should be made to break away from academic traditions. An experienced instructor can test the comprehension of the persons being trained by less obvious means than examination, such as performance tests when skills are involved or practical exercises requiring the application of matter learned in the course. Tests closely related to their daily work are likely to be more palatable to adults than the artificial situation created by a formal examination.⁷

Keeping in view the state of the art detailed above we may now venture a look into what is happening inside our RPATCs. Currently evaluation studies of courses offered by RPATCs are carried out from two dimensions; i.e.

- a) evaluation of the performance of trainees carried out by trainers and
- b) evaluation of various aspects of the training course by trainees themselves. As to the type mentioned at (a) the methods used for holding this are outlined at table 2. For the purpose of getting a clean pattern, all the 16 courses offered by RPATCs as shown in the table have been categorised into three broad groups viz. 1) Courses aiming at improvement of knowledge and attitude, 2) Semi-skill oriented courses and 3) skill oriented courses. Two out of three from among the first set of courses are found to use written test as the chosen method for evaluating the participants. All the ten courses belonging to

7. Ibid, p.227

Table-2

Existing Evaluation System

Name of Course	Written Test	Exercise	Group Disc. & Rept. Presentation	Case Studies	Overall conduct	Class Atten- dence	Practical & Speed Test	Total Marks for Evaluation
1	2	3	4	5	6	7	8	9
<u>A. Knowledge and Attitude Oriented Course</u>								
1. Basic Office Administration Course	150	-	-	-	50	-	-	200
2. Conduct and Discipline Course	75	15	10	-	100	-	15	100
3. Training Course on Human Relations for Class-IV Employees	-	-	-	-	100	-	-	100
<u>B. Semi-skill Oriented Course</u>								
1. Office Supervision Course	90	20	40	30	-	20	-	200
2. Training Course for Bench Clerks	80	10	-	100	-	10	-	100
3. Training Course for Certificate Assistants	80	10	-	-	-	10	-	100
4. Training Course for Tasildars	80	10	-	-	-	10	-	100
5. Training Course on Revenue Administration	80	10	-	-	-	10	-	100

contd.

Table-2 (contd)

1	2	3	4	5	6	7	8	9
6. Training Course on file Management	75	10	-	-	-	45	-	100
7. Training Course on Financial Administration	50	10	20	10	-	10	-	100
8. Bill Preparation and Maintenance Course	75	10	-	-	-	15	-	100
9. Course for Meeting Audit Objections	80	10	-	-	-	10	-	100
10. Training Course on Office Correspondence	80	10	-	-	-	10	-	100
C. <u>Skill Oriented Course</u>								
1. Conversion Course for Bengali Typing	-	-	-	-	-	-	100	100
2. Conversion Course for Steno-Typing and Typing	-	-	-	-	-	-	100	100
3. Office Equipments Maintenance Course	80	10	-	-	-	10	-	100

the second group too primarily depend on written test. By far, this is the most widely used system of participant evaluation. Other highly used methods include exercise and class attendance while three courses belonging to the third group depend entirely on practical test/speed test. Group discussion and case study methods are also used in two types of courses.

The participants too may take their turn to evaluate different aspects of the training held at the RPATCs. For this job, the formula is very simple; the participants are given a printed form (a sample is given at Annexure-C) which they may tick or fill out the relevant columns thereof to disclose their feelings about the course. This task usually they have to take on the closing day of a training course, prior to taking release order. Two such forms are used; one focusing on individual speaker evaluation on a defined scale, while the second one aims at over-all evaluation of the course management that includes contents evaluation, course management evaluation and mess management evaluation.

We may now go for a closer look into the system of evaluation outlined so far. Two categories of evaluation as mentioned above are being discussed under separate headings.

a) Evaluation of trainees by the trainers:

As it appears from Table-2 the commonly used methods of evaluating participants are written test, exercise, class attendance, group discussion, case studies, practical/speed test

and overall conduct. The participants' opinion regarding these existing methods of evaluation have been discussed below.

Participants' Opinion

One simple measure of the success of a training course may be through comparing a trainee's performance before and after the training. The same set of questionnaire containing some basic questions relating to the training course curriculum is applied and difference between the same person's answer before undergoing the course and immediately after it definitely indicates the development (or change) in skill, knowledge and attitude of the concerned person as a direct result of training. Pretraining test (or pre-test) is widely used as a method of evaluating participants by the RPATCs. Table-3 shows that out of 93 participants interviewed in four RPATCs, 66 (about 71%) representing 15 different courses replied that they had undergone pre-training test. Except for some small variation among RPATCs not a single course appears to have gone without it. Table-4 may be brought in to reconfirm this view. In it the trainers interviewed at different RPATCs too agree that pre-test has been taken and that holding of such pre-test has ample justification. The reasons cited are fairly in common.

Table-3

Opinion of the trainees regarding holding of Pre-test

Sl. No.	Title of Course	Holding of Pre-test		
		Yes	No	Total
1.	Basic Office Administration Course	8	1	9
2.	Conversion Course for Bengali Typing	6	2	8
3.	Office Supervision Course	5	3	8
4.	Conversion Course for Steno-typing & typing	2	3	5
5.	Training Course for Bench Clerks	1	-	1
6.	Office equipments Maintenance Course	5	3	8
7.	Conduct & Discipline Course	6	1	7
8.	Training Course for Certificate Assistants	1	-	1
9.	Training Course for Tasilders	1	-	1
10.	Training Course on Revenue Administration	-	-	-
11.	Training Course on file Management	4	4	8
12.	Training Course on Financial Administration	6	1	7
13.	Bill Preparation and Maintenance Course	9	2	11
14.	Course for Meeting Audit Objections	6	3	9
15.	Training Course on Office Correspondence	5	2	7
16.	Course on Human Relations	1	2	3
Total		66 (70.9)	27 (29.1)	93 (100)

Figures in the parentheses indicate percentages.

Table- 4

Facts about pre-test Examination in the opinion of trainers

RPATC	Yes		No	
	Number	Method	Number	Comments
Dhaka	2	N.R.		No comment
Chittagong	1	Speed test	2	Extra time required
Rajshahi	1	1. Pre-test		
		2. Speed test		
Khulna	2	1. Pre-test examination by questionnaire		
		2. Speed-test		

As to the need for such a test an overwhelming majority of 86 (92.5%) trainees spoke in favour of it while a small number of persons (6.5% only) wondered about any need for a pre-test (Table 5). The arguments put forth by respondents (trainees) who had supported holding of pre-test are fairly strong. The reasons, among others, cited by them for holding of pre-test are:

- it facilitates designing of subsequent courses of similar nature,
- it helps know the level of trainees' knowledge prior to the training,
- it provides a measure to compare the level of knowledge among trainees before the training and the level reached through training, and
- it creates mental preparedness for taking the training and so on.

