

Root Causes of Low Turnout in the Short Courses Offered by BPATC: A Study on Selected Short Courses

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Acronyms

ACAD	Advanced Course on Administration and Development
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
CMNT	Conflict Management and Negotiation Techniques
DC	Deputy Commissioner
EM & SDC	Environmental Management & Sustainable Development Course
FGD	Focus Group Discussion
FMC	Financial Management
FTC	Foundation Training Course
HRP	Human Resource Planning
MOMC	Modern Office Management Course
NGO	Non Government Organization
NUFFIC	Netherlands Universities Foundation for International Cooperation
PMC	Project Management Course
PPMC	Policy Planning & Management Course
PPR	Planning Programme and Recording
RMC	Research Methodology Course
SPSS	Statistical Package for Social Science
SSC	Senior Staff Course
TNA	Training Needs Assessment
TOT	Training of Trainers
TQM	Total Quality Management
TY	Training Year

Executive Summary

Introduction

This study focused on identifying the root causes of low participation in BPATC's selected short courses. It considers only six short courses offered by BPATC those were not conducted due to inadequate number of trainees. The said courses include. TOT, Project Management, Research Methodology, Human Resource Planning, Financial Management, and Environmental Management and Sustainable Development. The study addresses the issues of level of awareness of the clients about BPATC's short courses, guiding factors for nominating officials in short courses by client organisations, views of clients about importance of short courses offered by BPATC and its communication techniques with client organisations. All client organisations in the list, maintained by PPR Department of BPATC, and participants of PPMC, SSC and ACAD are considered as respondents of the study.

Objective of the Study

The present study aims at identifying the root causes of low turnout of selected short courses offered by BPATC. But the specific objectives of the study are to (i) assess the views of the clients on the importance of short courses offered to them by BPATC, (ii) explore the reasons that guide the client organisations to nominate their officials for a training course; (iii) identify the causes behind inadequate number of officials nominated for short courses offered by BPATC, and (iv) investigate the effective mode of communication of BPATC with its client organisations to obtain adequate number of trainees for short courses.

Methods of the Study

This study is a quantitative research based on questionnaire survey. This study has been conducted through a close ended questionnaire survey among the representatives of client organisations who usually nominate their officials for training. Another questionnaire has also been administered among the participants of PPMC, SSC and ACAD courses. Questionnaires were sent to the nominating authority by post and to the participants by individual interview. Collected data were analysed with quantitative and graphical terms to identify the root causes of low turnout in the short training courses offered by BPATC. The target populations for this study were representatives of client organisations who nominate their officials for different short courses of BPATC and the participants of different courses. As the questions in the questionnaire are mostly closed in form, Likert scale is

employed in the questionnaire. After scrutinizing the collected questionnaire 55 questionnaires from the nominating Authority and 61 questionnaires from the participants of different courses are found responded properly. Data of the present study were analysed by simple statistical techniques and presented through tables and graphs.

Results

The study depicts that representatives of client organisations and trainees of PPMC, SSC and ACAD are conversant with the training activities of BPATC. Request letter is the most important source from where the client organisations acquire information about training activities, especially about short courses of BPATC. Website of BPATC, training calendar, e-mails and telephone calls are also important sources of information about training activities of BPATC. They also receive information from their colleagues and officials previously attended the training courses of BPATC.

Prior to nominating an official for a training course, the nominating agencies consider professional competence of the trainers and professional linkage of the officials of the agencies with the training offered by training institutes. Relevance of a course with main functions of the organisations, course contents and duration, reputation, physical facilities and schedule of the training of the institute also guide them to take decisions on the nomination of officials for a training programme.

The findings of the study point out that despite being well conversant with the training activities of BPATC as well as recognising the importance of short courses offered by it, the client organisations did not send nomination of trainees to BPATC. The Centre largely relies on sending request letter for nomination of trainees instead of developing and maintaining an effective communication arrangement with them, publicises its training programmes well, and ensure receiving of training calendar by the nominating agencies in due time. As a result the client organisations cannot take the decisions to nominate any officials for short courses offered for

The study also observes that client organisations are well aware of five of six short courses specifically TOT, Project Management, Research Methodology, Human Resource Planning, and Financial Management course. As BPATC did not take any follow-up action after sending the request letter for nomination of trainees, even its training programmes were not well publicised, training calendar did not reach by the nominating agencies in due time, insufficient budget in training head of the agencies and comparatively high course fee, as they viewed, led the client organisations to taking the decisions not to nominate any officials for six short courses under study.

Less publicity of training courses offered by BPATC as well as availability of similar courses offered by nearby organisations of the nominating agencies are the two most important causes that resulted in receiving no or inadequate number of trainees nominated for the short courses by the concerned organisations. This indicates that BPATC should give proper importance on the publicity of its training activities as well as redesign its training calendar by identifying its competitors who offered similar courses.

The study ascertains that all 13 short courses offered by BPATC is very important for the officials of Bangladesh Civil Service. The study further identifies some measures for BPATC to establish and maintain an effective communication system with its client organisations. The five important measures for effective communication include sending the nomination letter to the client organisations at least 2 months before commencement of the course, using email and website as mode of communication, keeping regular follow-up by writing letters and accumulating information of different courses at BPATC website.

The study further depicts nine important short courses required by both representatives on nominating agencies and members of Bangladesh Civil Service. They are ICT & e-Governance, Language Skills Development (both Bangla & English), Financial Management Course, Human Resource Management, Conflict Management & Negotiation Techniques, Public Procurement Procedure, Manner & Etiquette, Project Management, and Justice in Governance

For successful implementation of short course offered by BPATC, as the study identifies, the two most important measures are to develop and maintain a proper communication system with nominating organisations and participants and to make the training course more participatory. Successful implementation of a training course also requires invitation of expert, experienced and renowned guest speakers including head of different organisations, introducing incentive for the trainees, need based and updated course contents, sending self-explanatory request letter well ahead of the kick off time, and improvement of infrastructure facilities of BPATC.

Conclusions

Promoting a responsive and transparent system of public service is a precondition for good governance in the context of Bangladesh to achieve the social objectives as well as economic objectives. Role of efficient and high quality public service is a development priority of Bangladesh which has no alternatives. Specialised professional training can help to improve the competencies of public servants in order to deliver their services effectively and efficiently. Bangladesh Public Administration Training Centre (BPATC) is mandated to impart need-based training

to the public servants for improving their competency in order to ensure management improvement in the public sector. In the changing environment, civil service operations and their required competencies have changed. Different types of short training can convey relevant and useful information to the participants and develop skills and behaviours that can be transferred back to the workplace to develop organizational capacity. To this end BPATC conducts thirteen different short courses for them. However, the Centre suffers from shortage of participants for its short courses which results in postponement or rescheduling the courses.

Recommendations

Considering its findings the study makes some recommendations in order to implement the scheduled short courses successfully which further help capacity, especially of the public servants to ensure effective and efficient delivery of service to the citizen.

Develop a Strong Communication Network

There is a growing concern in BPATC over a low turnout in the short courses crucial to implement its training calendar. A key factor of implementing any training course successfully requires developing and maintaining a strong communication network between host institute and its client organisations. Absence of an effective communication arrangement with its client organisation is one of the main reasons that results in deferring or rescheduling of short courses of BPATC. The findings of the study advocates for developing and maintaining a strong communication network between BPATC and its client organisations in order to implement the scheduled short courses successfully. Therefore, BPATC must admit this weakness and take some measures to fix it. To this end the Centre may consider the following:

- a) send the self-explanatory request letter to the client organisations at least two months ahead of commencement of scheduled course;
- b) keep close contact with clients on regular basis, say weekly or fortnightly;
- c) contact the trainees immediately after receiving the nomination letter and keep in touch with them,
- d) ensure distribution of training calendar to the client organisations;
- e) conduct monthly or bimonthly meeting on the progress of nomination; and
- f) communicate training information to all client organisations.

Updating the Course Curricula

The findings of the study suggest that training efforts should be targeted towards client agencies' core skill requirements so that they can achieve their mission, goals, and objectives. As such the Centre should routinely identify core competencies of its clients by assessing their ever changing needs as necessary to

achieve their mission, goals, and objectives with employees' knowledge, skills, and abilities. By doing so the Centre has to ensure updating of relevant course curricula accordingly.

Market Survey

Availability of similar courses offered by nearby organisations of the nominating agencies is also one of the important factors that resulted in receiving no or inadequate number of trainees nominated for the short courses by the concerned organisations. This indicates that BPATC should give proper importance on the redesigning of its training calendar by identifying its competitors who offered similar courses. Therefore, an immediate market survey could be conducted in order to identify training opportunities and sense the comparative advantage of the short courses of BPATC as well which further helps updating its training calendar.

Conducting Workshops on Training Calendar with Client Organisations

Annual Training Calendar is an inevitable tool for successful implementation of training courses offered by a training institute which enables the synchronisation of incremental creation and updates of the newly created or modified training programmes. BPATC prepares a training calendar every year but cannot always implement the scheduled training programmes. At its early period the Centre conducted two workshops with its client organisations—one prior to prepare the annual training calendar and another after implementation of the calendar. The first workshop helped the centre to assess the needs of its clients and the second one facilitated to look back the loopholes during implementation of the calendar. Hence, BPATC would arrange one workshop with its clients on the draft annual training calendar and the second one immediately after its implementation.

Dissemination of Information

Dissemination of training information in time is another important success factor for training programme implementation. BPATC must utilise its website and emails to disseminate its training information as well as do the constant updating of website with latest training information.

Participatory Training Methods

Success of any training course depends mostly on effective delivery of its contents. There is no one method and material for making training sessions successful and effective. Interactive and participatory methods make the training sessions effective and learning could take place. In order to ensure that learning happens and effectively, BPATC must pay more attention to participatory training methods such as role play, group exercise, study visits, case study, simulation etc. which will further attract the clients to its training programmes.

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Chapter One

Introduction

Background

Promoting a responsive and transparent system of public service is a precondition for good governance in the context of Bangladesh to achieve the social objectives as well as economic objectives. The 6th Five Year Plan (2011-2015) and draft Outline Perspective Plan (2011-2021) highlighted the critical role of good governance and in that context, role of efficient and high quality public service as a development priority of Bangladesh. In connection with this, public service reform has taken place in the country relating to enhancement in skills and improvement in management systems. Professional training can help to improve the competencies of public servants in delivering their services (Hasan, 2011). So, there is an urgent need of specialized training for the officials to develop their competencies to serve the people.

One of the main mandates of Bangladesh Public Administration Training Centre (BPATC) is to conduct three courses such as FTC, ACAD and SSC which are career development courses for entry level to senior level officials of BCS. These three courses are considered as core courses. Alongside, BPATC considers

thirteen courses having durations vary from five days to thirty days. These courses are termed as short courses.

Bangladesh Public Administration Training Centre (BPATC), as the apex training institution in the public sector, is responsible for improving the competency of public servants through imparting need-based training in order to ensure management improvement in the public sector. In the changing environment, civil service operations and their required competencies have been changed. Different types of short training can convey relevant and useful information to the participants and develop skills and behaviours that can be transferred back to the workplace to develop organizational capacity. BPATC organizes thirteen (13) different short courses namely Training of Trainers (ToT), Project Management, Financial Management, Human Resource Planning (HRP), Modern Office Management, Conflict Management, Gender and Development, Total Quality Management (TQM), Research Methodology and Environmental Management and Disaster Management Course for Government and Non-Government officials from entry to mid level. Now-a-days, BPATC is facing low participation in various short courses. In the recent past, number of participants in BPATC short courses was not fulfilling the target. In Training year 2013-14, six short courses of BPATC (Training of Trainers, Project Management Course, Research Methodology Course, Human Resource Planning, Financial Management Course, and Environmental

Management & Disaster Management Courses) were postponed due to low participation. A significant number of courses were also postponed in year 2012-2013 and 2011-2012. The information received from PPR Department of BPATC shows that different organisations (Government, Semi Government and Non-Government) responded through letter and indicated that due to unavoidable circumstances and lack of fund they could not send participants to BPATC short courses. It is also found in a workshop (22-26 September, 2013) organized by NUFFIC that the major causes behind low participation are lack of interface development, (making focused communication), branding (faculty Specialisation) and designing client focused courses (organise market survey), etc.

Training Needs Assessment (TNA) is an essential tool for assessing the need of the clients related to their professional development. Effective communication with customers is a must for any organization that wants to improve its service relationship with customers. About branding, BPATC has to develop core group for specialized faculty according to their specialization. Findings from the course-end evaluation report of a number of short courses reflected that course contents are not need based, focused communication is missing, faculty specialization is not adequate, dormitory facilities, medical facilities and other logistics are not maintaining the standard in satisfactory level. As a result, those courses were postponed later on signifying that the overall courses were not client focused. From

that point of view, BPATC needs to work on organising need-based training courses. Thus, BPATC can identify the most demanding courses and provide training by specialised faculty with proper communication.

Research Question

The main research question of the study is as follows:

How BPATC can increase the number of participants in selected short courses by identifying the root causes of low turnout in those courses?

Specific Questions: Specific research questions of the study are as follows.

- a. Do the short courses offered by BPATC are important for the officials of client organisations?
- b. Why BPATC receives inadequate number of trainees for the short courses?
- c. Does BPATC maintain proper communication to the client organisation?

Objectives of the Study

The present study aims at identifying the root causes of low turnout of selected short courses offered by BPATC.

Specific Objectives of the Study

1. To assess the views of the clients on the importance of short courses offered to them by BPATC;
2. To explore the reasons that guide the client organisations to nominate their officials for a training course,
3. To identify the causes behind inadequate number of officials nominated for short courses offered by BPATC; and
4. To investigate the effective mode of communication of BPATC with its client organisations to obtain adequate number of trainees for short courses.

Rationale

BPATC designs and organizes both career planning (duration 12-16 weeks) and short specialized courses (Duration. 1-4 weeks). The course contents designed by BPATC expert faculty members are mainly knowledge driven (Islam, 1997) There are ample scopes to design skill-based courses. The training methodology and time invested in each topic are not enough to maximize participants' learning (Islam, 1997) At present, BPATC offers thirteen (13) different short courses in every training year. In training year 2013-2014, six short courses of BPATC (Training of Trainers, Financial Management, Research Methodology, Human Resource Planning and Environmental Management and Disaster Management, e-Governance Management, Project Management Course) were postponed due to low turnout One E-Governance Management Course (schedule time was (9

September 2013 –6 October 2013 & 07 May – 3 June 2013) was postponed for 2 times in 2013-2014. Five courses were conducted accommodating 2-3 participants from BPATC in the Training Year 2013-2014 to fulfil the target (PPR Department, 2014). These are **8th** Course on Gender & Development(26-30 May- 2013), **10th** Course on e-Government Management (07 May – 3 June 2013); **11th** Course on Conflict Management and Negotiation Techniques (24 – 28 November 2013), **11th**Course on Improving Public Services through TQM (21-25 July, 2013). After analysing the regret letters of different organizations (government, semi-government and non-government), it is found that the authority mentioned two reasons- i) Unavoidable circumstances and ii) Lack of fund. This scenario was more or less same in Training Year 2010-2011, 2011-2012 and 2012-2013 also. Four participants from BPATC were nominated in 9th CMNT course (TY 2011-2012), one participant from BPATC in 8th CMNT (TY 2010-2011), two participants from BPATC were nominated in 33rd TOT (TY 2012-2013), One participant from BPATC was also nominated in 32nd TOT (TY 2011-2012).

