

TRAINING NEEDS IDENTIFICATION FOR TRAINING OF TRAINERS

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PREFACE

Training Needs Identification for Training of Trainers (TOT) is a process through which a pool of efficient, knowledgeable and skilled trainers could be given to a nation. Research on such a technical subject is difficult to accomplish in a country like Bangladesh where the training is not related to career development in practice. Theoretical importance on training is explicit whereas it is less practical in Bangladesh. A good number of training institutes are not imparting right kind of training to trainers. And as such, the need identification of Training of Trainers is much more important. The reading materials and information on the subject are very negligible and meagre. And as such, this study had to depend on interviews in most cases.

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However, there are limitations in this study. We do not claim it to be a superior good quality research product but we hope there should be more studies and followup studies in this neglected but important sector.

- Dr. M. A. Jalil
Dr. M. Matiur Rahman

With the increase of personnel employed in various organizations and institutions both in the public and private sectors of Bangladesh, the development of personnel management aspects has tremendously been felt. Imparting training to those personnel has therefore become obligatory to accomplish the organization's goal. Training is an indispensable tool of management. To achieve the organization's desired out-come there is no other alternative to training and "Training of Trainers" is the process through which the desired outcome of the organization could be accomplished in an efficient way. There are about 350 training institutions in Bangladesh responsible for imparting different kinds of training but their functional accomplishments are not upto the mark. One of the major causes of such a disappointing performance is lack of adequate trained trainers and their proper training needs identification. Besides very few of those training institutions are capable of running training of trainers programme. This study is an attempt to identify the needs of training of the trainers.

The active history of TOT programme in Bangladesh dates back not too remote years. In fact, it started when government launched the TOT project under the 2nd Five Year Plan for training of 150 officers to be recruited and trained exclusively for running the Staff Training Institute (STI) and District Staff Training Institute (DSTI) under Training of Staff Trainees Programme. Accordingly three Regional Staff Training Institutes (RSTIs) started functioning in the divisional headquarters in 1980 for achieving those objectives. In 1981 DSTIs started

functioning each at Dhaka, Barisal, Faridpur, Rangpur, Sylhet, Mymensingh, Bogra, Kushtia and Chittagong Hill Tracts under crash programme for Staff Training at District Centres with a total cost of Tk. 272.92 lakh. For conducting the Training of Staff Trainees, a separate project entitled " Training of Trainers Project " started functioning with a total of Tk. 37.50 lakh. Under the crash programme those two projects started functioning separately and continued until June 1982 and subsequently, on the recommendations of the Rationalization Committee for Reduction of Schemes in the ADP 1982-83, those two projects were amalgated into one project with the rename "Training of Staff Trainers and Crash Programme for Staff Training at District Centres with a total cost of Tk. 86.30 lakh by the government. However financial constraints forced 4 DSTTs to close down in July 1982. Untill the recent decision of merging the rest of the DSTIs at Dhaka, Barisal, Faridpur, Rangpur and Sylhet those institutes had been functioning under the administrative control of the Ministry of Establishment. Subsequently the RSTIs were merged with the Regional Public Administration Training Centre (RPATC) in 1984.

In accordance with the original project design" Staff Appraisal Report " (SAR) the Training of Trainers (TOT) programme has got four distinctive functions :

- i) Training of Trainers (TOT) for faculty of the BPATC
- ii) Training of Trainers (TOT) for other training institutions.

- iii) Training of Trainers (TOT) for the supervising officers in the context of the manual prepared by MSW on works simplification, and
- iv) Training of Trainers (TOT) for other supervising officers in on-the-job situation.

Although each of those programmes has distinctive functions but broadly TOT have the following general objectives:

a) to develop the teaching skills of the faculty members of BPATC and similar training Centres and thereby create a pool of qualified trainers in Bangladesh.

b) to assist MSW/ME in implementating the manual on work simplification methods and help organization building , and

c) to strengthen in-house capability to organize on-the-job training of supervisory officers of BPATC/MSW/ME and other agencies.