In contrast, respondents opposing the cause of pre-test have just said that it is not necessary without caring to substantiate their claim or coming up with adequate explanation. A few have tried to add some explanation which are but inconsistent or contradictory. Pre-testing has thus found a solid base,

Table-5

Opinion on the need for pre-test
(Trainees' view)

N=93

RPATC	No of participants in favour	No of Participants against.	N.R	Total
Dhaka	19	1	-	20
Chittagong	15	2	-	17
Rajshahi	29	3	-	32
Khulna	23	-	1	24
Total	86 (92.4)	6 (6.5)	1 (1.1)	93 (100)

Figures in the parentheses indicate percentages.

and popular demand has been established for its continued use. As to the viewpoint of trainers, 6(75%) of them out of 8 interviewed said that pretest in one or the other form is organized and that the method has a couple of plus points. The only ~~weak~~ side referred to is that extra time is required for holding it (Table-4)

Attempts were also made to know the reaction of ex-trainees of RPATCs toward the existing system of evaluation. When asked about good and bad sides of existing methods like written examination, exercise, group report submission etc. a very interesting picture was obtained. As to written examination proponents suggested that it helps trainees become more active. Opponents, however, felt that it cannot judge practical benefits if any out of the training, gives little time and may not bring desired results because of irrelevant question (Table-6). End-of-course passing out examination in their view, helps measure the result of training but possesses similar weaknesses like setting of irrelevant and low quality question, lack of time and probability of widespread copying from one another's script. Group report submission, according to respondents, is a strong system of evaluation but individual evaluation is not possible in it. Other methods such as case-studies, practical/speed test and evaluation by asking questions in the class room respondents claimed them as strong methods without mentioning any arguments for and against.

Table-6

Opinions about strong and weak points of
existing evaluation system(Trainees'view)

Evaluation system	Strong Points	Weak Points
1. Written Examination	1.Strong system of evaluation 2.The trainees become active	1.Absence of practical side 2.Lack of time 3.Irrelevant question
2. Final Examination	1.Strong system of evaluation 2.Can measure the result of Training	1.The quality of question is low 2.Lack of time. 3.Irrelevant question 4.Trainees may be limitating or copying
3. Case Studies	It is an effective system	
4. Group report Presentation	It is a strong system of evaluation	Individual evaluation is not possible by this system
5. By asking question in the class room	It is a strong system of evaluation	
6. Practical/speed test	It is a strong system of evaluation	

Table-7

Existing system of evaluating trainees by Course Administration (Trainers' views) with strong and weak points.

Evaluation system	Strong points	Weak points
1. Attendance checking	N.R	N.R
2. Case study	N.R	N.R
3. Group discussion & Report Presentation	Helpful to gather Practical knowledge	N.R
4. Individual group	Helpful for identifying problems	N.R
5. Practical/Speed test	N.R	N.R
6. Final examination	Helpful to measure the level of knowledge of the trainees'	Overall evaluation is not possible by this evaluation system

Trainers' Opinion

After having surveyed the opinion of the clientele themselves we tried to mobilize the opinion of trainers about the existing methods of evaluating their trainees. The picture thus obtained may not be taken as representative because some of the questions were not answered by the trainers interviewed. As it appears from Table-7 the trainers did not reply on attendance checking, case-studies and practical/speed test. About exercise (individual and group) they said that it helps identifying problems, but no weak point was mentioned. About group discussion and report presentation the trainers opined that it helps gather practical knowledge. But the problem they face in conducting group discussion is the shortage of instruments.

About final examination some well-thought-out comments both in favour and against could be gathered. As strong points about the method, respondents argued that final examination compels trainees to go deep into the topics taught, besides helping the course organisers to measure the level of knowledge of the trainees. As its deficiency this mentioned that overall evaluation is not possible by this system.

One interesting observation is that the trainers made comments on commonly used methods but kept silent on relatively less used methods of evaluation.

b) Evaluation of different aspects of training by the trainees.

RPAFCs conduct 16 different types of training courses for class-III and IV employees. But only one evaluation form is used at the end of the course for evaluating all the relevant aspects of training in all the training courses. The form as at Annexure-C shows the following major aspects of training that are usually being evaluated by the participants;

- Effectiveness, applicability and relevance of the course contents
- Extent of achievement of the course objectives
- Effectiveness of course management and other facilities
- Evaluation of the Speakers.

1. Evaluation of Course Contents

The existing system of evaluating course contents by the participants includes evaluation of training modules, identification of ten topics of the course five of which are most relevant and five not relevant to job situation, suggestion for a maximum of five work-related topics to be included in the curriculum, and the extent to which training is helpful for the participants. The format presently used for measuring the effectiveness of training modules is as follows;

Name of Module	Scale of effectiveness						
1.	0	1	2	3	4	5	6
2.	0	1	2	3	4	5	6
3.	0	1	2	3	4	5	6
4.	0	1	2	3	4	5	6

Similarly, the format used for measuring the extent of helpfulness of the training is:

Areas		Scale of effectiveness						
1.	Directly helpful for job responsibilities	0	1	2	3	4	5	6
2.	Increase of working knowledge	0	1	2	3	4	5	6
3.	Increase of working skill	0	1	2	3	4	5	6
4.	Development of attitudes	0	1	2	3	4	5	6

2. Evaluation of Course Objectives

How far the objectives of the course have been achieved is being evaluated using the following format

Objectives	Scale of achievement						
1.	0	1	2	3	4	5	6
2.	0	1	2	3	4	5	6
3.	0	1	2	3	4	5	6

3. Evaluation of training facilities

The Course administration tries to evaluate the effectiveness of course management and other training facilities in the following format;

Areas	Scale of effectiveness						
1. Course management	0	1	2	3	4	5	6
2. Class room management	0	1	2	3	4	5	6
3. Dormitory facilities	0	1	2	3	4	5	6
4. Food management	0	1	2	3	4	5	6
5. Evaluation System	0	1	2	3	4	5	6
6. Library facilities	0	1	2	3	4	5	6
7. Faculty Supervision	0	1	2	3	4	5	6