Sometimes, the participation rate in various courses was high due to the contact of particular course management. For example, **39** participated in 29th Financial Management course and **34** in 10th CMNT course in 2012-2013 whereas the target was 25 (PPR Department, BPATC). So, there was no study which emphasizes on the widening of participation in BPATC's short courses by identifying the causes of

low participation in courses which had to be postponed several times. However, development of trainers is a core objective for providing specialized training. So, there is also a gap in the studies about specialization of the faculties or trainers to develop skills at professional level. The present study will minimise the gap of previous researches. Moreover, the previous studies are not similar to present research in terms of objectives, scope and methodology.

Scope of the Study and Limitations

This study focused on identifying the root causes of low participation in BPATC's selected short courses. It considers only six short courses offered by BPATC that were not conducted due to inadequate number of trainees. The said courses include: TOT, Project Management, Research Methodology, Human Resource Planning, Financial Management, and Environmental Management and Sustainable Development. In order to do this the study addresses the issues of level of awareness of the clients about BPATC's short courses, guiding factors for nominating officials in short courses by client organisations, views of clients about importance of short courses offered by BPATC and its communication techniques with client organisations. All client organisations in the list maintained by PPR Department of BPATC, and participants of PPMC, SSC and ACAD are considered as respondents of the study.

Initially, the study planned to follow quantitative and qualitative methods for collecting required data. However, due to unavoidable circumstances, only questionnaire survey is conducted for collecting primary data from the respondents. The qualitative methods like interview and FGD could have been very useful for the study. Unfortunately, due to reasons beyond the control of research team, they were not employed. Hence, data based only on questionnaire survey may not be sufficient to gauge the actual reasons that resulted in low turnout of short courses offered by BPATC.

Organisation of the Materials

The study report is divided into five different chapters. Introductory chapter (Chapter One) presents a brief background of the study, research questions, objectives, rationale, scope, limitations, and organisation of the study. Chapter Two presents the review of literature. Chapter Three describes methods and materials of the study. Chapter Four portrays data analysis. Finally, Chapter Five presents findings, conclusions and recommendations of the study.

Chapter Two

Literature Review

There is plenty of literature dealing with training issues, especially about arranging successful training programs. For our study, we have put emphasis on some aspects such as how to design an effective training program, what are the constraints faced in arranging/designing an effective training program. The following factors act as constraints in successful arrangement of training.

Time Constraints. Time constraints can frustrate any training program in the sense that the organizations from which the trainees are sought may not perceive the training as pressing and in need of attention as operating problems, which are continuously cropping up. Moreover, the ATTITUDE of TOP MANAGEMENT about training is of utmost importance. So, the training institutions and the training personnel have to earn the confidence of the top management of organizations from which prospective participants will come

Attitude towards training etc Attitude towards training, training personnel, contents of training etc. impact a training program in a number of ways. The number of participants, selling of particular training program etc. depends on demand side's

attitude towards the training, personnel conducting the training and to be discussed issues. Indifference to training emanates from no experience or less experience about training. This indifference to training can be changed to enthusiasm through first-hand experience with first-rate training. The positive impact of training has also to be widely disseminated to address indifference to training.

Instructors: The competence of instructors is a major determining factor of a training program. Even with the best contents, equipments etc. a training program can be rated poor due to poor quality of trainers. To find an instructor of high calibre, the following things have to be well considered.

1. Whether the trainer is an experienced and successful person. If the topic to be taught demands experience sharing, success story. If the subject is technical one which needs only subject, then experience may be given little weightage.
2. Whether the instructor has knowledge of subject, has a good command over language, have contributed to the field of knowledge etc.
3. Whether the instructor organises course materials clearly, uses a variety of methods, adapts methods to the level of the class, is alert to individual needs, presents information skilfully and with suitable illustrations etc.

4. Whether the instructor is patient, has a sense of humour, is tactful and enthusiastic, co-operative etc

Choice of instructors, attitude towards training programs of BPATC, the feeling of top management of client organizations about training programs of BPATC etc reasonably have impact on the turnout in the training programs offered by BPATC. Hence, there is justification to investigate whether the top management of client organizations of BPATC perceive the short training courses worthy, how much confidence they do have in the trainers of BPATC, how they regard BPATC as an institution

Task analysis is one of the methods of developing an effective training program. Task analysis helps identifying, among others, training needs of prospective trainees. The task analysis helps trainers focus on the questions: 1. what should be taught in the course? 2. What kinds of test should be used to measure achievement? 3. How can the results be measured? 4. How the learning of training can be transferred to the job (Michalak&Yager, 2001: 43-44)? If training programs are designed on the basis of task analysis, the likelihood of success is higher. The task analysis is often used by the industrial engineering department to work with the

production and systems department to modify jobs, to simplify tasks, and to improve employee performance through job engineering.

This study looks into whether BPATC's training programs need such sort of analysis as some of the programs offered are very general in nature which is needed for everyone. This means that, anyone from any organizations can join the programs as there is no category such as desired participants in those programs.

Bangladesh Public Administration Training Centre (BPATC), the apex training centre of the country, offers as many as 13 different short courses in a given financial year. Now-a-days BPATC faces a number of constraints in arranging those short courses. Among the problems it faces, low turnout of participants is the most mentionable one. Sometimes, the turnout remains so low that BPATC has to postpone some of the short courses. The low turnout can be attributed to various factors such as time constraints of the client organizations, confidence in the training of BPATC, mismatch between the training BPATC offers and the training needs of the client organizations etc. In the present study we are going to investigate the causes behind low turnout of short courses offered by BPATC.

There is dearth of study regarding short courses of BPATC. BPATC's expert faculties have conducted several course specific research studies on training needs assessment and curriculum design. A few studies were conducted in BPATC with special focus on short training courses. Those studies mainly dealt with the course contents of BPATC's short courses. The study of Islam (1997) mainly dealt with curriculum design. There is no study which highlights the need-based courses, focused communication techniques and specialisation of the faculty though these are prerequisite of a successful training program. This study attempts to identify the gap of the previous research. It also tries to identify factors which contribute to the successful arrangement of training as well as attempts to explore the factors which impede a training program from being successful.

There is plenty of literature dealing with training issues such as successful arrangement of training; factors acting as constraints in successful arrangement of training; training strategies of organizations etc. The literature reveals why a particular training program becomes successful and command more participants compared with others. In studying the causes behind low participation in BPATC's short courses, one should consult how an effective training program can be designed so as to attract more participants. At the same time factors negatively affecting training programs should also be studied to unearth the root causes of low participation of trainees in short courses offered by BPATC.

The calibre of instructors is also a factor that rates a training program. Speakers with high calibre make a training program more attractive and more participative. Even with the best contents, equipments etc., a training program can be rated poor due to poor quality of trainers. Calibre implies not only the academic excellence and art of teaching but also experience in the field trainer is teaching. For a training institute like BPATC which provided training to the practitioners in the field of public administration, experience of a trainer can be considered in rating him/her as a trainer of high calibre. If the training session demands experience sharing, the speaker is expected to have high experience to be treated as speaker of high calibre. Among others, whether the instructor has subject knowledge, whether the instructor uses a variety of methods, adapts the methods to the level of class etc will have to be considered in rating an instructor as high caribers (Lynton & Pareek, 1978). Training institutions having high calibre speakers earn more confidence of client organizations and consequently have more participants.

In addition to instructors of high calibre, there must be other factors which influence the turnout of training programs. Factors such as course contents, class size should have importance in designing a training program. There is no conclusive list of such factors. Michalak and Yager (1979) have mentioned that in designing a training program instructional objectives, course contents, student population and class size, facilities, equipments and materials, time, costs etc. will have to be

considered as basic factors. As successful design of a course is contingent upon the factors, so any training institution, aspiring to marketing its courses successfully, should consider the factors in designing a training course.

So, far the study reviews what factors to be considered by the training institutions in arranging a successful training capable of drawing large number of participants. Now, it should rather look at factors which influence nomination of participants by the client organizations to the training. Among those time constraints, attitude towards training, organizational preference are mentionable. Very often it is seen that organisations have their own preferences and may not consider training programs as pressing and in need of attention as operating problems, which are continuously cropping up. Again, less or no experience about necessity of training also tends to influence top management's decision in nominating for any training (Lynton & Pareek, 1978). If the top management does not feel training programs worthy and preferred, they will give a second thought in nominating participants to any training programs.

However, organisational view about training depends on organisation's strategy-political and practical. Political strategy aims to ensure that the training function has the correct profile within the organisation. If the function of training is not well placed

in the organization, there is less incentive to train up the participants. So, political strategy connotes whether organisation wants to have their employees trained or not. Practical strategy considers training needs and priorities as well as the merits and demerits of training methodologies, and resourcing in terms of time, people and money (Reay,1995). So, looking at the political and practical strategies of the organisation, one can identify how training is viewed in any organization. To understand the strategies of client organisations of BPATC, we shall also identify what the organisations consider in nominating participants in various short courses of BPATC

Again, communication strategy of a training institute impacts the success, turnout of training. Purves (undated) viewed that, effective communication is the only way to build and maintain solid relationships with the clients and keep them coming back for more. Effective communication can help BPATC draw more participants. BPATC uses various communication channels to reach to the client organizations. But there remain questions about the effectiveness of communication of BPATC. On top no study has been conducted to measure the effectiveness of training communication of BPATC. So, in the questionnaire the issue of the effective communication of BPATC with its client organisations will also be investigated, which will help in identifying the root causes of low turnout in short courses of BPATC.

Chapter Three

Methods and Materials

Introduction

This study is explorative in nature and it follows scientific approach of enquiry as put forwarded by Harvey (1969, 1973) It is a quantitative research based on questionnaire survey. Whereas qualitative research is an unstructured, exploratory research methodology based on small samples intended to provide insight and understanding of the problem setting (Malhotra & Dash, 2010) This study has been conducted through a close ended questionnaire survey among the representatives of client organisations who usually nominate their officials for training. Another questionnaire has also been administered among the participants of PPMC, SSC and ACAD courses Questionnaires were sent to the nominating authority by post and to the participants by individual interview Collected data were analysed with quantitative and graphical terms to identify the root causes of low turnout in the short training courses offered by BPATC.

Target Population

This study considers the representatives of client organisations who nominate their officials for different short courses of BPATC In this connection all the listed nominating organisations as listed by the PPR Department of BPATC are considered as population of this study. Since the all members of BCS are

stakeholders of BPATC, the participants of different courses are also considered as target population.

Justification of Selection of Respondents

The PPR department of Bangladesh Public Administration Training Centre (BPATC) seeks nomination of trainees for short courses from different public and private organisations. It maintains a list of 400 client organisations who nominates participants to various short courses of BPATC. Since a number of short courses has either been cancelled or rescheduled because of lower number of nominations from the clients organizations the study considered them as respondents. As the junior level officers of various cadres of Bangladesh Civil Service (BCS) attend the short courses offered by BPATC, the participants of PPMC, SSC and ACAD courses of BPATC, who works as supervisors, office head of young officers, have also been surveyed to sense their views about the importance of the course. They are assumed to provide valuable inputs/comments as to the relevance of the courses in the work places, expected course contents, course duration.

Questionnaire Design

As this study depends on primary sources for required data two sets of questionnaire were developed for collecting primary data from the respondents; one for the client organisations who nominate participants and another for the

participants of PPMC, SSC and ACAD Courses. Both sets of questionnaires were pretested among the representatives of five ministries and trainees of SSC and ACAD of BPATC

Variables of the questionnaire include census data and views about short courses of BPATC. Census data includes position in the job, gender, name and length of service in the organisations respondents are working for. In respect to short courses, relevant variables in the questionnaire include respondents' level of awareness about activities of BPATC, opinion on the importance of 13 short courses offered by BPATC, guiding factors for nominating officials in short courses by client organisations, views of clients about importance of short courses offered by BPATC and its communication techniques with client organisations

As the questions in the questionnaire are mostly closed form Likert scale is employed in the questionnaire. The Likert scale, developed by Rensis Likert (1932), is the most widely used approach to scaling responses in the questionnaire of a survey. It consists of a set of items of equal value and a set of response categories ranging from very positive to very negative, one of which the respondent has to choose. It is an *ordinal scale* employs no experts in its construction construct, and is believed to be more reliable. It is very popular among social scientists because of

(1) its high degree of validity even if the scale contains only a few items; (2) it provides single scores from a set of items; (3) has a very high reliability (between 85 and 94); (4) it allows ranking of the respondents and (5) relatively easy to construct (Sarankakos, 1993:84). In order to assess the opinion on the importance of 13 short courses, guiding factors for nominating officials in short courses by client organisations, reasons for not nominating officials for short courses offered by BPATC and effective mode of communication with client organisations the study used a four-points Likert Scale.

Importance of 13 Short Courses

Respondents were asked to identify the level of importance of 13 short courses offered by BPATC. Their opinion is measured by following a four-point Likert scales:

Level of Importance

1= Very Important, 2= Fairly Important, 3 = Important, 4 = Not Important

Guiding Factors for Nominating Officials in Training

Respondents' views on factors that guide them to nominate their official to a training course are measured by following a four-point Likert scale:

Opinion:

4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree

Reasons for Not Nominating Officials for Short Courses

In identifying the reasons for not nominating officials by nominating agencies for short courses offered BPATC is measured by using a four-point Likert Scale:

Opinion:

4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree

Effective Mode of Communication with Client Organisations

Respondents' views on effective mode of communication with client organisations are measured by following a four-point Likert scale.

Level of Importance:

1= Very Important, 2= Fairly Important, 3 = Important, 4 = Not Important

Questionnaire Survey

Firstly, 460 questionnaires were sent to the different nominating agencies such as ministries/divisions, departments/directorates, DC Office, training institutions, universities and NGO etc. to sense their guiding principles to nominate officials for training courses, their views about short courses of BPATC and reasons behind not nominating their officials for short courses offered by BPATC. Of 400 client organisations 60 responded to the questionnaire and sent back to research team. After scrutinising them 55 questionnaires are found responded properly. Simultaneously, another set of questionnaire was distributed among 100 participants of 7th Policy, Planning and Management Course, 69th & 70th Senior Staff

Course, and 97th Advanced Course on Administration and Development. A total of 62 participants of the said courses responded to the questionnaire and 60 of them were found properly filled-in.

Data Processing and Analysis

Firstly, all filled-in questionnaires sent back by the respondents are scrutinised. Secondly, enter of all data into computer was ensured. To this end Statistical Package for Social Science (SPSS) 20 version software is employed. Finally, data presented in tables and figures, and analysed by using simple statistical techniques.

Chapter Four

Data Analysis

A) Nominating Agencies

The study conducts a questionnaire survey among the representatives of agencies who nominate their officials in different short courses conducted by BPATC. The questionnaire sent to 400 organisations to sense their views about short courses of the Centre and to identify the influential factors which resulted in cancellation of the six short courses offered. Out of 400 questionnaires 55 have been received which were responded by representatives of five categories of organisations.

Census Data

Out of 400 questionnaires 55 representatives of five categories responded to the questionnaires of which 91.0% are men and 9.0% are women (Table 1). Regarding position, officials with the rank of Deputy Secretary and equivalent (72.7%) lead the sample respondents while 12.5% respondents have the status of Secretary, Additional Secretary and Joint Secretary to government. The rest of the respondents belong to Senior Assistant Secretary and equivalent as well as Assistant Secretary and equivalent level of status to the government.