During the last two decades there has been a spectacular growth and development of the training institutions in Bangladesh. The introduction of planned development efforts in 1960-'s and on-ward necessitates the growth of such institutions. Training is now accepted as one of the most reliable methods of management development by most of the organization of both public and private sectors. Human resources are the main strength of an organization. Knowledge, skills and attitude are the latent resources of personnel in an organization which can be developed by training.

Bangladesh as a part of South Asian subcontinent possesses a rich legacy of administrative hierarchy and training. Formal training of the East India Company's officers started as early as 1800 in Fort William College, Calcutta. But the training of the supporting staff did not draw much attention. No systematic record is available as yet as to how and when institutional training facilities for the supporting staff of the administration started. In fact on-the-job training mostly met such requirement quite for a long time.

The importance of training as an instrument and input for personnel development is being increasingly realised. In Bangladesh, as mentioned earlier there are now about 350 training institutions under the administrative control of various Ministries and Divisions. Those training institutions are responsible to impart training to Government officials, sector corporation officials, private sector executives and their supporting staff. They provide orientation and job related training courses for junior, mid-level and senior level officials as well as the staff either combinedly or separately. It has been increasingly felt that training is an essential ingredient in the building of human capacity. It is an instrument for raising productivity and hence an input for socio-economic development. Material inputs generally even under different circumstances bring output, i.e. its use is much simpler. But human resource building is not an easy task. Although, as mentioned earlier, Bangladesh has a long tradition in training, particularly in public administration, creditability of training was never

established on a sound basis. Credibility of training and growth of professionalism are inseparable and they are dependent on each other.

However, the tremendous growth of training institutions has not been able to enhance its image or accomplish goals particularly for two reasons i.e., (a) lack of adequate physical facilities, and (b) shortage of trained trainers for carrying out training programme acceptable to concerned clients. That is why a large number of insipience training institutions are found to exist. While identifying the needs for a systematic approach in training one study observed ¹ :

"Training in Bangladesh has failed to bring home the nexus between training human resource build up and economic development because of inter alia the failure of the training institutions to systematically capture the impact of training on the trainee's organization. Consequently there has been a growing skepticism as to the benefit of training. The agencies who are expected to benefit from the training of their employees often do not seem to be convinced of the usefulness of the training in the transaction of their day-to-day business. Credibility of the training programmes is thus at stake."

Since the importance of training always being considered as an instrument for personnel development training plays a crucial positive role to improve the levels of performance of personnel. Success of training depends on identification of training needs and as such, identification exercise is an essential prerequisite

for training. Needs identification provide scientific framework² for imparting training at various levels in an organization . There are different and distinguishable training needs at the level of individual as well as at the organization . It is distinguishable in case of (i) aggregate level of the organization, or (ii) at the individual level.

Training needs are also distinguishable while identifying potential groups to increase their qualities. But this identification normally takes place on the basis of pre-determined set of priorities. Lack of prior experiences are therefore noticed in most cases. Frequently followed simple method for identifying training need is to ask individuals to complete pre-structural jobs description, questionnaire³ which highlights several dimensions, such as, duties, responsibilities and function. While identifying for group's needs personal history of individuals within the group could be asked. The process of identifying training needs are then transformed into training programme which in fact a judicious mix of concepts and techniques.

Since Training is a systematic strategy for introducing change and affecting individual's behaviours the first essential step in the process of development of a training programme is the identification of training needs of those to be trained.

Recently there has been a marked trend of developments in training infrastructure in the developing countries. However, there exists a limited impact and effectiveness of training

programmes. Perceptual problems is one of the major concerns of training needs identification. The question is what practiced and what ought to be done in training also strikes while assessing the training needs. Basically needs are of two natures i.e. needs surveys at organizational level and needs surveys at employee level. Although training needs assessments are the vital aspect of training process and frequently talked about but in reality the needs assessments are least practiced. Sometimes needs assessments are abandoned because of financial involvement but it is more plausible if actual needs are assessed properly rather than designing it on some speculated needs.

Theoretically training needs assessment is highly desirable but in reality there is no general agreement as to the methods to be used for assessing the training needs. Different training needs assessments exercise require different methods to adopt, and as such, rigid prescription is both difficult and undersirable⁴.