4. Evaluation of the Speakers

In every Course the faculty Speakers and the guest Speakers are being evaluated by the trainees at the end of the Course. The format presently used for the purpose is as follows:

Sl. No.	Speaker's Name and designation	Lecture Topic	Scale of Grading				
			Out Standing	Very good	Good	Average	Below average
1.			5	4	3	2	1
2.			5	4	3	2	1
3.			5	4	3	2	1
4.			5	4	3	2	1
5.			5	4	3	2	1
6.			5	4	3	2	1
7.			5	4	3	2	1

Table-8

System of evaluating different aspects of training

Aspects	System of evaluation	
	Trainees' information	Trainers' information
Speakers Evaluation	1. By evaluation form 2. Verbaly	1. By evaluation form 2. Verbaly
Contents evaluation	1. By evaluation form 2. Verbaly	1. By evaluation form 2. Verbaly
Course manage- ment evaluation	1. By evaluation form 2. Verbaly	1. By evaluation form 2. Verbaly
Mass Management evaluation	1. By evaluation form 2. Verbaly	1. By evaluation form 2. Verbaly

End-of-the course Evaluation form so used for evaluating different aspects of training as stated above represents written opinion of the participants. The participants also evaluate the same aspects verbally. This is stated by both the trainees and the trainers (Table-8). In a closing session of each course the participants are being asked to make comments on those aspects which may not have been covered in the said form. The written and verbal evaluation information taken together gives total feed-back on the course conducted and on the overall Course administration. The remarkable information so obtained are taken into consideration for improvement in subsequent programme design and other aspects of training.

The Participants fill up the printed evaluation forms at the end of the course sitting together in the class room. In order to encourage ventilation of honest views and actual evaluation the trainees are given the option of not signing the form if they wish. While asked about the necessity of evaluating the four major aspects of training the trainees corroborated one another saying that it can help improve the training programme a great deal (Table-9).

Table -9

Opinions about evaluating the following aspects of training (Trainees view)

Aspects	Opinions
1. Speakers' evaluation	1. Helpful to improve the training programme
2. Contents evaluation	1. Helpful to improve the training programme.
3. Course management evaluation	1. Helpful to improve the training programme
4. Mess management evaluation	1. Help to improve the quality of diet. 2. A higher officer may supervise the messing system

C. EFFECTIVENESS OF EXISTING EVALUATION SYSTEM

An evaluation system of training can be termed as effective if it truly reflects whether the objectives of the training programme have been achieved or not or the extent of achievement can be known and if other real information can be obtained which is sought for. Some Public Administration thinkers argue that evaluation is an impossible because it is too complex and therefore it should not even be contemplated. The other group of thinkers say that the benefits of training exist and therefore it should be evaluated. But there are wide differences of opinion as to what constitutes a suitable evaluation in order to find out the true and desired information. An effective evaluation system should include measures of trainees reactions, measures of increase in knowledge and skill, measures of changes in behaviour, economic measures of training benefits, measures of trainers/speakers/organizers performances, measures of course management and other facilities. But most of these aspects are qualitative and may difficult to be quantified. Hence an evaluation system can yield a little unless it is appropriate, well designed, well planned and carefully applied.

Now let us analyse the existing evaluation system of RPATCs so as to determine its effectiveness. Both the trainees and the trainers interviewed under this study were asked whether the existing system was effective or not. Table- 10 shows the

Table- 10

Participants' Opinion regarding effectiveness of Existing evaluation system (Evaluation of Participants by course administration)

R.P.A.T.C	Opinion	
	Effective	Not effective
Dhaka	18	2
Chittagong	16	1
Rajshahi	21	11
Khulna	18	6
Total	73 (78.5)	20 (21.5)

Figures in the parentheses indicate percentages

opinion of trainees. A total of 73 persons (78.5%) were found to consider the existing methods of evaluation to be effective while only 20 (21.5%) persons gave a different view. In Rajshahi alone 11 persons termed the existing methods as not effective, but refrained from giving further details as to why they thought so. On the other hand, 100% of the trainers interviewed consider the existing methods to be effective. One voted on the negative side. But we should not be overwhelmed by numerical figures alone because the trainers interviewed are practising the methods by themselves. They might not like or just cannot disown or belittle their own methods anyway.

RPATC uses printed questionnaire for written evaluation and arranges a closing session for oral evaluation. The printed questionnaire has got the advantage of setting direct information quickly and easily from the participants thereby helping to ensure non-filtered data. Oral evaluation on the other hand has got the advantage of getting much more data because some people rather express themselves verbally than in writing. But indepth analysis of the printed evaluation form and the opinions of the participants about the existing system of evaluating the trainees confront the following lackings and inadequacies.

1. About the evaluation of trainees by the trainers

The trainees are being evaluated by the trainers, as discussed earlier, through written examination, exercise, group discussion, case studies, class attendance, practical/speed test and overall conduct. But about the system of written examination the trainee participants said that the questions were irrelevant and of low quality. Besides, there is ample scope for imitation or copying. This contention goes a long way to establish the lack of control over examination arrangement and absence of good trainers/instructors in the RPATCs. Low quality questions are alone sufficient to frustrate the very objectives of the course. The participants will be less attentive to the training and the ultimate objective of raising the knowledge and skill will be at stake. Therefore it goes without saying that the existing examination system has to be reorganized and strengthened and the nature of questions has to be changed so that participants can not copy from one another's script.

About the exercise, group discussion and case studies it can be well presumed that there is lack of supervision in the RPATCs. Without close supervision and quality case group discussion can not yield expected results.