Table 1 Position of the Respondents by Gender

	Respondent gender		Total
	Male	Female	
Secretary	1 (1.8)	0 (0.0)	1 (1.8)
Addl Secretary	4(7.3)	0 (0.0)	4(7.3)
Joint Secretary	2 (3.6)	0	2 (3.6)
Deputy Secretary and equivalent	38 (69.1)	2 (3.6)	40 (72.7)
Sr Asst Secretary and equivalent	2 (3.6)	1 (1.8)	3 (5.5)
Asst. Secretary and equivalent	3 (5.5)	2 (3.6)	5 (9.1)
Total	50 (90.9)	5 (9.1)	55 (100.0)

Table 2 portrays that representatives of the DC office dominate the respondents (43.6%) followed by directorates/departments (21.8%). A significant number of respondents represent ministries (16.4%) and training institutes (14.5%) while respondents from constitutional bodies are insignificant (3.6%).

Table 2 Nominating Organisations Represented by the Respondents

Name of organization	Frequency	Percent
Ministry	9	16.4
Directorates/Departments	12	21.8
DC Office	24	43.6
Training Institution	8	14.5
Constitutional Body	2	3.6
Total	55	100.0

Majority of the respondents (54.5%) have more than eight years of service in the present organisation while about one-quarter of the respondents (23.6%) have less

than three years of service (Table 3). More than one-tenth of them have 5-6 years of service length and 7.3% have 3-4 years of service.

Table 3 Length of Service of the Respondents

service length	Frequency	Percent
<3 yrs	13	23.6
3-4 yrs	4	7.3
5-6 yrs	7	12.7
7-8 yrs	1	1.8
>8 yrs	30	54.5
Total	55	100.0

Opinion on the Training Activities of BPATC

Of 55 representatives of nominating agencies 47.3 % are fully aware of training activities of BPATC while the rest 52.7% are to some extent aware about activities of the Centre (Table 4)

Table 4 Level of Awareness of Respondents about Training Activities of BPATC

Level of Awareness	Frequency	Percent
Fully Aware	26	47.3
To Some Extent	29	52.7
Total	55	100.0

Request letter is the most important source from where the respondents get information about training activities, especially short courses of BPATC (Table 5). Website of BPATC is second important source of information followed by training

calendar (41.8%), e-mails (25.5%) and telephone calls from BPATC (23.6%). They also receive information from their colleagues and officials attending the training courses of BPATC.

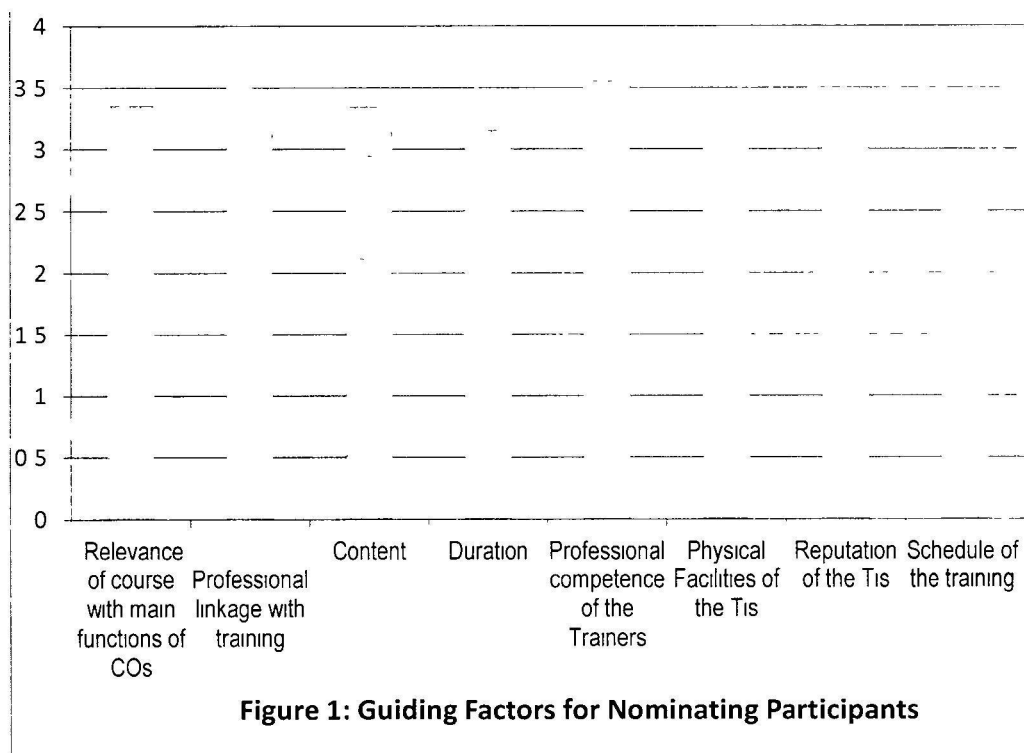
Table 5: Source of Information about Short Courses of BPATC

Source	Frequency	Percent
Training Calendar of BPATC	23	41.8
Telephone from BPATC	13	23.6
Letter of BPATC	46	83.6
E-mail	14	25.5
Website of BPATC	38	69.1
Colleagues	9	16.4
Officials attended training course at BPATC	8	14.5
Other organisations	1	1.8

Multiple responses recorded

Respondents have expressed their views on eight factors which they consider prior to nominating an official for a training course (Figure 1). In the survey questionnaire a four point Likert Scale was used for assessing their views of the factors in which 1 for 'not important', 2 for 'fairly important', 3 for 'important', and 4 for 'very important'. According to the questionnaire the mean score of the importance is 2.5. The Figure 1 portrays that calculated mean scores of all eight factors are higher than the set mean (2.5) which vary from 2.85 to 3.56. Professional competence of the trainers of training institutes (3.55) and professional linkage with training offered (3.51) are the two most important factors which guide them to nominate an official for a particular course. Relevance of course with main functions of the nominating

organisations, course contents (3.35), course duration (3.16), reputation of the training institute (3.27), its physical facilities (3.24) and schedule of the training (2.85) also lead them to take decisions on the nomination of participants for a training programme.



Respondents were also asked to convey their level of awareness about six selected courses offered by BPATC. Their awareness level was assessed by using a question with a four point Likert Scale in which 1 for 'not aware', 2 for 'fairly aware', 3 for 'to some extent aware', and 4 for 'fully aware'. According to the questionnaire the mean score of the importance is 2.5. The Table 6 portrays thatcalculated mean

scores of all six courses are higher than the set mean (2.5) except Environmental Management and Sustainable Development Course (2.45) which vary from 2.65 to 2.95.

Table 6: Level of Awareness about Six Short Courses Offered by BPATC

Course	Mean	Std. Deviation
1 Training of Trainers Course	2.93	1.086
2 Project Management Course	2.95	.931
3 Research Methodology Course	2.69	1.086
4. Human Resource Planning Course	2.65	1.109
5. Financial management Course	2.67	1.064
6 Environmental Management & Sustainable Development Course	2.45	1.102

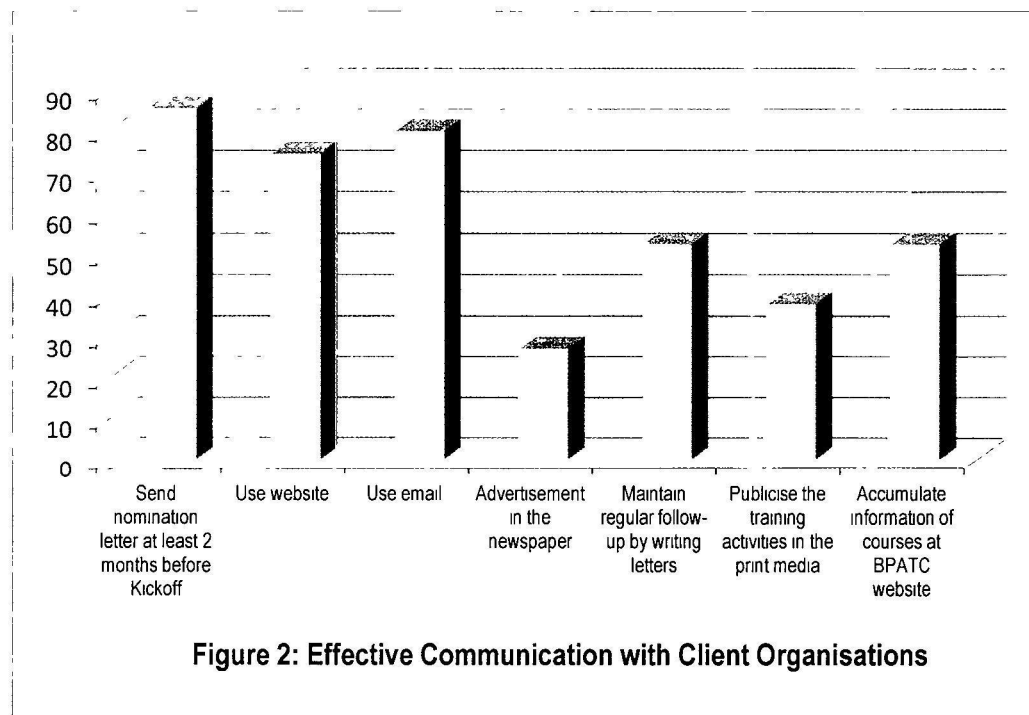
Respondents were further asked to mention the reasons for not nominating their officials for six short courses offered by BPATC such as TOT, Project Management, Research Methodology, Human Resource Planning, Financial Management and Environmental Management and Sustainable Development Course. Their opinions were assessed by using a four point Likert Scale in which 1 for 'strongly disagree', 2 for 'disagree, 3 for 'agree, and 4 for 'strongly agree'. According to the questionnaire the mean score of the importance is 2.5. The Table 10 portrays that calculated mean scores of five reasons are higher than the set mean (2.5) which vary from 2.51 to 3.24. Significance of reasons also varies by course. As BPATC did not take any follow-up action after sending the request letter for nomination, its training

programmes were not well publicised, training calendar is not received by the nominating agencies in due time, insufficient budget in training head of the agencies and comparatively high course fee, as they viewed, led the respondents in taking the decisions not to nominate any officials for said six short courses offered by BPATC (Table 7).

Table 7 Reasons Behind not Nominating Officials for Six Short Courses Offered by BPATC

Reasons	Name of the Short Courses					
	TOT	PMC	RM	HRP	FM	EM & SDC
1 Nomination letter not received in due time	2 11	2 27	2 24	2 25	2 22	2 31
2 Nomination letter is not self-explanatory	2 05	2 22	2 13	2 20	2 35	2 25
3 No follow-up by BPATC after sending the nomination letter	2 84	2 95	2 76	2 73	2 84	2 71
4 Lack of publicity about training activities of BPATC	2 87	2 83	2 75	2 75	2 84	2 71
5 Training Calendar not received in due time	2 82	2 65	2 51	2 60	2 69	2 55
6 Training course is not relevant to main function of the nominating organisation	2 13	1 91	2 07	1 78	1 80	1 95
7 Training course is not relevant to job of the officials	2 06	1 89	2 00	1 71	1 78	1 89
8 Absence of suitable officer to nominate	1 91	2 00	2 15	1 98	1 87	1 89
9 Long duration of the of the course	1 89	1 87	1 95	1 75	1 87	1 82
10 Schedule of the course	2 07	2 07	2 05	1 93	2 00	1 87
11 Availability of similar course nearby training organisation	2 20	2 11	2 04	1 96	1 93	2 02
12 Lack of relevant skilled trainers at BPATC	2 00	1 82	1 75	1 91	1 75	1 76
13 Lack of trust on BPATC	1 64	1 49	1 53	1 58	1 60	1 62
14 Inadequate physical facilities of BPATC	1 96	1 82	1 85	1 84	1 85	1 80
15 Inadequacy of training aids at BPATC	1 91	1 84	1 85	1 89	2 05	1 84
16 Insufficient budget in training head of the nominating organisation	2 53	2 47	2 27	2 29	2 24	2 25
17 Course fee is comparatively high	2 64	2 61	2 56	3 24	2 51	2 45

The representative of the nominating agencies put forward some suggestions for BPATC to establish and maintain an effective communication system with its client organisations (Figure 2). The five important measures for effective communication include sending the nomination letter to the client organisations at least 2 months before commencement of the course (85.5%), using email (80.0%) and website (74.5%) as mode of communication, maintaining regular follow-up by writing letters (52.7%) and accumulating information of different courses at BPATC website (52.7%).



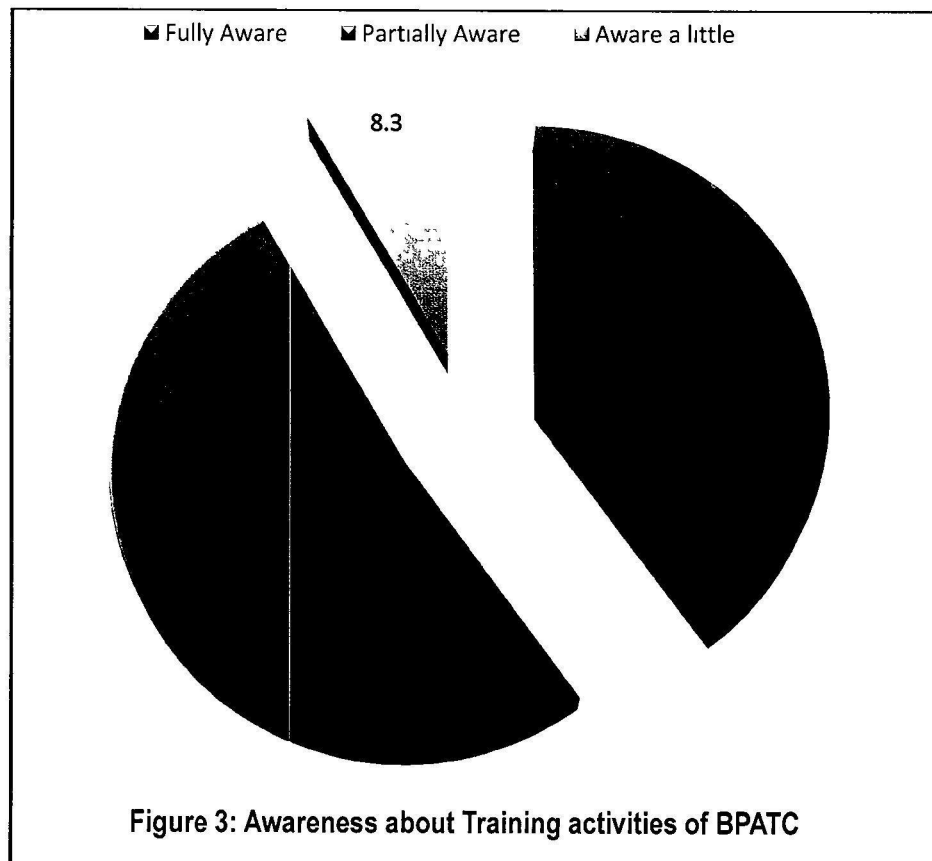
B) Opinion of Participants

A questionnaire was developed and administered among the respondents of PPMC, SSC and ACAD in order to solicit their views about short courses conducted by the BPATC. Sixty participants responded to the questionnaire and sent back to the research team. In regards to their position more than half of them are Deputy Secretary to government, about one-third are Joint Secretary and rest one-tenth are Additional Secretary to the government. In regards to gender 93.0% are men and the rest are women (Table 8).

Table 8: Position of the Respondents by Gender

Respondent position	Respondent gender		Total
	Men	Women	
Addl Secretary	7 (11.7%)	0	7 (11.7%)
Joint secretary	16 (26.7%)	3 (5.0%)	19 (31.7%)
Deputy Secretary	33 (55.0%)	1 (1.7%)	34 (56.7%)
Total	56 (93.3%)	4 (6.7%)	60 (100.0%)

Among the participant-respondents 40.0% are fully aware of training activities of BPATC while majority of them (51.7%) are partially aware and the 8.3% have little awareness (Figure 3).