The training analysts normally identify the performance of the personnel at a sub-standard level and prescribe required training to accomplish the desired outcome. Training required only when there is an absence of competence and efficiency of the individual which needs to be improved. The identification of training needs, if made before the definition of the problems, may turn out to be a long and expensive process without value to the organization. By defining the training problem the value of given results to the organization, are discussed and in

identifying training needs the behaviours that bring about those results are discussed .

5

The objectives of a training policy as well as its design are based on the training needs. One of the important functions of a training policy is the assessment of training needs, so that, various agencies can plan training activities in a meaningful way. The word 'need' implies that something is lacking and there is a shortfall somewhere.

The term 'training' needs may be applied generally to four main areas:

(i) Needs at National Level : Training needs assessments at national level is one of the major areas to be considered for the development needs of a state. On the basis of the various assessments public organizations should undertake appropriate training.

(ii) Needs at organizational level : The next major areas on which needs are assessed is at the organizational level. Organization is the platform for accelerating the dynamism of human resources.

(iii) Needs at occupational level: is a major concern while considering better performance in job or occupation is subject of major concerns. Here is the importance of skills, knowledge and attitudes.

(iv) Needs at individual level: is an important areas to be considered for better output and results. More specifically need assessment at individual level help discover deficiencies in particular i.e., skills, knowledge and attitude.

The assessment of training needs should be incorporates in a training policy of a public organization. This is ideal but in practice a compromise has to be made between the need and the resources and skills available. Choice should be made not only on the basis of what is best but also on what is feasible. Training needs generally exceed resources available, so that, it becomes necessary to decide what will and will not go into a plan. In any situation resources (money, people, expertise, equipment, accommodation and of course time) will be limited and therefore it will not always be possible to implement all the solutions that have been identified. It therefore becomes necessary to consider the choice of priorities .

An organization assess training needs, through a number of ways to formulate the training policies. Surveys are widely used to assess training needs. Surveys could be conducted by means of questionnaires. Survey method has limitations i.e. accurate data collection, availability of expertise and the time factor.

There are various ways of determining training needs. The training needs of the staff of senior executives and personnel managers could be discussed and assessed by summoning conferences of workshops. Another way of accomplishing the goals is by setting up a central unit with a responsibility for helping in

policy formulation, coordination and assessment of training needs. This body must have sufficient authority, so that, it can get cooperation from the important sections in the organization. If this body performance is a remote body for routine within the objective could be hampered. Foreign experts to can be utilized but their main drawback is that they are not much conversant and acquainted with the local conditions. It is therefore very necessary to find out what training is needed through a systematic process and to achieve this utilization of every available methods is essential.

Organization aims at achieving desired outcome. While the organization fails to accomplish the desired goals there appears to be a gap between the desired outcome and expected level of performance. Explicately or implicating this indicates that there are some problems somewhere. And these problems could be solved by imparting training to the personnel in the organization. However, training is not solution for problems and all problems do not indicate a need for training. Other non-training solutions are also possible. Where there would be a need for a training there would be a training needs.

In other words training need exists when a work performance problem can be traced directly to a skill deficiency or deficiency in knowledge or even proper motivation. This suggests that there is a "gap" between the employee's level of competence and a target performance level.

The assessment of training needs for an organization provides a broad perspective and macro-objectives for training, on the other hand the assessment of individual training needs identifies, in a detail form, the actual deficiencies in knowledge, skills and attitudes. This is done because of bridging the gap between the individual's actual performance and the required performance. Both the organizational and the individual approaches in assessing training needs are essential and are sometimes complementary.

While focusing on training needs and methods from the perspective of training institutions, three general issues may be considered, namely : (I) Training needs and administrative efficiency ; (II) Institute/Agency relations in determining training needs and methods; and (III) Training needs and social needs.

The first issue concerns the question of whether training relates to improve performance on the job alone or if it relates to general administrative improvements as well. This issue has a special relevance because in determining training needs it may well be necessary to distinguish between deficiencies in the administrative system on the one hand, and the problems that relate to the trainees performance of his particular job, on the others. As pointed out earlier the need may not in fact be a training need.