Practical/speed test is the method used for evaluation in the skill oriented courses like typing and steno-typing courses. The system to^a large extent is satisfactory.
^

2. About the evaluation by the trainees

The trainee participants evaluate different aspects of training as discussed earlier at the end of the course. The printed questionnaire so used for the purpose shows the following inadequacies.

a) Same set of questionnaire

The same set of questionnaire is used for each of the 16 different types of training courses conducted for class-III & IV employees. But the courses are of three different nature skill oriented, semi-skill oriented, and knowledge oriented. The same set of questionnaire is not equally applicable for each of these courses. For example, the question of suggesting five more lecture topics to be included in the course contents does not carry any sense for the skill-oriented courses like typing and short-hand learning courses. Similarly, the question of mentioning five topics most relevant to job situation and five not related is not applicable for these type of courses. Therefore it demands three different sets of questionnaire for these three different categories of courses.

b) The questionnaire is not comprehensive

The printed questionnaire so used in the RPATCs is not comprehensive. It does not reflect or can not give the needed information. For example, there is no question about the fulfillment of trainees' expectation, effectiveness of the programme, effectiveness of teaching methods, adequacies of training materials, quality and relevance of lecture topics, etc.

c) Evaluation of module

The format used for evaluating module wise ^{scale} of effectiveness is defective. Generally one module includes a number of lecture topics. One topic in a module might be more effective and job specific than the other. So module-wise effectiveness is a bit difficult to be scaled by the participants. So, the conversion of module-wise format into topic-wise would give a better picture about the effectiveness of course contents.

d) Whether the training is helpful

The variables used in the format to know as to whether the training is helpful for the participants do not exactly fall within the range of quantitative scale. The variables to be scaled from '0' to '6' are 'directly helpful for job responsibilities', 'increase of working knowledge', 'increase of working skill', and 'development of attitudes'. The first three variables are suitable for

qualitative ranking rather than quantitative such as

'Sufficiently helpful	'Moderately helpful	'Helpful	'Average helpful	'Not helpful
--------------------------	------------------------	----------	---------------------	-----------------

'Sufficient increase	'Moderate increase	'Average increase	'No increase
-------------------------	-----------------------	----------------------	-----------------

Moreover, quantitative scaling of attitudinal changes is absolutely difficult. People do not fully know what their attitudes are. It exists in peoples' mind. We can not measure change in attitudes just by asking people what their attitudes are or whether their attitudes have changed or not. Change of attitudes can not be measured directly. It can be measured only on the basis of inferences drawn from the responses of an individual toward the object or situation.

Therefore, the variable 'development of attitudes' may be dropped from the format.

e) Evaluation of training facilities

The variables used in the format such as classroom facilities, dormitory facilities and library facilities are more suitable for qualitative ranking rather than

quantitative scaling. The qualitative rankings may be like this;

'Adequate	' Upto	' Not	'
	satisfaction	adequate	

f) Speakers evaluation

The existing system is that the speakers are being evaluated by the participants at the end of the course. But this is absolutely a wrong strategy. Evaluation of the speakers and course contents should be done just at the end of each lecture session. Because at this moment evaluation can be done in fresh mind. The participants may not remember the speaker's style of teaching, mode of presentation, way of delivery, level of interest and enthusiasm created in the class, lecture contents etc. at the end of the course. Therefore, this kind of evaluation might not give the real information.

Moreover, the same format is used for both speakers' evaluation and topic evaluation. Different aspects of lecture delivery such as style of presentation, ability to create participants' interest, ability to clarify concepts, ability to answer the questions and the extent of overall effectiveness are not taken into consideration. In fact, speakers' evaluation should cover these aspects so as to get the total real picture.

On the other hand different aspects of lecture topic such as enjoyment of the topic, relevance to job situation, new information given, relevance of the topic to the course objectives, and effectiveness of the topic taught are not taken into consideration. Evaluation of lecture topic covering these aspects could give better information.

Therefore, it can be fairly said that the instant evaluation form should be used for speakers' evaluation just at the end of lecture session. Moreover, the form should have two separate components-one for speaker's evaluation and the other for topic evaluation covering the aspects as stated above.

D. Post-Training Evaluation: A Possibility

Evaluation of a training course encompasses various outcomes and consequences of training. Evaluation information is of prime importance to the persons concerned. The trainees are interested to know how much they have learnt and benefited from training and how they might improve in their work. The training Instructors want to know their class-room performances and teaching effectiveness. The organizers of training programmes want to know the extent of effectiveness of the course conducted which would enable them for further improvement in future programme design. They want to know which instructors have contributed to the programme's success or failure, which topics or sessions have created enthusiasm among the participants, which methods or techniques were most effective in causing learning, how much the participants have learnt and how much of it can be applied in their job situation. The trainees' supervisors want to know the benefit derived from the training at the cost of time their subordinates were away from work and at the cost of money they spent for training. In other words they want to know the extent and areas in which their subordinates' knowledge and skill have improved for better performance of their job duties. Similarly the head of the organization wants to know how training has helped the organization to better meet its goals and to what extent the employees have become enriched from their learning.

All of the evaluation information as stated above can not be gathered during training programme. Some of these information can be gathered only after the training has been completed. On-the-training evaluation can provide information required for immediate adjustment. But the applicability of knowledge and skill acquired through training and the extent of application in the practical job situation can be better known through post-training evaluation. Post-training evaluation, therefore, can be formed as a practical exercise for measuring impact of training. A training programme has two types of impact- (1) impact on the participants and (2) impact on the organization.

Impact of a training programme on the participants after training is an appraisal of the affects of training. These can be measured through post-training evaluation in terms of observing or collecting information about:

- Participants' work efficiency before and after training,
- Participants' behavioural pattern,
- Transfer of instruction into practical use, and
- The correlation of changes, if any, with the course objectives.

Impact of training on the organization can be determined by measuring the extent to which training has helped in achieving the organizational goals. Any positive change in the quality or quantity of work by the employees trained might add to the achievement of organizational goals. Thus, measuring the extent

of qualitative or quantitative changes in organizational performance through post-training evaluation can indicate the impact of training on the organization.

At present there is no post-training evaluation system for evaluating post-training impacts of the training courses conducted by RPATCs for class-III and IV employees.

We have tried to ascertain the possibility of introducing post-training evaluation system in RPATCs. With that end in view the trainees, the trainers and the supervisors of the trainees have been asked several questions. Their opinion about methods, scope and probable impacts of introducing post-training evaluation have been summarized below.

Participants' opinion

A total of 93 participants of different training courses conducted by RPATCs were interviewed in this study. Out of them 80 participants (86%) supported the introduction of post-training evaluation. The following Table-11 shows the information.

Table - 11

Whether post-training evaluation to be introduced
or not (trainees' view)

RPATCs	Yes	No	Total
Dhaka	18	2	20
Chittagong	14	3	17
Rajshahi	27	5	32
Khulna	21	3	24
Total	80 (36.02)	13 (13.98)	93 (100)

Figures in the parentheses indicate percentages.