Respondents have expressed their views on the importance of 13 short courses conducted by BPATC. In the survey questionnaire a four points Likert Scale was used for assessing the views of the respondents in which 1 for 'not important', 2 for 'fairly important', 3 for 'important', and 4 for 'very important'. According to the questionnaire the mean score of the importance is 2.5. Table 9 portrays that calculated mean scores of importance is higher than the set mean (2.5) which vary from 3.10 to 3.73. The calculated mean is more than 3.5 for eight courses such as PPMC, FMC, e-Governance, PMC, HRP, EM & SDC, TOT and MOMC. The

calculated mean values further indicate that all 13 short courses are important to the participants.

Table 9 Mean Value on the Importance of Short Courses

	Mean	Std Deviation
1 PPM	3.73	.516
2 FMC	3.68	.596
3 e-Govt and Management	3.67	.572
4 PMC	3.62	.613
5 HRP	3.60	.741
6 EM & SDC	3.58	.645
7. TOT	3.57	.647
8 MOMC	3.52	.651
9 Course on Communicative English	3.43	.673
10 Conflict Management	3.42	.720
11 TQM	3.32	.792
12 RM	3.23	.927
13 Gender and Development 5 days	3.10	.681

Respondents were asked to give their opinions against eight probable causes mentioned in the questionnaire that could result in receiving no or inadequate number of trainees nominated for the short courses by the concerned organisations. In the survey questionnaire a four point Likert Scale was used for assessing the views of the respondents in which 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree', and 4 for 'strongly agree'. According to the questionnaire the mean score of the agreement is 2.5. Table 10 reveals that calculated mean scores of agreement vary from 1.90 to 3.05. According to the respondents, less publicity of training

courses offered by BPATC (3.05) is the most important cause behind inadequate number of nominees followed by availability of similar courses offered by nearby organisations (2.57). This indicates that BPATC should give proper importance on the publicity of its training activities as well as redesign its training calendar by identifying its competitors who offered similar courses.

Table 10 Mean Value of Causes behind not Nominating Participants

Causes	Mean	Std Deviation
1. Less Publicity about Training Activities by BPATC	3.05	.832
2. Courses are not related to the Profession	1.92	.794
3. Absence of suitable officers to nominate	2.03	.901
4. Similar courses are available nearby	2.57	.810
5. Lack of skilled faculty at BPATC to impart the courses	2.30	.850
6. Lack of trust on BPATC	2.03	.843
7. Physical facilities of BPATC are not enough	1.90	.796
8. Lack of training aid at BPATC	2.07	.880

Respondents were also asked to give their opinion on the seven measures for effective communication with client organisations of BPATC in order to ensure successful implementation of its short courses. In the survey questionnaire a four point Likert Scale was used for assessing the views of the in which 1 for 'not important', 2 for 'fairly important', 3 for 'important', and 4 for 'very important'. According to the questionnaire, the mean score of the agreement is 2.5. The calculated mean scores of agreement vary from 2.18 to 3.55. The Figure 4 shows five important measures for effective communication. The three most important

measures having mean scores ranging from 3.5 to 3.55 include use of web site (3.53), use of email (3.50) and accumulation of information of different courses at BPATC website (3.55). Sending nomination letter at least two months before commencement of the course (2.95) and keep regular follow-up by writing letters (2.80) are also important for effective communication with client organisations.

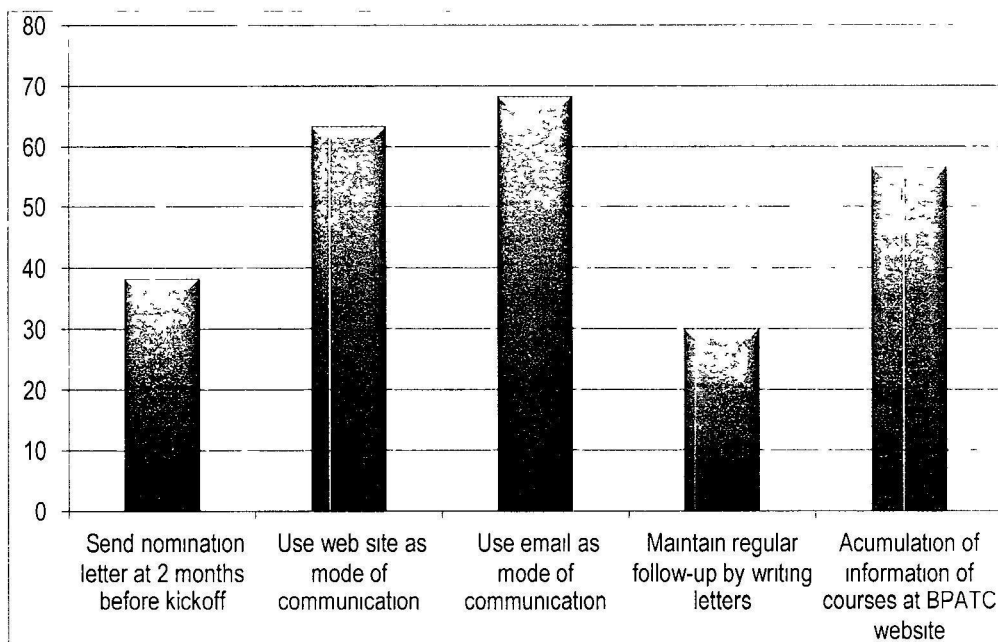


Figure 4: Measures for Effective Communication

Short Courses Proposed by the Respondents

Respondents were asked to suggest short courses with duration. Of 115 respondents 101 responded to the question. They suggested 19 types of short courses with the duration varying from one week to four weeks.

Figure 5 shows nine important courses suggested by the respondents which are as follows:

1. ICT and e-Governance (26.7%)
2. Language Skills Development (both Bangla & English) (20.8%)
3. Financial Management Course (19.8%)
4. Human Resource Management (18.8%)
5. Conflict Management and Negotiation Techniques (15.8%)
6. Public Procurement Procedure (15.8%)
7. Manner and Etiquette (13.9%)
8. Project Management (11.9%)
9. Justice in Governance (10.9%)

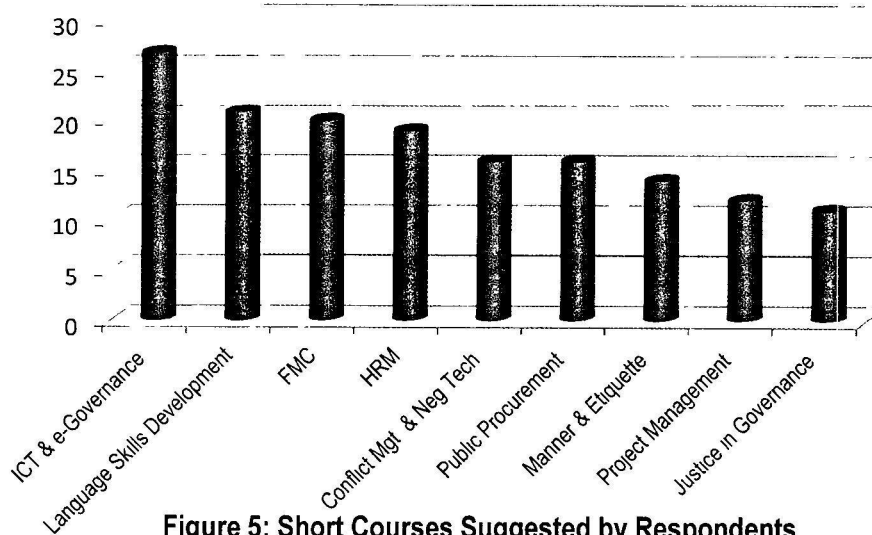
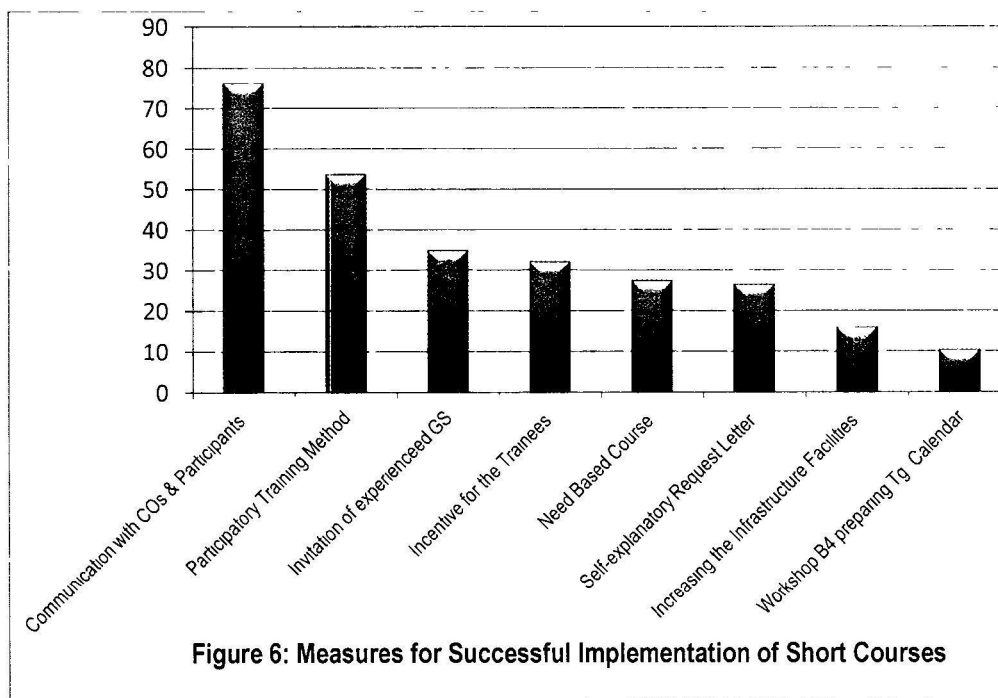


Figure 5: Short Courses Suggested by Respondents

Suggested Measures for Successful Implementation of Short Courses

Respondents were asked to give their suggestion and opinion for necessary steps required for successfully implementation of short courses conducted by BPATC (Figure 6) Of 115 respondents 106 responded to the question



They opined as much as 11 necessary steps required for successfully implementation of short courses. The most important suggestion is to develop and maintain a proper communication system with nominating organisations and participants (76.42%) followed by to make the training course more participatory (53.77%) The five other important suggestions include the followings:

1. Invitation of expert, experience and renowned guest speakers including head of different organisations;
2. Introducing training allowances & incentive for the trainees (foreign tour, award for best performer);
3. Need-based and updated course contents;
4. Sending self-explanatory request letter well ahead of time (at least one month before the course kick off), and
5. Increasing the infrastructure facilities of BPATC

Chapter Five

Results, Conclusions and Recommendations

Introduction

The study aims at identifying the root causes of low turnout of selected short courses offered by BPATC. It considers only six short courses offered by BPATC that were not conducted due to inadequate number of trainees. In order to do this the study addressed the issues of level of awareness of the clients about BPATC's short courses, guiding factors for nominating officials in short courses by client organisations, views of clients about importance of short courses offered by BPATC and its communication techniques with client organisations. All client organisations in the list as maintained by the PPR Department of BPATC, and participants of PPMC, SSC and ACAD are considered as respondents of the study. To this end two sets of questionnaires — one among client organisations and other among participants of PPMC, SSC and ACAD are administered. Total 115 officials responded to the questionnaires of which 55 are representatives of client organisations and 60 are trainees of PPMC, SSC and ACAD. Key results, conclusions and recommendations are mentioned in the following parts of this chapter.

Results

The study depicts that representatives of client organisations and trainees of PPMC, SSC and ACAD are conversant with the training activities of BPATC. Request letter is the most important source from where the client organisations acquire information about training activities, especially about short courses of BPATC. Website of BPATC, training calendar, e-mails and telephone calls are also important sources of information about training activities of BPATC. They also receive information from their colleagues and officials previously attended the training courses of BPATC.

The study reveals that professional competence of the trainers and professional linkage of the officials of the nominating agencies with the training offered by a training institutes are the two most important factors which they consider prior to nominating an official for a training course. Relevance of course with main functions of the nominating organisations, course contents, course duration, reputation of the training institute, its physical facilities and schedule of the training also guide them to take decisions on the nomination of participants for a training programme.

The study also observes that client organisations are well aware of five of six short courses specifically TOT, Project Management, Research Methodology, Human

Resource Planning, and Financial Management course. As BPATC did not take any follow-up action after sending the request letter for nomination of trainees, even its training programmes were not well publicised, training calendar was not received by the nominating agencies in due time, insufficient budget in training head of the agencies and comparatively high course fee as they viewed led the client organisations in taking the decisions not to nominate any officials for six short courses such as TOT, Project Management, Research Methodology, Human Resource Planning, Financial Management and Environmental Management and Sustainable Development Course.

Less publicity of training courses offered by BPATC as well as availability of similar courses offered by nearby organisations of the nominating agencies are the two most important causes that resulted in receiving no or inadequate number of trainees nominated for the short courses by the concerned organisations, according to the respondents of PPMC, SSC and ACAD. This indicates that BPATC should give proper importance on the publicity of its training activities as well as redesign its training calendar by identifying its competitors who offer similar courses.

The study ascertains that Policy Planning and Management, Financial Management, e-Governance and Management, Project Management, Human

Resources Planning, Environmental Management and Sustainable Development, Training of Trainers, Modern Office Management, Communicative English, Conflict Management, Total Quality Management, Research Methodology, and Gender and Development Course— these all 13 short courses offered by BPATC are very important for the officials of Bangladesh Civil Service.

The study reveals some measures for BPATC to establish and maintain an effective communication system with its client organisations. The five important measures for effective communication include sending the nomination letter to the client organisations at least 2 months before commencement of the course, using email and website as mode of communication, keeping regular follow-up by writing letters and accumulating information of different courses at BPATC website.

The study further depicts nine important short courses required by both representatives of nominating agencies and members of Bangladesh Civil Service. They are ICT and e-Governance, Language Skills Development (both Bangla & English), Financial Management Course, Human Resource Management, Conflict Management and Negotiation Techniques, Public Procurement Procedure, Manner and Etiquette, Project Management, and Justice in Governance

In order to successfully implement the short course offered by BPATC, as the study identifies, the two most important measures are to develop and maintain a proper communication system with nominating organisations and participants and to make the training course more participatory. Successful implementation of a training course also requires invitation of experts, experienced and renowned guest speakers including heads of different organisations, introducing incentive for the trainees, need based and updated course contents, sending self-explanatory request letters well ahead of the course kickoff and improvement of infrastructure facilities of BPATC

Conclusions

Promoting a responsive and transparent system of public service is a precondition for Good Governance in the context of Bangladesh to achieve the social objectives as well as economic objectives. Role of efficient and high quality public service is a development priority of Bangladesh which has no alternatives. Specialised professional training can help improve the competencies of public servants in order to deliver their services effectively and efficiently. Bangladesh Public Administration Training Centre (BPATC) is mandated to impart need-based training to the public servants for improving their competency in order to ensure management improvement in the public sector. In the changing environment, civil service

operations and their required competencies have changed. Different types of short training can convey relevant and useful information to participants and develop skills and behaviours that can be transferred back to the workplace to develop organisational capacity. To this end BPATC conducts thirteen different short courses for them. However, the Centre suffers from shortage of participants for its short courses which results in either postponing or rescheduling the courses.

Prior to nominating an official for a training course, the nominating agencies consider professional competence of the trainers and professional linkage of the officials of the agencies with the training offered by training institutes. Relevance of course with main functions of the organisations, course contents and duration, reputation, physical facilities and schedule of the training of the institute also guide them to take decisions on the nomination of officials for a training programme.