On the basis of its own surveys and findings, the training institutes decide on a set of training needs and thereby design a

training course. Sometimes other needs deserve greater priority than training. In most cases the authorities assume that it is in the best position to know that its training and other needs are felt accountable for its performance to higher authorities. On the other hand, since training is a management function and the training institute is not an external institution should assume the responsibility for failure or success in the performance. The institute should seek technical assistance from the best possible sources, but reserve the right to determine the needs of its clientele. In the process of development activities and administrative functional activities higher consideration of community interests are involved. Several authors have viewed this development need in a different ways. As Morrison pointed out, "A development need, as differentiated from a training need, applies to the total growth and effectiveness of the individual, particularly as the person expands realised abilities towards the potential that he or she seems capable to achieving"⁷. But Morrison's definition undermines the proactive further aspects of training need assessment. Training needs should be viewed as a total concept. It is embedded in the immediate training needs as well as the projected future training needs which are anticipated as a result of the growth and development of enterprise or the individual.

Whatever method is applied for the identification of training needs, the question arises as to who organize and impart training as well as manage the training programmes. Although top-decision makers formulate broad outlines, but in cases of

designing the training programme and its implementation it is trainers who are responsible. The need for development of trainers has demanded a great importance with the increasing awareness and concern for training. This is not only applicable in increasing industrial sectors but also in many of the public and private organizations.

In accordance with the demands qualified trainers are for too short in most training institutions in our Bangladesh. Lack of adequate competent personnel can not be attracted because of career opportunities and other constraints. These inadequacies have been escalated for non-availabilities of proper training facilities.

The task of development of trainers has different facets, namely :

(a) What type of training programmes should be considered as desirable for trainers and what should be the training techniques?

(b) Trainers with requisite background and required competence are often lost due to administrative transfers and posting.

(c) The pool of eligible and successful trainers is very small while the claimants are too many. As a result there is a degree of mobility with personnel shifting from institutions to institutions.

* Nonetheless the training of trainers has greater importance for various reasons. BPATC, during the project period is supposed

to train at least 720 trainers but could train only 193 through 12 TOT courses so far. In compliance with the SAR (Staff Appraisal Report) BPATC has failed to accomplish its target. Since RPATCs do not conduct any such TOT Courses, the induction of TOT programme at the RPATCs would definitely elevate the quality of trainers as well as competitive training programmes. This study will focus on the present structural as well as qualitative aspects of the training of trainers programmes. Juxtaposing the situation it will also highlight the felt need of the training techniques.

An efficient administrative mechanism is an essential ingredients for any socio-economy development . There is a demand for trained and efficient administrative mechanism in place of routine bound and inadequately trained public services. Specially the decolonized states need to have such administrative mechanism that can take charge and run the national affairs efficiently and effectively⁸ . This study is an attempt to identify the training needs of the Training of Trainers. While doing so this study will also analyse certain basic questions, such as :

- (a) How BPATC/RPATC training programmes are conducted ?
- (b) How the training objectives are set ? Is it on the basis of the findings of training needs?
- (c) How the quality of the trainers are judged ?
- (d) Whether the existing process for developing training are adequate. and
- (e) What are the implications of training ?

This study broadly covers the issues related to training needs identification. The identification of training needs of TOT will form the foundation of the effective training programmes. In other words, for organizing meaningful training activities for TOT, careful needs assessment is a must. Such exercise will also indicate the problems which will not respond to training solution. Some other measures would be required to meet those situations. Once the areas can be covered through training is identified, and programmes taken in this effect, meaningful follow-up of the training activities would be possible.

SCOPE

A review of the TOT components, curriculum and the objectives reveal that the programme has a wider scope than what was ordinarily conceived of and the number of clients of this programme is increasing at a first rate. TOT aims at training the trainers of BPATC and other training institutions, supervisory officials responsible for implementation of the MSW manual on methods, and the supervisors on the training programmes. The last category includes the supervisors of the Ministries and the supervisors in the field administration.

The demand and importance of TOT has been significantly increasing at a faster rate. This importance has been explicit and visible from the reduction of BPATC's dependence on guest speakers and from the improvement in quality of training imparted. But there is a further need and scope of improvement of

TOT for BPATC in order to develop trainers with improved training techniques which is also applicable for the new faculty members. Other institutes are also found engaged in organizing and implementing TOT. Nonetheless the BPATCs responsibility is to run TOT course on a large scale basis than the institutes.