About 14% of the participants interviewed are not in favour of introducing post-training evaluation because of its complications.

The participants who were found to be in favour of introducing the post-training evaluation system have suggested the methods as shown in the Table - 12 alongwith arguments for its introduction.

Table-12

Methods and arguments for introducing post-training evaluation (trainees' view)

Suggested methods	Arguments
1. Through correspondence	1. Post-training evaluation is helpful for further improvement of training programmes.
2. Interviewing the trainees and the supervising officers after training.	2. Post-training evaluation can measure effectiveness of training.
3. Re-calling the trainees for cross examination.	3. Post-training evaluation can assess impact of training on the participants.
4. Any other suitable method to be decided by the authority.	4. Post-training evaluation result can be considered for participants' promotion.

Trainers' opinion

About 66% of the trainers interviewed were in favour of introducing post-training evaluation. That means, one-third of the trainers were not in its favour. The methods suggested, the arguments in its favour and the reasons for its against have been described in Table-13.

Table-13

Trainers' opinion for introducing post-training evaluation

Methods	Arguments for	Arguments against
1. Directly interviewing the trainees and the controlling officers.	1. Post-training evaluation helps assessing the applicability of knowledge and skill acquired through training.	1. No approval for post-training evaluation from the higher authority.
2. Interviewing the trainees and the controlling officers through mailing of questionnaires.		

Supervisors' Opinion

A total of 48 supervisors were interviewed in this study. Out of them 47 respondents (98%) were in favour of introducing post-training evaluation. The Table - 14 shows the information alongwith the methods suggested by them.

Table- 14

Whether post-training evaluation system to be introduced or not (Supervisors' opinion)

RPATCs	Yes	No	Total	Methods
Dhaka	11	0	11	1. Interviewing the trainees and the trainers after training.
Chittagong	9	0	9	
Rajshahi	14	0	14	2. By an evaluation team
Khulna	13	1	14	3. By mailing of questionnaires
Total	47 (97.9)	1 (2.1)	48 (100)	4. Re-calling the trainees for feedback.
Figures in the parentheses indicate percentages.				5. By evaluating the day-to-day task of the employees trained

From the above discussion regarding necessity of introducing post-training evaluation system in the RPATCs it appears that the absolute majority of the trainees, trainers and the supervisors are in its favour. The methods suggested by them are almost uniform. But most of them support the system of directly interviewing participants trained and their concerned supervisors after training. This might be done through structured questionnaire or observation or by both. The next best alternative suggestion is by recalling the participants after a period of time to facilitate a forum for exchange of ideas and views. In this forum the participants might present their views, submit reports and discuss with other colleagues regarding application of the knowledge and skill acquired through training in their job situation. This arrangement will give required feed-back to the trainers and the organizers of training programmes.

The provision of recalling the participants trained after one year of training were previously practiced in RPATCs and also in PATC in the form of Refreshers' course. The participants were re-called in Refreshers' course for three days. In the exchange-of-views sessions the participants expressed their experiences and shared ideas with the trainers regarding application of training knowledge in the practical field.

At present the provision of holding refresher's course has been made limited by the Government. But the system is helpful for the organizers and trainers for further improvement in future course design and for making the curriculum more job specific. So the system of Refreshers' course should be encouraged.

Besides, the system of post-training evaluation by mailing specific questionnaire to the trainees and the supervisors or by directly interviewing the participants trained and their supervisors about participants' post-training performances should be introduced.

CHAPTER- III

CONCLUSIONS & RECOMMENDATIONS

As it appears from the presentation of observations and findings at chapter-II a few points of significance mentioned as under deserve special attention:

- Fifteen different courses are being conducted for class-III employees whereas only one course is offered for class- IV employees in the RPATCs.
- 3551 participants were trained in RPATCs in 1989 as against a target of 3880 (signifying 91.5% achievement).
- Out of a plethora of available evaluation techniques the traditional ones like pre-test and end-of-course examination are mainly practised. Group discussion, case studies and practical/speed test are in use only in a very few courses.
- About 22% of the participants interviewed are of the opinion that the existing evaluation system practised by the RPATCs is not effective.
- Participants' opinion reveal that at the present system of written examination there is ample scope for imitation and copying. Besides, irrelevant and low quality questions are being used in the written examinations.

- The existing methods of evaluating different aspects of training by the trainees are defective. The evaluation is done at the end of the course using a single set of questionnaire for all the courses. The questionnaire so used is not comprehensive. It can not give all the desired information.
- Module-wise evaluation of course contents in quantitative scale as it presently exists is not appropriate because one topic in a module might be more effective and job specific than the other.
- Some of the variables used for measuring the benefits of training and training facilities in the quantitative scale are not exactly quantifiable.
- The existing system of evaluating the speakers at the end of the course is absolutely a wrong strategy. Different aspects of teaching/lecture such as style of presentation, ability to create participants, interest, ability to clarify contents, ability to answer the questions, and the effectiveness of teaching are not taken into evaluative consideration.
- The same evaluation form is used for both speaker evaluation and topic evaluation. Besides, different aspects of lecture topic such as enjoyment of the topic, relevance to job

situation, new information, relevance to course objectives and effectiveness of the topic are not taken into evaluative consideration.

- 86% of the participants and 98% of the supervisors are in favour of introducing post training evaluation either by mailing questionnaire or by direct interview.

The respondents under this study were asked to give some suggestions for improving the existing evaluation system. The major recommendations given by them are as follows;

1. Period of examination should be extended.
2. Individual report writing on relevant topics should be introduced in the training.
3. Emphasis should be given on practical examination where necessary.
4. Different sets of questions may be used in the same examination.
5. Speakers evaluation should be done just at the end of the lecture session.
6. Sufficient number of examiners to be employed to check copying.
7. Post training evaluation system should be introduced and practised at an interval of every 3/6 months.
8. More class test and home-task assignments should be practised.
9. More to be asked in the class room.

10. Weekly written examination system should be introduced.
11. Post training evaluation can be done by mailing questionnaire or by directly interviewing the trainees & their supervisors.
12. Post training evaluation can be done by recalling the trainees in the refresher's course.
13. Examination should be taken by using objective type of questions.
14. The system of informing the trainees about their performances in the examination should be introduced so that the participants get scope for self-assessment and self-improvement.