The findings of the study point out that despite well conversant with the training activities of BPATC as well as recognising the importance of short courses offered by it, the client organisations did not send nomination of trainees to BPATC. Since the Centre mostly relies on sending request letter for nomination of trainees instead of developing and maintaining an alternative effective communication arrangement with them, not publicising its training programmes well, and not ensuring receiving of

training calendar by the nominating agencies in due time, the client organisations cannot take the decisions to nominate any officials for short courses offered by BPATC

Recommendations

Considering its findings the study makes some recommendations in order to implement the scheduled short courses successfully which further help capacity, especially of the public servants to ensure effective and efficient delivery of service to the citizen

Develop a Strong Communication Network

There is a growing concern in BPATC over a low turnout in the short courses crucial to implement its training calendar. A key factor of implementing any training course successfully requires developing and maintaining a strong communication network between host institute and its client organisations. Absence of an effective communication arrangement with its client organisation is one of the main reasons that results in deferring or rescheduling of short courses of BPATC. The findings of the study advocates for developing and maintaining a strong communication network between BPATC and its client organisations in order to implement the

scheduled short courses successfully. Therefore, BPATC must admit this weakness and take some measures to fix it. To this end the Centre may consider the following.

- a) send the self-explanatory request letter to the client organisations at least two months ahead of commencement of scheduled course;
- b) keep close contact with clients on regular basis, say weekly or fortnightly;
- c) contact the trainees immediately after receiving the nomination letter and keep touch with them;
- d) ensure distribution of training calendar to the client organisations,
- e) conduct monthly or bimonthly meeting on the progress of nomination; and
- f) communicate training information to all client organisations.

Updating the Course Curricula

The findings of the study suggest that training efforts should be targeted toward client agencies' core skill requirements so that they can achieve their mission, goals, and objectives. As such the Centre should routinely identify core competencies of its clients by assessing their ever changing needs as necessary to achieve their mission, goals, and objectives with employees' knowledge, skills, and abilities. By doing so the Centre has to ensure updating of relevant course curricula accordingly.

Market Survey

Availability of similar courses offered by nearby organisations of the nominating agencies is also one of the important factors that resulted in receiving no or inadequate number of trainees nominated for the short courses by the organisations concerned. This indicates that BPATC should give proper importance on redesigning of its training calendar by identifying its competitors who offer similar courses. Therefore, an immediate market survey could be conducted in order to identify training opportunities and sense the comparative advantage of the short courses of BPATC as well which further helps updating its training calendar.

Conducting Workshops on Training Calendar with Client Organisations

Annual Training Calendar is an inevitable tool for successful implementation of training courses offered by a training institute which enables the synchronisation of incremental creation and updates of the newly created or modified training programmes. BPATC prepares a training calendar every year but cannot always implement the scheduled training programmes. At its early period the Centre used to conduct two workshops with its client organisations—one prior to preparation of the annual training calendar and another after implementation of the calendar. The first workshop helped the Centre to assess the needs of its clients and the second one facilitated to look back at the loopholes during implementation of the

calendar. Hence, BPATC would arrange one workshop with its clients on the draft annual training calendar and second one immediately after its implementation

Dissemination of Information

Dissemination of training information in time is another important success factor for training programme implementation. BPATC must utilise its website and emails to disseminate its training information as well as constant updating of website with latest training information.

Participatory Training Methods

Success of any training course depends mostly on effective delivery of its contents. There is no one method and material for making training sessions successful and effective. Interactive and participatory methods make the training sessions effective and learning could take place. In order to ensure effective learning, BPATC must pay more attention on participatory training methods such as role play, group exercise, study visits, case study, simulation etc which will further attract the clients to its training programmes.

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Annexure-1: Tables

A) Nominating Agencies

Table Annex-1 Important Factors for Nominating Participants

Factor	Mean	Std Deviation
1. Relevance of course with main functions of the nominating organisations	3.36	.802
2. Professional linkage with training	3.51	.742
3. Content of the Course	3.35	.700
4. Duration of the Course	3.16	.660
5. Professional competence of the Trainers of Training Institutes	3.56	.570
6. Physical Facilities of the Training Institutes	3.24	.666
7. Reputation of the Training Institutes	3.27	.622
8. Schedule of the training	2.85	.870

Table Annex-2 Important Factors for Nominating Participants

Factor	Very Important (4)	Important (3)	Fairly Important (2)	Not Important (1)
1. Relationship with main functions of the nominating organisations	56.4	23.6	20.0	0.0
2. Professional linkage with training	63.6	25.5	9.1	1.8
3. Content of the Course	47.3	40.0	12.7	0.0
4. Duration of the Course	29.1	60.0	9.1	1.8
5. Professional competence of the Trainers of Training Institutes	60.0	36.4	3.6	0.0
6. Physical Facilities of the Training Institutes	34.5	56.4	7.3	1.8
7. Reputation of the Training Institutes	36.4	54.5	9.1	0.0
8. Schedule of the training	23.6	45.5	23.6	7.3

Table Annex-3: Level of Awareness about Six Short Courses offered by BPATC

Course	Fully aware (4)	To Some Extent aware (3)	Partially Aware (2)	Not Aware (1)
1. Training of Trainers	38.2	32.7	12.7	16.4
2. Project Management Course	30.9	41.8	18.2	9.1
3. Research Methodology Course	27.3	34.5	18.2	20.0
4. Human Resource Planning Course	27.3	32.7	18.2	21.8
5. Financial management Course	25.9	33.3	22.2	18.5
6. Environmental Management & Sustainable Development Course	20.0	32.7	20.0	27.3

Table Annex-4: Reasons for not Nominating Officials for TOT (Mean)

Reasons	Mean	Std Deviation
1. Nomination letter not received in due time	2.11	1.066
2. Nomination letter is not self-explanatory	2.05	.870
3. No follow-up by BPATC after sending the nomination letter	2.84	.898
4. Lack of publicity about training activities of BPATC	2.87	.904
5. Training Calendar not received in due time	2.82	1.056
6. Training course is not relevant to main function of the nominating organisation	2.13	.870
7. Training course is not relevant to job of the officials	2.06	.856
8. Absence of suitable officer to nominate	1.91	.908
9. Long duration of the of the course	1.89	.712
10. Schedule of the course	2.07	.790
11. Availability of similar course nearby training organisation	2.20	.911
12. Lack of relevant skilled trainers at BPATC	2.00	.770
13. Lack of trust on BPATC	1.64	.677
14. Inadequate physical facilities of BPATC	1.96	.838
15. Inadequacy of training aids at BPATC	1.91	.800
16. Insufficient budget in training head of the nominating organisation	2.53	1.069
17. Course fee is comparatively high	2.64	.988

Table Annex-5 Reasons Behind not Nominating Officials for TOT

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1 Nomination letter not received in due time	36.4	30.9	18.2	14.5
2 Nomination letter is not self-explanatory	30.9	36.4	29.1	3.6
3 No follow-up by BPATC after sending the nomination letter	12.7	10.9	56.4	20.0
4 Lack of publicity about training activities of BPATC	10.9	14.5	50.9	23.6
5 Training Calendar not received in due time	16.4	16.4	36.4	30.9
6 Training course is not relevant to main function of the nominating organisation	24.1	46.3	22.2	7.4
7 Training course is not relevant to job of the officials	25.9	50.0	16.7	7.4
8 Absence of suitable officer to nominate	41.8	29.1	25.5	3.6
9 Long duration of the of the course	29.1	54.5	14.5	1.8
10 Schedule of the course	23.6	49.1	23.6	3.6
11 Availability of similar course nearby training organisation	23.6	41.8	25.5	9.1
12 Lack of relevant skilled trainers at BPATC	23.6	58.2	12.7	5.5
13 Lack of trust on BPATC	45.5	47.3	5.5	1.8
14 Inadequate physical facilities of BPATC	29.1	52.7	10.9	7.3
15 Inadequacy of training aids at BPATC	30.9	52.7	10.9	5.5
16 Insufficient budget in training head of the nominating organisation	21.8	25.5	30.9	21.8
17 Course fee is comparatively high	10.9	40.0	23.6	25.5

Table Annex-6 Reasons Behind not Nominating Officials for Project Management Course

Reasons	Mean	Std Deviation
1 Nomination letter not received in due time	2.27	1.008
2. Nomination letter is not self-explanatory	2.22	.854
3 No follow-up by BPATC after sending the nomination letter	2.95	.931
4 Lack of publicity about training activities of BPATC	2.83	.885
5 Training Calendar not received in due time	2.65	1.022
6 Training course is not relevant to main function of the nominating organisation	1.91	.776
7. Training course is not relevant to job of the officials	1.89	.762
8. Absence of suitable officer to nominate	2.00	.962
9. Long duration of the of the course	1.87	.610
10. Schedule of the course	2.07	.879
11 Availability of similar course nearby training organisation	2.11	.875
12 Lack of relevant skilled trainers at BPATC	1.82	.696
13. Lack of trust on BPATC	1.49	.573
14. Inadequate physical facilities of BPATC	1.82	.841
15. Inadequacy of training aids at BPATC	1.84	.764
16 Insufficient budget in training head of the nominating organisation	2.47	1.052
17 Course fee is comparatively high	2.61	1.017

Table Annex-7 Reasons Behind not Nominating Officials for Project Management Course

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. Nomination letter not received in due time	25.5	36.4	23.6	14.5
2. Nomination letter is not self-explanatory	21.8	40.0	32.7	5.5
3. No follow-up by BPATC after sending the nomination letter	12.7	7.3	52.7	27.3
4. Lack of publicity about training activities of BPATC	13.0	9.3	59.3	18.5
5. Training Calendar not received in due time	18.2	20.0	40.0	21.8
6. Training course is not relevant to main function of the nominating organisation	29.1	56.4	9.1	5.5
7. Training course is not relevant to job of the officials	30.9	52.7	12.7	3.6
8. Absence of suitable officer to nominate	36.4	36.4	18.2	9.1
9. Long duration of the of the course	25.5	61.8	12.7	0.0
10. Schedule of the course	29.1	40.0	25.5	5.5
11. Availability of similar course nearby training organisation	25.5	45.5	21.8	7.3
12. Lack of relevant skilled trainers at BPATC	32.7	54.5	10.9	1.8
13. Lack of trust on BPATC	54.5	41.8	3.6	0.0
14. Inadequate physical facilities of BPATC	40.0	43.6	10.9	5.5
15. Inadequacy of training aids at BPATC	34.5	50.9	10.9	3.6
16. Insufficient budget in training head of the nominating organisation	21.8	29.1	29.1	20.0
17. Course fee is comparatively high	13.0	38.9	22.2	25.9

Table Annex-8. Reasons Behind not Nominating Officials for Research Methodology Course

Reasons	Mean	Std. Deviation
1. Nomination letter not received in due time	2.24	1.018
2. Nomination letter is not self-explanatory	2.13	.818
3. No follow-up by BPATC after sending the nomination letter	2.76	.881
4. Lack of publicity about training activities of BPATC	2.75	.907
5. Training Calendar not received in due time	2.51	1.016
6. Training course is not relevant to main function of the nominating organisation	2.07	.836
7. Training course is not relevant to job of the officials	2.00	.793
8. Absence of suitable officer to nominate	2.15	.870
9. Long duration of the of the course	1.95	.678
10. Schedule of the course	2.05	.891
11. Availability of similar course nearby training organisation	2.04	.881
12. Lack of relevant skilled trainers at BPATC	1.75	.700
13. Lack of trust on BPATC	1.53	.539
14. Inadequate physical facilities of BPATC	1.85	.848
15. Inadequacy of training aids at BPATC	1.85	.756
16. Insufficient budget in training head of the nominating organisation	2.27	1.027
17. Course fee is comparatively high	2.56	.977

Table Annex-9 Reasons Behind not Nominating Officials for Research Methodology Course

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1 Nomination letter not received in due time	25.5	41.8	16.4	16.4
2. Nomination letter is not self-explanatory	23.6	43.6	29.1	3.6
3 No follow-up by BPATC after sending the nomination letter	14.5	9.1	61.8	14.5
4. Lack of publicity about training activities of BPATC	14.5	12.7	56.4	16.4
5 Training Calendar not received in due time	21.8	21.8	40.0	16.4
6. Training course is not relevant to main function of the nominating organisation	25.5	47.3	21.8	5.5
7 Training course is not relevant to job of the officials	25.5	54.5	14.5	5.5
8 Absence of suitable officer to nominate	23.6	45.5	23.6	7.3
9 Long duration of the of the course	23.6	60.0	14.5	1.8
10 Schedule of the course	29.1	43.6	20.0	7.3
11 Availability of similar course nearby training organisation	29.1	45.5	18.2	7.3
12. Lack of relevant skilled trainers at BPATC	38.2	50.9	9.1	1.8
13 Lack of trust on BPATC	49.1	49.1	1.8	0.0
14. Inadequate physical facilities of BPATC	38.2	43.6	12.7	5.5
15 Inadequacy of training aids at BPATC	32.7	52.7	10.9	3.6
16 Insufficient budget in training head of the nominating organisation	29.1	27.3	30.9	12.7
17. Course fee is comparatively high	12.7	40.0	25.5	21.8

Table Annex-10 Reasons Behind not Nominating Officials for Human Resource Planning Course

Reasons	Mean	Std. Deviation
1. Nomination letter not received in due time	2.25	.947
2. Nomination letter is not self-explanatory	2.20	.755
3. No follow-up by BPATC after sending the nomination letter	2.73	.971
4. Lack of publicity about training activities of BPATC	2.75	.907
5. Training Calendar not received in due time	2.60	.993
6. Training course is not relevant to main function of the nominating organisation	1.78	.686
7. Training course is not relevant to job of the officials	1.71	.629
8. Absence of suitable officer to nominate	1.98	.871
9. Long duration of the of the course	1.75	.552
10. Schedule of the course	1.93	.790
11. Availability of similar course nearby training organisation	1.96	.838
12. Lack of relevant skilled trainers at BPATC	1.91	.800
13. Lack of trust on BPATC	1.58	.534
14. Inadequate physical facilities of BPATC	1.84	.856
15. Inadequacy of training aids at BPATC	1.89	.786
16. Insufficient budget in training head of the nominating organisation	2.29	1.012
17. Course fee is comparatively high	3.24	5.409

Table Annex-11 Reasons Behind not Nominating Officials for Human Resource Planning Course

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. Nomination letter not received in due time	21.8	43.6	21.8	12.7
2. Nomination letter is not self-explanatory	18.2	45.5	34.5	1.8
3. No follow-up by BPATC after sending the nomination letter	16.4	14.5	49.1	20.0
4. Lack of publicity about training activities of BPATC	14.5	12.7	56.4	16.4
5. Training Calendar not received in due time	18.2	21.8	41.8	18.2
6. Training course is not relevant to main function of the nominating organisation	34.5	54.5	9.1	1.8
7. Training course is not relevant to job of the officials	36.4	58.2	3.6	1.8
8. Absence of suitable officer to nominate	30.9	47.3	14.5	7.3
9. Long duration of the of the course	30.9	63.6	5.5	0.0
10. Schedule of the course	29.1	54.5	10.9	5.5
11. Availability of similar course nearby training organisation	32.7	41.8	21.8	3.6
12. Lack of relevant skilled trainers at BPATC	29.1	58.2	5.5	7.3
13. Lack of trust on BPATC	43.6	54.5	1.8	0.0
14. Inadequate physical facilities of BPATC	40.0	41.8	12.7	5.5
15. Inadequacy of training aids at BPATC	32.7	49.1	14.5	3.6
16. Insufficient budget in training head of the nominating organisation	27.3	29.1	30.9	12.7
17. Course fee is comparatively high	14.5	36.4	29.1	18.2

Table Annex-12 Reasons Behind not Nominating Officials for Financial Management Course

Reasons	Mean	Std. Deviation
1 Nomination letter not received in due time	2.22	.917
2. Nomination letter is not self-explanatory	2.35	.821
3 No follow-up by BPATC after sending the nomination letter	2.84	.834
4. Lack of publicity about training activities of BPATC	2.84	.811
5 Training Calendar not received in due time	2.69	.998
6 Training course is not relevant to main function of the nominating organisation	1.80	.678
7 Training course is not relevant to job of the officials	1.78	.658
8. Absence of suitable officer to nominate	1.87	.840
9. Long duration of the of the course	1.87	.640
10 Schedule of the course	2.00	.793
11. Availability of similar course nearby training organisation	1.93	.813
12 Lack of relevant skilled trainers at BPATC	1.75	.700
13. Lack of trust on BPATC	1.60	.627
14 Inadequate physical facilities of BPATC	1.85	.848
15. Inadequacy of training aids at BPATC	2.05	1.446
16 Insufficient budget in training head of the nominating organisation	2.24	1.018
17 Course fee is comparatively high	2.51	.920

Table Annex-13 Reasons Behind not Nominating Officials for Financial Management Course

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1 Nomination letter not received in due time	23.6	40.0	27.3	9.1
2. Nomination letter is not self-explanatory	16.4	38.2	40.0	5.5
3 No follow-up by BPATC after sending the nomination letter	10.9	10.9	61.8	16.4
4. Lack of publicity about training activities of BPATC	10.9	9.1	65.5	14.5
5 Training Calendar not received in due time	16.4	20.0	41.8	21.8
6. Training course is not relevant to main function of the nominating organisation	32.7	56.4	9.1	1.8
7 Training course is not relevant to job of the officials	32.7	58.2	7.3	1.8
8 Absence of suitable officer to nominate	36.4	45.5	12.7	5.5
9 Long duration of the of the course	25.5	63.6	9.1	1.8
10 Schedule of the course	25.5	54.5	14.5	5.5
11. Availability of similar course nearby training organisation	32.7	45.5	18.2	3.6
12 Lack of relevant skilled trainers at BPATC	38.2	50.9	9.1	1.8
13 Lack of trust on BPATC	45.5	50.9	1.8	1.8
14 Inadequate physical facilities of BPATC	38.2	43.6	12.7	5.5
15. Inadequacy of training aids at BPATC	30.9	50.9	12.7	3.6
16 Insufficient budget in training head of the nominating organisation	30.9	25.5	32.7	10.9
17. Course fee is comparatively high	14.5	34.5	36.4	14.5

Table Annex-14 Reasons Behind not Nominating Officials for Environmental Management Course

Reasons	Mean	Std. Deviation
1 Nomination letter not received in due time	2.31	1.016
2. Nomination letter is not self-explanatory	2.25	.844
3 No follow-up by BPATC after sending the nomination letter	2.71	.896
4. Lack of publicity about training activities of BPATC	2.71	.875
5. Training Calendar not received in due time	2.55	.919
6. Training course is not relevant to main function of the nominating organisation	1.95	.591
7 Training course is not relevant to job of the officials	1.89	.629
8 Absence of suitable officer to nominate	1.89	.786
9. Long duration of the of the course	1.82	.611
10 Schedule of the course	1.87	.747
11. Availability of similar course nearby training organisation	2.02	.828
12. Lack of relevant skilled trainers at BPATC	1.76	.693
13 Lack of trust on BPATC	1.62	.593
14. Inadequate physical facilities of BPATC	1.80	.803
15. Inadequacy of training aids at BPATC	1.84	.739
16 Insufficient budget in training head of the nominating organisation	2.25	1.004
17 Course fee is comparatively high	2.45	.959

Table Annex-15 Reasons Behind not Nominating Officials for Environmental Management Course

Reasons	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1 Nomination letter not received in due time	23.6	38.2	21.8	16.4
2 Nomination letter is not self-explanatory	18.2	45.5	29.1	7.3
3 No follow-up by BPATC after sending the nomination letter	14.5	14.5	56.4	14.5
4 Lack of publicity about training activities of BPATC	14.5	12.7	60.0	12.7
5 Training Calendar not received in due time	16.4	25.5	45.5	12.7
6 Training course is not relevant to main function of the nominating organisation	20.0	65.5	14.5	0.0
7 Training course is not relevant to job of the officials	25.5	60.0	14.5	0.0
8 Absence of suitable officer to nominate	30.9	54.5	9.1	5.5
9 Long duration of the of the course	29.1	60.0	10.9	0.0
10 Schedule of the course	30.9	54.5	10.9	3.6
11 Availability of similar course nearby training organisation	27.3	49.1	18.2	5.5
12 Lack of relevant skilled trainers at BPATC	38.2	47.3	14.5	0.0
13 Lack of trust on BPATC	43.6	50.9	5.5	0.0
14 Inadequate physical facilities of BPATC	40.0	43.6	12.7	3.6
15 Inadequacy of training aids at BPATC	34.5	49.1	14.5	1.8
16 Insufficient budget in training head of the nominating organisation	29.1	27.3	32.7	10.9
17 Course fee is comparatively high	16.4	38.2	29.1	16.4

Table Annex-16 Suggested Measures for Effective Communication with Client Organisations

Mode of Communication	Frequency	Percentage
1 Send nomination letter at least 2 months before commencement of the course	47	85.5
2. Use web site as mode of communication	41	74.5
3 Use email as mode of communication	44	80.0
4. Advertisement in the newspaper	15	27.3
5. Maintain regular follow-up by writing letters	29	52.7
6 Publicise the training activities in the print media	21	38.2
7 Accumulate information of different courses at BPATC website	29	52.7

B) Opinion of Participants

Table Annex-17. Awareness of Respondents about Training activities of BPATC

Level Awareness	Frequency	Percent
Fully Aware	24	40.0
Partially Aware	31	51.7
Aware a little	5	8.3
Total	60	100.0

Table Annex-18 Level of Importance of Short Courses Viewed by the respondents

Name of the Courses with Duration	Very Important (4)	Important (3)	Fairly Important (2)	Not Important (1)
1 TOT	65.0	26.7	8.3	
2 PMC	66.7	30.0	1.7	1.7
3 RM	51.7	25.0	18.3	5.0
4 HRP	71.7	20.0	5.0	3.3
5 FMC	75.0	18.3	6.7	0.0
6 EM&SDC	66.7	25.0	8.3	0.0
7. MOMC	60.0	31.7	8.3	0.0
8 Conflict Management	55.0	31.7	13.3	0.0
9 PPM	76.7	20.0	3.3	0.0
10 Course on Communicative English	51.7	41.7	5.0	1.7
11 e-Govt and Management	71.7	23.3	5.0	0.0
12 TQM	48.3	38.3	10.0	3.3
13 Gender and Development	28.3	53.3	18.3	0.0

Table Annex-19 Causes behind not Nominating Participants

Causes	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1 Less Publicity about Training Activities by BPATC	5 0	16 7	46.7	31.7
2 Courses are not related to the Profession	30 5	52 5	11.9	5.1
3 Absence of suitable officers to nominate	28 3	50 0	11 7	10 0
4 Similar courses are available nearby	6 7	43 3	36.7	13.3
5 Lack of skilled faculty at BPATC to impart the courses	15 0	50 0	25 0	10 0
6 Lack of trust on BPATC	25 0	55 0	11 7	8 3
7 Physical facilities of BPATC are not enough	33 3	46 7	16 7	3 3
8 Lack of training aid at BPATC	26 7	48 3	16 7	8 3

Table Annex-20 Suggested Measures for Effective Communication with Client Organisations

Mode of Communication	Mean	Std Deviation
1 Send nomination letter at least 2 months before commencement of the course	2.95	1.032
2 Use web site as mode of communication	3.53	.700
3. Use email as mode of communication	3.50	.854
4 Advertisement in the newspaper	2.18	1.172
5 Maintain regular follow-up by writing letters	2.80	1.054
6 Publicise the training activities in the print media	2.47	1.127
7 Accumulate information of different courses at BPATC website	3.55	.534

Table Annex-21 Suggested Measures for Effective Communication with Client Organisations

Mode of Communication	Very Important (4)	Important (3)	Fairly Important (2)	Not Important (1)
1. Send nomination letter at 2 months before commencement of the course	38.3	30.0	20.0	11.7
2 Use web site as mode of communication	63.3	28.3	6.7	1.7
3 Use email as mode of communication	68.3	18.3	8.3	5.0
4 Advertisement in the newspaper	21.7	13.3	26.7	38.3
5 Maintain regular follow-up by writing letters	30.0	36.7	16.7	16.7
6. Publicise the training activities in the print media	25.0	21.7	28.3	25.0
7 Compile information of different courses at BPATC website	56.7	41.7	1.7	0.0

Table Annex-22. Short Courses Suggested by the Respondents

	Courses	No of Respondents (101)	%
1	ICT & e-Governance	27	26.7
2	Language Skills Development (both Bangla & English)	21	20.8
3	Financial Management Course	20	19.8
4	Human Resource Management	19	18.8
5	Conflict Management & Negotiation Techniques	16	15.8
6	Public Procurement Procedure	16	15.8
7	Manner & Etiquette	14	13.9
8	Project Management	12	11.9
9	Justice in Governance	11	10.9
10	Constitution & Related Laws & its Formulation	10	9.9
11	Environment & Disaster Management	9	8.9
12	Tailor Made Course for Field Administration	8	7.9
13	Leadership Management & Team Building	7	6.9
14	Change Management	5	5.0
15	TOT	5	5.0
16	Policy Formulation & Management Course Senior Level Officials	4	4.0
17	Response to Emergency Situation	3	3.0
18	Inter Service Relation Course	3	3.0
19	Research Methodology	3	3.0

Table Annex-23 Suggested Measures to Implement Short Courses offered by BPATC

Suggested Measures	Number of Respondents (106)	%
1 Proper Communication with Organization & Participants (Using all means of Communication such as e-mail, website, SMS, newspaper and update them regularly)	81	76.42
2 Participatory Training Method	57	53.77
3 Invitation of expert, experience and renowned guest speaker including head of different org (Defence)	37	34.91
4. Introducing Training Allowances & Incentive for the Trainee (Foreign Tour, award for best performer)	34	32.08
5 Need Based and Updated Course Contents	29	27.36
6 Sending Self-explanatory Request Letter in well ahead of time (at least one month before the course kick off)	28	26.42
7 Increasing the Infrastructure Facilities of BPATC	17	16.04
8 Conduct workshop/seminar with the authority of Client Organization before preparing Training Calendar	11	10.38
9 Communicate Directly with Eligible Participants	5	4.72
10 Non-residential Course	5	4.72
11 Arranging Short Courses in RPATC's/Division	3	2.83

Annexure-2: Sample Questionnaires

প্রশ্নমালা-১: মনোনয়ন প্রদানকারী প্রতিষ্ঠান

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র

সাভার, ঢাকা।

“Root Causes of Low Turn-out in the Short Training Courses Offered by BPATC: A Study on Selected Short Courses”

[বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র বাংলাদেশ সিভিল সার্ভিসের কর্মকর্তাদের কর্মজীবন উন্নয়নের লক্ষ্যসিনিয়র স্টাফ কোর্স, এসিএডি ও বুনিয়াদি প্রশিক্ষণ কোর্স আয়োজন করে থাকে। কেন্দ্র সচিব পদমর্যাদার কর্মকর্তাদের জন্য Lunch Time /Diner Time কর্মশালা এবং অতিবিক্ত সচিব পর্যায়ের কর্মকর্তাদের জন্য পলিসি প্লানিং ও ম্যানেজমেন্ট কোর্সেরও আয়োজন করে। এসকল কোর্স ছাড়াও কেন্দ্রে প্রতিবছর ১০-১৩ টি সংক্ষিপ্ত কোর্স অনুষ্ঠিত হয়। এসব সংক্ষিপ্ত কোর্স বাস্তবায়নের জন্য কেন্দ্র বিভিন্ন সময় বিভিন্ন প্রতিবন্ধকতার সম্মুখীন হয় যার মধ্যে অন্যতম একটি হলো যথাসময়ে মনোনয়ন না পাওয়া। এ কারণে প্রশিক্ষণ বর্ষগঞ্জ অনুযায়ী সবগুলো সংক্ষিপ্ত কোর্স নির্ধারিত সময় বাস্তবায়ন করা সম্ভব হয় না। এ পৰিপ্ৰেক্ষিতে সংক্ষিপ্ত কোর্সগুলি বাস্তবায়নের জন্য যে সকল প্রতিবন্ধকতা আছে তা চিহ্নিত করার লক্ষ্যে বিপিএটিসি একটি গবেষণা কর্ম হাতে নিয়েছে। এই গবেষণার জন্য তথ্য সংগ্রহের উদ্দেশ্যে এই প্রশ্নমালাটি তৈরি করা হয়েছে। প্রশ্নমালাটি সংশ্লিষ্ট প্রতিষ্ঠানের প্রধান বা তাঁর পক্ষে দায়িত্বপ্রাপ্ত কর্মকর্তা পূরণ করবেন। প্রশ্নমালা জবাবের মাধ্যমে প্রাপ্ত তথ্য কেবল গবেষণার কাজে ব্যবহৃত হবে এবং উত্তরদাতার পৰিচয় প্রকাশ হবে না। প্রশ্নমালাটি পূরণ করে গবেষণা কাজে সহযোগিতা করার জন্য আপনাকে বিশেষভাবে অনুবোধ করা হলো।]

(ক) উত্তরদাতার ব্যক্তিগত তথ্যাদি

- ১। উত্তরদাতার নামঃ ২। পদ মর্যাদাঃ
- ৩। জন্মবারঃ (টিক চিহ্ন দিন) পুরুষ ☐ মহিলা ☐
- ৪। প্রতিষ্ঠানের নামঃ -----
- ৫। বর্তমান প্রতিষ্ঠানে চাকুরীকালঃ -----

(খ) প্রশিক্ষণ কোর্স সম্পর্কিত তথ্যাদি

- ১। আপনার প্রতিষ্ঠানের প্রধান ও (তিন) টি কাজ অনুগ্রহ করে উল্লেখ করুনঃ

(১) -----

(২) -----

(৩) -----

- ২। বিপিএটিসির প্রশিক্ষণ কার্যক্রম সম্পর্কে আপনি কতটুকু অবগত আছেন নিম্নে তা চিহ্নিত করুনঃ

- (১) সম্পূর্ণভাবে অবগত ☐ (২) মোটামুটি অবগত ☐ (৩) খুব একটা অবগত নই ☐

৩। বিপিএটিসি'র সংক্ষিপ্ত কোর্স (Short Course) সম্পর্কিত তথ্য প্রাপ্তির উৎস নিম্নে চিহ্নিত করুন (উত্তর একাধিক হতে পারে)।

- (১) বিপিএটিসি'র প্রশিক্ষণ বর্ষপঞ্জি ☐ (২) টেলিফোন ☐
 (৩) বিপিএটিসি হতে প্রেরিত চিঠি ☐ (৪) ইমেল ☐
 (৫) ওয়েব সাইট ☐ (৬) সহকর্মী ☐
 (৭) বিপিএটিসি থেকে প্রশিক্ষণ প্রাপ্ত কর্মকর্তা ☐ (৮) অন্য কোন প্রতিষ্ঠান ☐
 (৯) অন্যান্য মাধ্যম-----