Recommendations

In view of the research findings and respondents' suggestions it is now the time to recommend. One of the objectives of this study was to put forward some alternative policy recommendations so as to make the existing evaluation system more systematic, realistic and effective. With that end in view the following recommendations may be considered by the authority.

1. Recommendations for evaluating the trainees

At present the participants are being evaluated through written examination, exercises, group discussion, case studies, overall conduct, practical/speed test and class attendance. These methods along with their limitations and inadequacies have been discussed at chapter-II. These inadequacies & limitations can be to a great extent minimized if the following steps are considered.

a) Total evaluation marks: Total marks for evaluation should be raised from 100 to 200 with 100 marks for written examination in knowledge-oriented courses and for practical exercise/test in skill/semi-skill oriented courses. Because of the fact that the existing system of evaluating the participants within a total of 100 marks with 75-90 marks for written examination is not suitable for percentage calculation and difficult for appropriately ranking the participants within a small variation. The distribution of marks is proposed at Table-15 where practical

Table-15

Proposed distribution of marks for evaluation of trainees

Types of Courses	Methods of Evaluation					Overall conduct (obser- vation)	Pract. test	Class atten- dance	Total Marks
	Written examination	Exercises	Group disc./ Case studies	Attitudinal test(viva)					
1	2	3	4	5		6	7	8	9
<u>A. Knowledge & attitude Oriented Courses</u>									
1. Basic Office Adminis- tration Course	100	25	25	-		25	-	25	200
2. Conduct and Discipline Course	100	25	25	-		25	-	25	200
3. Training Course on Human Relations for Class-IV Employees	-	-	-	100		50	-	50	200
<u>B. Semi-skill Oriented Courses</u>									
1. Office Supervision Course	50	50	-	-		25	50	25	200
2. Training Course for Bench Clerks	50	50	-	-		25	50	25	200
3. Training Course for Certificate Assistants	50	50	-	-		25	50	25	200
4. Training Course for Tosilders	50	50	-	-		25	50	25	200
5. Training Course on Revenue Administration	50	50	-	-		25	50	25	200
6. Training Course on file Management	50	50	-	-		25	50	25	200

Table-15 (contd)

1	2	3	4	5	6	7	8	9
7. Training Course on Financial Administration	50	50	-	-	25	50	25	200
8. Bill Preparation & Maintenance Course	50	50	-	-	25	50	25	200
9. Course for Meeting Audit Objections	50	50	-	-	25	50	25	200
10. Training Course on Office Correspondence	50	50	-	-	25	50	25	200
<u>C. Skill-Oriented Course</u>								
1. Conversion Course for Bengali Typing	-	50	-	-	25	100	25	200
2. Conversion Course for steno-Typing and Typing	-	50	-	-	25	100	25	200
3. Office Equipments Maintenance	-	50	-	-	25	100	25	200

exercises/test have been given more emphasis for skill-oriented and semi-skill oriented courses.

b) Methods of Evaluation: Methods of evaluation as in practice deserve changes as proposed at Table-15. Group discussion and case-study methods don't need to be practised separately. Small cases and practical problems may be used for group discussion with a provision of group report presentation. Besides, provision of attitudinal tests has been proposed for two knowledge/attitude oriented courses where participants' attitudes will be evaluated only through viva-voce. A provision of evaluating overall conduct of the participants only by observation has been proposed for all the courses.

c) Types of question for written Examination:

(1) Objective types of questions should be used for written examinations. The questions should be simple, specific and relevant so that they can be answered satisfactorily in 3 to 5 lines. Besides, questions of multiple choice should be used. A short scoring system to mark the short answer on a scale of 0-3 points to be introduced where;

0= missed the question entirely

1= said something correct but little of it

2= was essentially correct but lacked an important point or was slightly in error with regard to some aspect.

3= completely correct.

Grading scales of more than 5 points pose serious grading difficulties. It is very difficult to discriminate between more than 5 intervals. It is the best & most suitable to discriminate between 0-3 intervals as stated above.

(2) In written examinations participants may be allowed to answer with books.

(3) Multiple sets of questions may be used in the same examination. This will reduce the scope for imitation/ copying.

d) Exercises: Unscheduled exercises in the class room sessions should be used. Problem solving exercises to be used for both individual and group practice.

e) Close Supervision: Group discussion/ case studies and exercises should be closely supervised. It should be conducted in such a way that each of the participants can contribute to the group discussion and can get scope for self-analysis. This will raise participant's problem solving skill.

f) Total Evaluation: A participant should be evaluated within 200 marks in the following grades;

<u>Percentage of Marks</u>	<u>Grading</u>
90 and above	AA(outstanding)
80-89	A+(very good)
70-79	A (good)
60-69	B+(High average)
50-59	B(Average)
40-49	C(Below average)

The participants' position should also be determined on the basis of total marks obtained. A participant with a total evaluation in the grade C should not be given course completion certificate.

2. Recommendations for evaluation by the Trainees

The trainee participants evaluate different aspects of training as discussed at chapter-II. Printed evaluation form is used for written evaluation at the end of each course and also oral evaluation is done at a closing session. The inadequacies and limitations of the evaluation form have been discussed at chapter-II. In order to improve the existing system the following suggestions may be considered by the authority.

a) End of Course Written Evaluation

Only one evaluation form is used for evaluating different aspects of training and Course contents for each of the 16 different types of training Course. But the same set of questionnaire is not equally applicable for skill-oriented, semi-skill oriented and knowledge oriented Courses. Therefore, three sets of questionnaire, set-A, Set-B and Set-C, have been recommended for these three categories of Courses respectively.