৪। বিভিন্ন প্রশিক্ষণ কোর্সে প্রশিক্ষণার্থীর মনোনয়নের ক্ষেত্রে আপনি বা আপনার প্রতিষ্ঠান কোন বিষয়গুলো গুরুত্বপূর্ণ বলে মনে করেন? অনুগ্রহ করে নিম্নের ছকে গুরুত্বের মাত্রা চিহ্নিত করে আপনার মতামত দিনঃ

বিষয়	গুরুত্বের মাত্রা			
	অত্যন্ত গুরুত্বপূর্ণ (৪)	গুরুত্বপূর্ণ (৩)	মোটামুটি গুরুত্বপূর্ণ (২)	গুরুত্বপূর্ণ নয় (১)
প্রশিক্ষণের সাথে আমার প্রতিষ্ঠানের মূল কাজের সম্পর্ক				
প্রশিক্ষণের সাথে কর্মকর্তাদের পেশাগত দায়িত্বের সম্পর্ক				
প্রশিক্ষণের বিষয়বস্তু				
প্রশিক্ষণের মেয়াদ				
প্রশিক্ষণ প্রতিষ্ঠানের প্রশিক্ষকদের দক্ষতা				
প্রশিক্ষণ প্রতিষ্ঠানের ভৌত সুবিধাদি				
প্রশিক্ষণ প্রতিষ্ঠানের সুনাম				
বছরে যে সময় প্রশিক্ষণ দেয়া হয়				
অন্যান্য (উল্লেখ করুন)-----				

৫। বিপিএটিসিতে অনুষ্ঠিত নিম্নোল্লিখিত কোর্সসমূহ সম্পর্কে আপনি কতটুকু অবগত আছেন? (টিক চিহ্নের মাধ্যমে উল্লেখ করুন)

নং-	কোর্সসমূহের নাম	সম্পূর্ণ অবগত (৪)	মোটামুটি অবগত (৩)	কিছুটা অবগত (২)	অবগত নই (১)
1	Training of Trainers				
2	Project Management Course				
3	Research Methodology				
4	Human Resource Planning Course				
5	Financial Management Course				
6	Environmental Management & Sustainable Development Course				

৬। বিপিএটিসিবি নিম্নোলিখিত কোর্সসমূহে আপনার প্রতিষ্ঠান হতে প্রশিক্ষণার্থী মনোনয়ন না দেয়াব
কাবণসমূহ অনুগ্রহ কবে (মতামতের মাত্রা চিহ্নিত কবে) উল্লেখ করুন

৬.১ কোর্সের নামঃ Training of Trainers Course (১০/০৩/২০১৪-১৪/০৩/২০১৪)

কারণ/কাবণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি(৩)	সমর্থন করি না(২)	মোটই সমর্থন করি না (১)
১। মনোনয়নের অনুরোধপত্র প্রদানসময়ে পৌছায়নি				
২। মনোনয়নের অনুরোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুরোধপত্র প্রেরণের পবে বিপিএটিসি হতে আর কোন ফলো-আপ করা হয়নি				
৪। বিপিএটিসিবি প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
৫। বিপিএটিসিবি ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌছায়না				
৬। আমাদের প্রতিষ্ঠানের মূল কাজের সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমাদের প্রতিষ্ঠানের কর্মকর্তাদের পেশার সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেয়াব মত উপযুক্ত কর্মকর্তার অভাব				
৯। কোর্সটির মেয়াদ দীর্ঘ				
১০। বছরে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সময়ে কর্মকর্তা মনোনয়ন প্রদান করা সম্ভব হয় না				
১১। এই ধরনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন করা হয়।				
১২। এই প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসিবি প্রতি আস্থা (confidence) অভাব				
১৪। বিপিএটিসিবি ভেত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদির অভাব				
১৬। আমাদের প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রয়োজনীয় বাজেট নেই				
১৭। কোর্স ফি আনুপাতিক হাবে বেশী মনে হয়				
১৮। অন্যান্য (উল্লেখ করুন) -----				

৬.২। কোর্সের নামঃ Project Management Course(২৭/০১/২০১৪-১০/০২/২০১৪)

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি (৩)	সমর্থন করি না (২)	মোটাই সমর্থন করি না (১)
১। মনোনয়নের অনুবোধপত্রখাসময়ে পৌছায়নি				
২। মনোনয়নের অনুবোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুবোধপত্র প্রেরণের পবে বিপিএটিসি হতে আব কোন ফলো-আপ করা হয়নি				
৪। বিপিএটিসি প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
৫। বিপিএটিসি ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌছায়না				
৬। আমার প্রতিষ্ঠানের মূল কাজের সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমার প্রতিষ্ঠানের কর্মকর্তাদের পেশার সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেয়ার মত উপযুক্ত কর্মকর্তার অভাব				
৯। কোর্সটির মেয়াদ দীর্ঘ				
১০। বছরে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সময়ে কর্মকর্তা মনোনয়ন প্রদান করা সম্ভব হয় না				
১১। এই ধরনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন করা হয়।				
১২। এই প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসির প্রতি আস্থার (confidence) অভাব				
১৪। বিপিএটিসির ভৌত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদির অভাব				
১৬। আমার প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রয়োজনীয় বাজেট নেই				
১৭। কোর্স ফি আনুপাতিক হাবে বেশী মনে হয়				
১৮। অন্যান্য(উল্লেখ করুন)-----				

৬.৩। কোর্সের নামঃ Research Methodology(০২/০৪/২০১৩-১৬/০৪/২০১৩)

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি (৩)	সমর্থন করি না (২)	মোটাই সমর্থন করি না (১)
১। মনোনয়নের অনুরোধপত্রযথাসময়ে পৌঁছায়নি				
২। মনোনয়নের অনুরোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুরোধপত্র প্রেরণের পবে বিপিএটিসি হতে আব কোন ফলো-আপ কবা হয়নি				
৪। বিপিএটিসির প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
৫। বিপিএটিসির ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌঁছায়না				
৬। আমাব প্রতিষ্ঠানের মূল কাজের সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমাব প্রতিষ্ঠানের কর্মকর্তাদের পেশার সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেয়াব মত উপযুক্ত কর্মকর্তাব অভাব				
৯। কোর্সটির মেয়াদ দীর্ঘ				
১০। বছবে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সময়ে কর্মকর্তা মনোনয়ন প্রদান কবা সম্ভব হয় না				
১১। এই ধবনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন কবা হয়।				
১২। এই প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসির প্রতি আস্থাব (confidence) অভাব				
১৪। বিপিএটিসির ভৌত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদিব অভাব				
১৬। আমাব প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রয়োজনীয় বাজেট নেই				
১৭। কোর্স ফি অনুপাতিক হাবে বেশী মনে হয়				
১৮। অন্যান্য (উল্লেখ কবুন)-----				

৬.৪। কোর্সের নামঃ Human Resource Planning Course(০৬/১০/২০১৩-
১০/১০/২০১৩)

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি (৩)	সমর্থন করি না (২)	মোটাই সমর্থন করি না (১)
১। মনোনয়নের অনুবোধপত্রযথাসময়ে পৌঁছানি				
২। মনোনয়নের অনুবোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুবোধপত্র প্রেরণের পবে বিপিএটিসি হতে আব কোন ফলো-আপ করা হয়নি				
৪। বিপিএটিসির প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
৫। বিপিএটিসির ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌঁছানো				
৬। আমার প্রতিষ্ঠানের মূল কাজের সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমার প্রতিষ্ঠানের কর্মকর্তাদের পেশার সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেয়ার মত উপযুক্ত কর্মকর্তার অভাব				
৯। কোর্সটির মেয়াদ দীর্ঘ				
১০। বছরে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সময়ে কর্মকর্তা মনোনয়ন প্রদান করা সম্ভব হয় না				
১১। এই ধরনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন করা হয়।				
১২। এই প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসির প্রতি আস্থার (confidence) অভাব				
১৪। বিপিএটিসির ভৌত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদির অভাব				
১৬। আমার প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রয়োজনীয় বাজেট নেই				
১৭। কোর্স ফি আনুপাতিক হবে বেশী মনে হয়				
১৮। অন্যান্য (উল্লেখ করুন)-----				

৬.৫। কোর্সের নামঃ Financial Management Course(০৮/০৯/২০১৩-২২/০৯/২০১৩)

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি (৩)	সমর্থন করি না (২)	মোটাই সমর্থন করি না (১)
১। মনোনয়নের অনুরোধপত্রখাসময়ে পৌছায়নি				
২। মনোনয়নের অনুরোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুরোধপত্র প্রেরণের পবে বিপিএটিসি হতে আব কোন ফলো-আপ করা হয়নি				
৪। বিপিএটিসি প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচাৰেব অভাব				
৫। বিপিএটিসি ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌছায়না				
৬। আমাব প্রতিষ্ঠানের মূল কাজেব সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমাব প্রতিষ্ঠানের কর্মকর্তাদেব পেশাব সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেযাব মত উপযুক্ত কর্মকর্তার অভাব				
৯। কোর্সটির মেযাদ দীর্ঘ				
১০। বছবে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সমযে কর্মকর্তা মনোনয়ন প্রদান কবা সম্ভব হয় না				
১১। এই ধবনেব কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন কবা হয়।				
১২। এই প্রশিক্ষণেব জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকেব অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসিৰ প্রতি আস্থাব (confidence) অভাব				
১৪। বিপিএটিসিৰ ভৌত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণেব জন্য প্রযোজনীয় সুবিধাদিৰ অভাব				
১৬। আমাব প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রযোজনীয় বাজেট নেই				
১৭। কোর্স ফি আনুপাতিক হাবে বেশী মনে হয়				
১৮। অন্যান্য (উল্লেখ কবুন)-----				

৬.৬। কোর্সেব নামঃ Environmental Management & Sustainable
Development Course(০৮/০৯/২০১৩-১৯/০৯/২০১৩)

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি (৩)	সমর্থন করি না (২)	মোটাই সমর্থন করি না (১)
১। মনোনয়নের অনুবোধপত্রযথাসময়ে পৌছায়নি				
২। মনোনয়নের অনুবোধপত্রে সংশ্লিষ্ট প্রশিক্ষণ সম্পর্কে স্বয়ংসম্পূর্ণ তথ্য পাওয়া যায় না				
৩। মনোনয়নের অনুবোধপত্র প্রেরণের পরে বিপিএটিসি হতে আব কোন ফলো-আপ করা হয়নি				
৪। বিপিএটিসির প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
৫। বিপিএটিসির ট্রেনিং ক্যালেন্ডার যথাসময়ে পৌছায়না				
৬। আমার প্রতিষ্ঠানের মূল কাজের সাথে কোর্সটি প্রাসংগিক নয়				
৭। আমার প্রতিষ্ঠানের কর্মকর্তাদের পেশার সাথে কোর্সটির সম্পর্ক নাই				
৮। এই প্রশিক্ষণে মনোনয়ন দেয়ার মত উপযুক্ত কর্মকর্তার অভাব				
৯। কোর্সটির মেয়াদ দীর্ঘ				
১০। বছবে যে সময় কোর্সটি অনুষ্ঠিত হয় সেই সময়ে কর্মকর্তা মনোনয়ন প্রদান করা সম্ভব হয় না				
১১। এই ধরনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন করা হয়।				
১২। এই প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব				
১৩। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসির প্রতি আস্থার (confidence) অভাব				
১৪। বিপিএটিসির ভৌত সুবিধাদি যথেষ্ট নয়				
১৫। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদির অভাব				
১৬। আমার প্রতিষ্ঠানে প্রশিক্ষণ খাতে প্রয়োজনীয় বাজেট নেই				
১৭। কোর্স ফি আনুপাতিক হাবে বেশী মনে হয়				
১৮। অন্যান্য (উল্লেখ করুন) -----				

৭। বিপিএটিসি তার Client Organization এর সাথে চিঠিপত্র, টেলিফোন, ই-মেইল ইত্যাদির মাধ্যমে যোগাযোগ করে থাকে। বিপিএটিসির যোগাযোগ মাধ্যমকে কিভাবে আবেগে কার্যকর করা যায় বলে আপনি মনে করেন? (টিক চিহ্নের মাধ্যমে চিহ্নিত করুন)

- (ক) মনোনয়নপত্র কমপক্ষে দুই মাস আগে প্রেরণ করা ☐
- (খ) যোগাযোগের মাধ্যম হিসাবে ওয়েব সাইট ব্যবহার করা ☐
- (গ) যোগাযোগের মাধ্যম হিসাবে ই-মেইল ব্যবহার করা ☐
- (ঘ) যোগাযোগের মাধ্যম হিসাবে পত্রিকা বিজ্ঞাপন দেয়া ☐
- (ঙ) চিঠির মাধ্যমে ফলো-আপ করা ☐
- (চ) বিপিএটিসিতে অনুষ্ঠেয় কোর্স সম্পর্কে প্রিন্ট মিডিয়ায় প্রচার করা ☐
- (ছ) বিপিএটিসিতে অনুষ্ঠেয় কোর্স সম্পর্কে ওয়েব সাইটে তথ্য সংকলন করা ☐

(জ) অন্যান্য -----

৮। বিপিএটিসি কর্তৃক আয়োজিত সংক্ষিপ্ত কোর্সসমূহ বাস্তবায়নের জন্য কী কী পদক্ষেপ গ্রহণ করা উচিত বলে আপনি মনে করেন? অনুগ্রহ করে মতামত দিনঃ

(ক)

(খ)

(গ)

(ঘ)

৯। আপনার প্রতিষ্ঠানের কর্মকর্তাদের পেশাগত দক্ষতা উন্নয়নের জন্য যে বিষয়ে প্রশিক্ষণ প্রয়োজনতা উল্লেখপূর্বক প্রশিক্ষণের সম্ভাব্য মেয়াদ নিম্নেব ছকে অনুগ্রহ করে উল্লেখ করুন।

ক্রমিক নং	প্রশিক্ষণের বিষয়	প্রশিক্ষণের সম্ভাব্য মেয়াদ(দিন)
১।		
২।		
৩।		

উত্তর দাতার স্বাক্ষর ও তারিখঃ

আপনার মূল্যবান মতামত ও সহযোগিতার জন্য আপনাকে আন্তরিক ধন্যবাদ ও কৃতজ্ঞতা জানাই।

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র
সাভার, ঢাকা।

সূত্রঃ ০৫.০১.২৬৭২.০৭৫.১৪.০৪৮-১৪-১২৬
তারিখঃ-১৯/১১/২০১৪ খ্রি।

বিষয়: বিপিএটিসি কর্তৃক পরিচালিত সংক্ষিপ্ত প্রশিক্ষণ কোর্সের মানোন্নয়ন সম্পর্কিত গবেষণা কর্মের প্রশ্নমালা পূরণ পূর্বক প্রেরণ করে সহযোগিতা প্রদান।

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র কোর কোর্সের পাশাপাশি বিভিন্ন সংক্ষিপ্ত কোর্সও আয়োজন করে থাকে। কেন্দ্র পরিচালিত সংক্ষিপ্ত কোর্সসমূহের মানোন্নয়নের জন্য বিপিএটিসি কাজ করে যাচ্ছে। সে লক্ষ্যে ২০১৩-২০১৪ অর্থ বছরে “Root Causes of Low Turn-out in the Short Training Courses Offered by BPATC A Study on Selected Short Courses” শীর্ষক একটি গবেষণাকাজ কেন্দ্রে চলমান রয়েছে। বিপিএটিসি বিশ্বাস করে যে, উত্তম গবেষণার ফলাফল বিপিএটিসি এর প্রশিক্ষণের মানোন্নয়নে গুরুত্বপূর্ণ ভূমিকা রাখবে। আর যেহেতু বিপিএটিসি আপনাদের প্রতিষ্ঠান সূতরাং এই প্রতিষ্ঠানের প্রশিক্ষণের মানোন্নয়নে আপনার ভূমিকা একান্তভাবে কাম্য।

উক্ত গবেষণার প্রশ্নমালাটি পূরণ পূর্বক নিম্নস্বাক্ষরকারী বরাবর প্রেরণ করে গবেষণা কাজে সহযোগিতা করার জন্য আপনাকে বিশেষভাবে অনুরোধ করা হলো।

(মোঃ সোহেল ইমাম খান)
পরিচালক (গবেষণা ও উন্নয়ন)
বিপিএটিসি

প্রাপকঃ

প্রশ্নমালা-২: প্রশিক্ষণার্থীকর্মকর্তাদেরজন্য

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র
সাভাব, ঢাকা।

“Root Causes of Low Turn-out in the Short Training Courses Offered by BPATC A Study on Selected Short Courses”

[বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র বাংলাদেশ সিভিল সার্ভিসের কর্মকর্তাদের কর্মজীবন উন্নয়নের লক্ষ্যে সিনিয়র স্টাফ কোর্স, এসিএডি ও বুনিয়াদি প্রশিক্ষণ কোর্স আয়োজন করে থাকে। কেন্দ্র সচিব পদমর্যাদার কর্মকর্তাদের জন্য Lunch Time /Diner Time কর্মশালা এবং অতিরিক্ত সচিব পর্যায়ে কর্মকর্তাদের জন্য পলিসি প্ল্যানিং ও ম্যানেজমেন্ট কোর্সেরও আয়োজন করে। এসকল কোর্স ছাড়াও কেন্দ্রে প্রতিবছর ১০-১৩ টি সংক্ষিপ্ত কোর্স অনুষ্ঠিত হয়। এসব সংক্ষিপ্ত কোর্স বাস্তবায়নের জন্য কেন্দ্র বিভিন্ন সময় বিভিন্ন প্রতিবন্ধকতার সম্মুখীন হয় যাব মধ্যে অন্যতম একটি হলো যথাসময়ে মনোনয়ন না পাওয়া। এব ফলে প্রশিক্ষণ বর্ষপঞ্জি অনুযায়ী সবগুলো সংক্ষিপ্ত কোর্স নির্ধারিত সময় বাস্তবায়ন করা সম্ভব হয় না। এ পরিস্থিতিতে সংক্ষিপ্ত কোর্সগুলি বাস্তবায়নের জন্য যে সকল প্রতিবন্ধকতা আছে তা চিহ্নিত করার লক্ষ্যে বিপিএটিসি একটি গবেষণা কর্ম হাতে নিয়েছে। এই গবেষণার জন্য তথ্য সংগ্রহের উদ্দেশ্যে এই প্রশ্নমালাটি তৈরি করা হয়েছে। প্রশ্নমালাটি পূরণ করে গবেষণা কাজে সহযোগিতা করার জন্য আপনাকে বিশেষভাবে অনুরোধ করা হলো।]

(ক) উত্তরদাতার ব্যক্তিগত তথ্যাদি

১। উত্তরদাতার নামঃ

২। পদ মর্যাদাঃ

৩। জন্মবারঃ (টিক চিহ্ন দিন) পুরুষ ☐ মহিলা ☐

৪। যেপ্রতিষ্ঠানের কর্মবর্তাবনামঃ -----

(খ) প্রশিক্ষণ কোর্স সম্পর্কিত তথ্যাদি

১। বিপিএটিসি প্রশিক্ষণ কার্যক্রম সম্পর্কে আপনি কতটুকু অবগত আছেন নিম্নে তা চিহ্নিত করুনঃ

(১) সম্পূর্ণভাবে অবগত ☐ (২) মোটামুটি অবগত ☐ (৩) খুব একটা অবগত নই ☐

- ২। বিপিএটিসিতে অনুষ্ঠিত নিম্নোলিখিত কোর্সসমূহ বাংলাদেশ সিভিল সার্ভিসের কর্মকর্তাদের জন্য কতটুকু গুরুত্বপূর্ণ বলে আপনি মনে করেন? অনুগ্রহ করে নিম্নেব ছকে গুরুত্বের মাত্রা চিহ্নিত করে আপনার মতামত দিনঃ

নং-	কোর্সসমূহের নাম	গুরুত্বের মাত্রা			
		অত্যন্ত গুরুত্বপূর্ণ (৪)	গুরুত্বপূর্ণ (৩)	মোটামুটি গুরুত্বপূর্ণ (২)	গুরুত্বপূর্ণ নয় (১)
(১)	Training of Trainers				
(২)	Project Management Course				
(৩)	Research Methodology				
(৪)	Human Resource Planning Course				
(৫)	Financial Management Course				
(৬)	Environmental Management & Sustainable Development Course				
(৭)	Modern Office Management Course(15 days)				
(৮)	Course on Conflict Management & Negotiation Techniques (5 days)				
(৯)	Course on Public Procurement Management (15 days)				
(১০)	Course on Communicative English (15 days)				
(১১)	e-Government Management Course (15 days)				
(১২)	Course on Improving Public Services Through TQM (05 days)				
(১৩)	Course on Gender & Development (05 days)				

৩। বিপিএটিসিতে প্রতি বছর ১০ টি সংক্ষিপ্ত কোর্স অনুষ্ঠিত হয়। বিপিএটিসির এ সকল সংক্ষিপ্ত ১৩-কোর্সসমূহে সিভিল সার্ভিসের কর্মকর্তাদের সবসময় মনোনয়ন দেয়া হয় না। এব পিছনে কি কি কাবণ আছে বলে আপনি মনে করেন মতামতের মাত্রা) অনুগ্রহ করে ? চিহ্নিত করে উল্লেখ (কবুনঃ

কারণ/কারণসমূহ	মতামত			
	দৃঢ়ভাবে সমর্থন করি (৪)	সমর্থন করি(৩)	সমর্থন করি না(২)	মোটাই সমর্থন করি না(১)
১। বিপিএটিসির প্রশিক্ষণ কার্যক্রম সম্পর্কে প্রচারের অভাব				
২। সিভিল সার্ভিসের কর্মকর্তাদের পেশার সাথে এসব কোর্সের সম্পর্ক নাই				
৩। প্রশিক্ষণে মনোনয়ন দেয়ার মত উপযুক্ত কর্মকর্তার অভাব আছে				
৪। এই ধরনের কোর্স স্থানীয়/নিকটবর্তী প্রশিক্ষণ প্রতিষ্ঠানে আয়োজন করা হয়।				
৫। এসব প্রশিক্ষণের জন্য বিপিএটিসিতে দক্ষ প্রশিক্ষকের অভাব আছে				
৬। প্রশিক্ষণ প্রতিষ্ঠান হিসাবে বিপিএটিসির প্রতি আস্থার (Trust) অভাব				
৭। বিপিএটিসির ভৌত সুবিধাদি যথেষ্ট নয়				
৮। বিপিএটিসিতে প্রশিক্ষণের জন্য প্রয়োজনীয় সুবিধাদির অভাব				
৯। অন্যান্য (যদি থাকে উল্লেখ কবুন).....				

৪। সিভিল সার্ভিসের কর্মকর্তাদের পেশাগত দক্ষতা উন্নয়নের জন্য আর কি ধরনের প্রশিক্ষণ প্রয়োজনতা উল্লেখপূর্বক প্রশিক্ষণের সম্ভাব্য মেয়াদ নিম্নেব ছকে অনুগ্রহ করে উল্লেখ কবুন।

ক্রমিক নং	প্রশিক্ষণের বিষয়	প্রশিক্ষণের সম্ভাব্য মেয়াদ(দিন)
১।		
২।		
৩।		

৫। বিপিএটিসি তাবClient Organization এর সাথে চিঠিপত্রমেইল ইত্যাদি-ই,টেলিফোন , মাধ্যমেযোগাযোগ করে থাকে। বিপিএটিসি যোগাযোগ মাধ্যমকে কিভাবে আবোও কার্যকর করা যায় বলে আপনি মনে করেন ? (টিক চিহ্নিত করুন)

নং-	যোগাযোগের মাধ্যম	গুরুত্বের মাত্রা			
		অত্যন্ত গুরুত্বপূর্ণ (৪)	গুরুত্বপূর্ণ (৩)	মোটামুটি গুরুত্বপূর্ণ (২)	গুরুত্বপূর্ণ নয় (১)
(১)	মনোনয়নপত্র কমপক্ষে দুই মাস আগে প্রেরণ করা				
(২)	যোগাযোগের মাধ্যম হিসাবে ওয়েব সাইট ব্যবহার করা				
(৩)	যোগাযোগের মাধ্যম হিসাবে ইমেইল ব্যবহার - করা				
(৪)	যোগাযোগের মাধ্যম হিসাবে পত্রিকায় বিজ্ঞাপন দেয়া				
(৫)	চিঠি মাধ্যমে ফলো আপ করা-				
(৬)	বিপিএটিসিতে অনুষ্ঠেয় কোর্স সম্পর্কে প্রিন্ট মিডিয়ায় প্রচার করা				
(৭)	বিপিএটিসিতে অনুষ্ঠেয় কোর্স সম্পর্কে ওয়েব সাইটে তথ্য সংকলন করা				
(৮)	অন্যান্য -----				

৬।

বিপিএটিসিকর্তৃকআয়োজিতসংক্ষিপ্তকোর্সসমূহসফলবাস্তবায়নেবজর্যাকীকীপদক্ষেপগ্রহণকরাউচিত।বলেআপনিমনেকরেন ? অনুগ্রহকরেমতামতদিনঃ

(ক)

(খ)

(গ)

(ঘ)

উত্তরদাতার স্বাক্ষর ও তারিখঃ

আপনার মূল্যবান মতামত ও সহযোগিতার জন্য আপনাকে আন্তরিক ধন্যবাদ ও কৃতজ্ঞতা জানাই।

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র
সাভার, ঢাকা।

সূত্রঃ০৫-১৪-০৪৮ ১৪ ০৭৫ ২৬৭২.০১ ১২৬

তারিখঃ-১৯শ্রি। ২০১৪/১১/

বিষয়: বিপিএটিসি কর্তৃক পরিচালিত সংক্ষিপ্ত প্রশিক্ষণ কোর্সের মানোন্নয়ন সম্পর্কিত গবেষণা কর্মের প্রশ্নমালা পূরণ পূর্বক প্রেরণ কবে সহযোগিতা প্রদান।

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র কোর কোর্সের পাশাপাশি বিভিন্ন সংক্ষিপ্ত কোর্সও আয়োজন কবে থাকে। কেন্দ্র পরিচালিত সংক্ষিপ্ত কোর্সসমূহের মানোন্নয়নের জন্য বিপিএটিসি কাজ কবে যাচ্ছে। সে লক্ষ্যে ২০১৩-২০১৪ অর্থ বছরে “Root Causes of Low Turn-out in the Short Training Courses Offered by BPATC. A Study on Selected Short Courses” শীর্ষক একটি গবেষণা কাজ কেন্দ্রে চলমান রয়েছে। বিপিএটিসি বিশ্বাস কবে যে, উক্ত গবেষণার ফলাফল বিপিএটিসি এর প্রশিক্ষণের মানোন্নয়নে গুরুত্বপূর্ণ ভূমিকা রাখবে। আর যেহেতু বিপিএটিসি আপনাদের প্রতিষ্ঠান সূতবাং এই প্রতিষ্ঠানের প্রশিক্ষণের মানোন্নয়নে আপনাব ভূমিকা একান্তভাবে কাম্য।

উক্ত গবেষণার প্রশ্নমালাটি পূরণ পূর্বক নিম্নস্বাক্ষরকারী ববাবর প্রেরণ কবে গবেষণা কাজে সহযোগিতা কবার জন্য আপনাকে বিশেষভাবে অনুবোধ করা হলো।

(মোঃ সোহেল ইমাম খান)
পরিচালক (গবেষণা ও উন্নয়ন)
বিপিএটিসি

প্রাপকঃ

সূত্রঃ ০৫১২৬-১৪-০৪৮ ১৪ ০৭৫ ২৬৭২ ০১ তারিখঃ ১২/০১৪/১১/১২-

বিষয়ঃ সংক্ষিপ্ত প্রশিক্ষণ কোর্সের মানোন্নয়ন সম্পর্কিত গবেষণা কর্মের প্রশ্নমালা পূরণ পূর্বক প্রেরণ কবে
সহযোগিতা প্রদান।

আপনি নিশ্চয়ই অবগত আছেন যে, বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র বাংলাদেশ সিভিল সার্ভিসের নবীন কর্মকর্তাদের জন্য বুনিনাদি প্রশিক্ষণ কোর্স (এফটিসি), উপ-সচিব ও সমপর্যায়ে কর্মকর্তাদের জন্য উচ্চতর প্রশাসন ও উন্নয়ন কোর্স(এসিএডি) এবং যুগ্ম-সচিব ও সমপর্যায়ে কর্মকর্তাদের জন্য সিনিয়র স্টাফ কোর্স (এসএসসি) আয়োজন করে থাকে।

এছাড়াও ওয়ার্কশপ, সেমিনার ও এম পাশাপাশি সারাবছর বিপিএটিসি, মানবসম্পদ উন্নয়ন, প্রকল্প ব্যবস্থাপনা, অর্থ ব্যবস্থাপনা, আধুনিক অফিস ব্যবস্থাপনা, পবিত্র ব্যবস্থাপনা ও টেকসই উন্নয়ন, কনফ্লিক্ট রেজুলেশন ও নেগোশিয়েশন টেকনিক ইত্যাদি ১৩টি বিষয়ে সংক্ষিপ্ত কোর্সও আয়োজন করে থাকে।

লক্ষ্যনীয় বিষয় হচ্ছে এই সংক্ষিপ্ত কোর্স মারোমধ্যে কম প্রশিক্ষণার্থী উপস্থিত হওয়াব কারণে তাবিখ পবিবর্তন বা স্থগিত কবতে হচ্ছে।

আব এব কাবণগুলো জানাব জন্য কেন্দ্রের বোর্ড অব গভর্নরস (যার সভাপতি হচ্ছেন মাননীয় অর্থমন্ত্রী এবং এব অন্যতম সদস্য হচ্ছেন মন্ত্রিপরিষদ সচিব, জনপ্রশাসনের সিনিয়র সচিবসহ অন্যান্য উচ্চ পদস্থ সম্মানীয়গণ) কেন্দ্রকে একটি গবেষণা কর্ম পরিচালনার নির্দেশ দিয়েছেন। সেই প্রেক্ষিতে ২০১৩-২০১৪ অর্থ বছরে একটি গবেষণা কাজ কেন্দ্রে চলমান রয়েছে। বিপিএটিসি বিশ্বাস কবে যে, চলমান গবেষণাটির ফলাফল বিপিএটিসিসহ বাংলাদেশের প্রশিক্ষণের মানোন্নয়নে গুরুত্বপূর্ণ ভূমিকা বাখবে।

বিপিএটিসি আপনাব প্রতিষ্ঠান, তাই এই প্রতিষ্ঠানের প্রশিক্ষণের মানোন্নয়নে আপনাব ভূমিকা একান্তভাবে কাম্য। আব তাই আপনাব মূল্যবান সময় থেকে কিছু সময় দিয়ে এতদসঙ্গে প্রেরিত প্রশ্নমালাটি পূরণ পূর্বক নিম্নস্বাক্ষরকারী ববাবর প্রেরণ কবে গবেষণাব কাজে সহযোগিতা কবাব জন্য আপনাকে বিশেষভাবে অনুবোধ কবা হলো।

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প্রাপকঃ বিপিএটিসি

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