End of Course Evaluation Form

Set-A

oriented

(For knowledge / Courses except the Course conducted for Class-IV employees)

N.B. Signing of the Form is optional

1. Name of the Course. -----
2. Tenure of the Course -----
3. Effectiveness of the lecture topics (To be rated in scale)
0= not at all effective
1= very insignificant
2= below average
3= average
4= above average
5= very effective

Lecture Topics	Scale of Effectiveness				
1.	0	1	2	3	4 5
2.	0	1	2	3	4 5
3.	0	1	2	3	4 5
4.	0	1	2	3	4 5
5.	0	1	2	3	4 5
6.	0	1	2	3	4 5
7	0	1	2	3	4 5
8	0	1	2	3	4 5
9	0	1	2	3	4 5
10	0	1	2	3	4 5

4. Achievement of the Course objectives (To be rated in scale)

- 0 = not at all achieved
- 1 = Insignificant achievement
- 2 = moderately achieved
- 3 = achieved upto satisfaction
- 4 = very satisfactory
- 5 = 100% achievement

Objectives	Scale of achievement					
1.	0	1	2	3	4	5
2.	0	1	2	3	4	5
3.	0	1	2	3	4	5

5. Usefulness /helpfulness of the Course (Please tick any one)

0	1	2	3	4
Not Useful	Average useful	Useful	Very useful	Sufficiently useful

6. Adequacy of the training facilities (to be rated in scale)

- 0 = not at all adequate
1 = below the need
2 = upto the need
3 = more than the need

Facilities	Scale of adequacy			
1. Dormitory facilities	0	1	2	3
2. Cafeteria facilities	0	1	2	3
3. Library facilities	0	1	2	3
4. Training aids	0	1	2	3
5. Sports and other facilities	0	1	2	3

7. Effectiveness of management issues(to be rated in scale)

- 0 = not at all effective
1 = very insignificantly effective
2 = moderately effective
3 = effective
4 = highly effective
5 = 100% effective

Management issues	Scale of effectiveness					
1. Course Management	0	1	2	3	4	5
2. Arrangement of sessions	0	1	2	3	4	5
3. Food management	0	1	2	3	4	5
4. Evaluation system	0	1	2	3	4	5
5. Faculty Supervision	0	1	2	3	4	5

8. Effectiveness of the evaluation methods
(To be rated in scale as at Qs. 7 above)

Methods	Scale of effectiveness					
1. Written examination	0	1	2	3	4	5
2. Exercises	0	1	2	3	4	5
3. Group discussion	0	1	2	3	4	5
4. Overall conduct (through observation)	0	1	2	3	4	5
5. Class attendance	0	1	2	3	4	5

9. Extent of increase in working knowledge (Please tick any one)

0	1	2	3
No increase at all	Has moderately increased	Has increased upto satisfaction	Has increased beyond satisfaction

10. Please mention at least 5 topics which are most relevant to your job responsibilities.

1.

2.

3.

4.

5.

11. Please mention at least 5 topics which are not related to your job responsibilities.

1.

2.

3.

4.

5.

12. Please mention at best 5 topics which you think to be related to your job and to be included in the course.

1.

2.

3.

4.

5.

13. Do you have any other recommendation for improvement of the course ? Please mention.

End of Course Evaluation

Set-B

(For semi-skill oriented Courses)

Question Nos. 1-7 and 10-13 as at set -A=11 questions

12. Extent of increase in working knowledge (please tick any one) .

0	1	2	3
No increase at all	Has moderately increased	Has increased upto satisfac- tion	Has increased beyond satisfaction

13. Extent of increase in working skill (Pleasee tick any one)

0	1	2	3
No increase at all	Has moderately increased	Has increased upto satisfaction	Has increased beyond satisfaction

14. Effectiveness of the evaluation methods (To be rated in scale 0= not at all effective, 1= very insignificantly effective, 2= moderately effective, 3= effective, 4= highly effective ,5=100% effective)

Methods	Scale of effectiveness					
1. Written Examination	0	1	2	3	4	5
2. Exercise	0	1	2	3	4	5
3. Overall conduct (through observation)	0	1	2	3	4	5
4. Practical test	0	1	2	3	4	5
5. Class attendance	0	1	2	3	4	5

End of Course evaluation

Set-C

(For skill-oriented Courses)

Question Nos. 1-2, 4-7,13 as at set-A =7 questions.

8. Extent of increase in working skill (please tick any one)

0	1	2	3
No increase at all	Has moderately increased	Has increased upto satisfaction	Has increased beyond satisfaction

9. Effectiveness of existing methods of evaluation(to be rated in scale 0= not at all effective, 1= very insignificantly effective, 2= moderately effective, 3= effective, 4= highly effective,5=100% effective)

Methods		Scale of Effectiveness					
1.	Practical Exercise	0	1	2	3	4	5
2.	Overall Conduct (through observation)	0	1	2	3	4	5
3.	Practical test	0	1	2	3	4	5
4.	Class attendance	0	1	2	3	4	5

b) Speakers' Evaluation

Speakers should be evaluated by the participants instantly just at the end of each session using the following format.

Speakers evaluation form

Name :

Designation:

Areas	Scale of evaluation				
	Below average	Average	Good	very good	outstanding
Style of teaching	1	2	3	4	5
Mode of Presentation	1	2	3	4	5
Ability to classify Contents.	1	2	3	4	5
Level of interest Created	1	2	3	4	5
Ability to answer questions	1	2	3	4	5

c) Evaluation of different aspects of lecture topic

The following format to be used for evaluating different aspects of lecture topics (1= lowest, 5= highest)

Aspects of lecture topic	Scale of evaluation				
Enjoyment of topic	1	2	3	4	5
Relevance to job situation	1	2	3	4	5
New information given	1	2	3	4	5
Relevance to the Course objectives.	1	2	3	4	5
Effectiveness of the topic	1	2	3	4	5

d) End of course oral evaluation

The existing system of oral evaluation at a closing session should continue. The feed-back obtained for written and oral evaluation jointly should be taken into consideration for improvement in the future course design.

e) Post-training evaluation

The system of post- training evaluation should be introduced to asses the impact of training in the job situation. Written questionnaire should be used for directly interviewing the persons trained and their supervisors. The questinnaire may also be mailed to them instead of taking direct interview. Moreover, the

Participants trained should be called for Refreshers' Course after six months of training. The Course must not be for more than 3 days. In such kind of courses the participants will be able to exchange their views on field experience, applicability of training knowledge to job situation etc. This will help the trainers to get feedback directly from the participants about the impacts of training.

1. CLASS-WISE MANPOWER OF CIVIL OFFICERS & EMPLOYEES

CLASS	MIN/DIV		DEPT/DTE		AUTO/CORP		TOTAL	
	SANC	EXIST	SANC	EXIST	SANC	EXIST	SANC	EXIST
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
CLASS-I	2024	1821	38074	31227	44933	39002	85031	72050
CLASS-II	60	40	12793	10215	30533	26448	43386	36703
CLASS-III	4125	3713	415017	377753	145370	119326	564512	500792
CLASS-IV	2337	2233	230171	215634	104543	93169	337051	311036
GRAND TOTAL	8546	7807	696055	634829	325379	277945	1029980	920581

2. SCALE-WISE STATISTICS OF CLASS-I OFFICERS.

SCALE

TK.6000 (FIXED)	44	44	12	12	74	69	130	125
TK.5700 (FIXED)	30	27	80	74	314	300	424	401
TK.4750-5500	167	161	397	359	1684	1449	2248	1969
TK.4200-5250	6	3	1303	984	3120	2637	4429	3624
TK.3700-4825	438	409	2198	1434	3794	3596	6430	5439
TK.2800-4425	204	173	7783	6976	11387	9976	19374	17125
TK.2400-3600	6	3	3384	2711	793	609	4183	3323
TK.1850-3220	4	3	6186	5479	598	490	6788	5973
TK.1650-3020	1125	997	16731	13198	23169	19876	41025	34071
TOTAL CLASS-I	2024	1821	38074	31227	44933	39002	85031	72050

3. SCALE-WISE STATISTICS OF CLASS-II OFFICERS.

TK.1350-2750	33	23	11037	8637	21333	18112	32403	26772
TK.1000-2280	27	17	1756	1578	9200	8336	10983	9931
TOTAL CLASS-II	60	40	12793	10215	30533	26448	43386	36703

BREAKDOWN OF CLASS-III & CLASS-IV EMPLOYEES BY SCALES OF PAY

SCALE OF PAY	MIN/DIV		DEPT/DTE		AUTO/CORP		TOTAL	
	SANC	EXIST	SANC	EXIST	SANC	EXIST	SANC	EXIST
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
CLASS-III =====								
TK. 1000-2280	82	75	22244	20587	7998	7031	30324	27693
TK. 900-2075	68	65	12981	12037	18562	15876	31611	27978
TK. 850-1700	1894	1788	22697	18870	23572	21015	48163	41673
TK. 800-1630	945	796	47343	42001	12938	10004	61226	52801
TK. 750-1550	133	95	64653	56807	11948	10726	76734	67628
TK. 700-1415	891	795	222203	206389	61033	46866	284127	254050
TK. 650-1280	112	99	22896	21062	9319	7808	32327	28969
TOTAL CLASS-III	4125	3713	415017	377753	145370	119326	564512	500792
CLASS-IV =====								
TK. 600-1110	59	57	2588	2403	11598	9629	14245	12089
TK. 550-965	163	152	117120	109498	37511	36316	154794	145966
TK 500-860	2115	2024	110463	103733	55434	47224	168012	152981
TOTAL CLASS-IV	2337	2233	230171	215634	104543	93169	337051	311036
CLASS-III & IV	6462	5946	645188	593387	249913	212495	901563	811828

Courses offered by RPATCs for class-III and IV Employees

1. Basic Office Administration Course.
2. Conversion Course for Bengali Typing.
3. Office Supervision Course.
4. Conversion Course for Steno-typing and Typing.
5. Training Course for Bench Clerks.
6. Office Equipments Maintenance Course.
7. Conduct & Discipline Course.
8. Training Course for Certificate Assistants.
9. Training Course for Tasildars.
10. Training Course on Revenue Administration.
11. Training Course on File Management.
12. Training Course on Financial Administration.
13. Bill Preparation and Maintenance Course.
14. Course for Meeting Audit Objections.
15. Training Course on Office Correspondence.
16. Training Course on Human Relations for class-IV Employees.

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End-of-the-Course Evaluation Form

(Completely neutral, materialistic, accurate and unbiased opinion expected. Each of the reply should reflect trainee's well thinking, honesty and actual feeling. The information will be used for improvement of future programme design. To write name & designation of the trainees and to sign the form is absolutely optional).

1. Name of the training course & code No.
.....
2. Training period
3. Please express the effectiveness of training modules in the scale (0=nil and 6= highest).

<u>Name of Module</u>	<u>Scale of effectiveness</u>						
1.	0	1	2	3	4	5	6
2.	0	1	2	3	4	5	6
3.	0	1	2	3	4	5	6
4.	0	1	2	3	4	5	6

4. Please rate the extent of achievement of the course objectives in the scale

<u>Objectives</u>	<u>Scale of achievement</u>						
1.	0	1	2	3	4	5	6
2.	0	1	2	3	4	5	6
3.	0	1	2	3	4	5	6

5. a) Please mention 5 (five) topics from the course contents which are most relevant to your job situation in order of priority

1.

2.

3.

4.

5.

- b) Please mention 5 (five) topics in order of priority from the course contents if any, which are not relevant to your job situation (the number may be less than five).

1.

2.

3.

4.

5.

6. Please mention five more topics to be included in the course contents in order of priority which you think to be helpful for your job situation

1.

2.

3.

4.

5.

7. Do you think that this training is helpful for you? Please tick the appropriate scale (0= nil, 6= highest).

	<u>Scale of effectiveness</u>						
a) Directly helpful for job responsibilities	0	1	2	3	4	5	6
b) Increase in working knowledge	0	1	2	3	4	5	6
c) Increase in working skill	0	1	2	3	4	5	6
d) Development of attitudes	0	1	2	3	4	5	6

8. Please mention your at least 5 (five) important job responsibilities in order of priority;

1.

2.

3.

4.

5.

9. Training period months/weeks/days. What do you think about the period (please tick).

Enough

☐

Not enough

☐

What should be the period

110. Please rate the scale at following training facilities
(0= nil, 6= highest)

<u>Facilities</u>	<u>Scale of effectiveness</u>						
a) Overall course management	0	1	2	3	4	5	6
b) Class room management	0	1	2	3	4	5	6
c) Dormitory facilities	0	1	2	3	4	5	6
d) Food management	0	1	2	3	4	5	6
e) Evaluation system	0	1	2	3	4	5	6
f) Library facilities	0	1	2	3	4	5	6
g) Faculty supervision	0	1	2	3	4	5	6

11. What do you suggest for the improvement of the course
(please mention your suggestions in order of priority)

1. Higher
2. Faculty
3. Career
4. Food
5. Class
6. Dorm
7. Food
8. Food
9. Lib
10. Faculty

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Speakers' evaluation Form

Sl. No.	Name & Designation of faculty/guest speaker	Lecture topic	Scale of effectiveness				
			outstan- ding	very good	good	Average	Below average
1.			5	4	3	2	1
2.			5	4	3	2	1
3.			5	4	3	2	1
4.			5	4	3	2	1
5.			5	4	3	2	1

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