METHODOLOGY

A determination of training needs can cover a wide range i.e., run the spectrum from a simple question (what do you think we need most?) to a complex research design. Some of the more commonly used types of analysis include :

- a) Informal interview/observation
- b) Survey through questionnaires
- c) Performance appraisal/interviews
- d) Reports from supervisors
- e) Examination of records
- f) Review of Advisory Committees' checklists
- g) Review of Assessment centres activities
- h) Analysis of Management requests, and
- g) Formal research.

In the process of preparing and analysing this study a number of methods/techniques have been adopted of which survey of literatures and interviews are significant. In addition to theoretical analysis this study primarily based on sample survey through questionnaire undertaken at different training institutes. A total of 100 questionnaires were given to 100 personnel of different training institutes who have either

participated at the TOT courses somewhere or are acquainted with the TOT programmes. Out of those 100 personnel 75 responded from 24 different training institutes .(Annexure-I). Those training institutes are considered to be the leading institutes in training techniques with institutional reputation. Trainings at different institutes do not have any uniformity nor do have any similar names. The respondents with their chequered carriers and varied designations do have varied opinions. The respondent's age distribution (Annexure-2) educational qualification (Annexure-3), designation of the trainers (Annexure-4), pay scale of the trainers (Annexure-5), length of services as trainers (Annexure-6), length of total services of the trainers (Annexure-7-8) , nature of work of the trainers (Annexure-9) devotion of time in training work (Annexure-10). previous profession of the trainers (Annexure-11), willingness to join as trainers (Annexure-12); sources of knowledge and skill of the trainers (Annexure-13) TOT received (Annexure-14),the literature review, past courses' evaluation,course content analysis and respondents' opinion have given a theoretical as well as empirical foundations of this study.

The target groups and their nature of functions have given the importance to determine the contents as well as the duration of TOT courses. Training objectives could be set only when the clientele and their needs are determined . Needs could be determined both at organizational as well as in personal levels. Training needs assessment is one of the pre-requisites to accomplish the desired outcome of the organization. Whereas

determining the needs at personal level do have different aspects. This study has certain limitations. It has not dealt with all the trainers of all the organizations although partially it is true that all supervisors in an organization are trainers.

The issue of training of trainers in this study has been given importance and it means those who are directly associated with imparting training. And as such, the needs assessments for the training meant are for those trainers who would train trainers.

CHAPTER-2

Training Needs of the Trainers - A Survey

This chapter addresses two issues : (1) The qualities of a good trainer and his role as narrated/depicted in the writings of the contemporary experts, and (2) training policy, strategy, institutional capability, societal expectation and environment in which the trainers works-issues largely decide the role and effectiveness of the training towards meeting up new challenges. But before taking up the above two issues what is needed is to identify the context of such a need.

Bangladesh Public Administration Training Centre (BPATC) is concerned with the training of the development administrators. Foundation Training programme of the centre covers largest part of total training programme and clientales consist of the newly recruited members of civil service of different cadres. The centre is also responsible for organizing career training programme for top/senior level and mid-level officers of public sectors and autonomous bodies. At the sametime, it organizes in-service training of short duration. Most of the courses are meant for general orientation and familiarization of the broad issues of public administration and development. Here acquisition of knowledge and motivation predominates over acquiring skill.

On the other hand, the courses organized at the regional centres of BPATC (known as RPATC) are of the nature of acquiring skill. Such skill acquisition dominates over the acquisition of motivation and knowledge. So the end use of trainers working in

BPATC should be kept in our mind while determine the qualities to be acquired by the trainers. Whatever we expect from a trainer or for that matter training of the trainer is very much dependent on the importance and role of the training as a whole. For this, the issue of development and the role of development administrators have been taken as starting point here.

The Issue on Development and Development Administration

In most of the third world countries, more so in case of country like Bangladesh, the efforts to promote rapid socio-economic developments do not yet seem to be producing all the intended impacts⁹. The disappointing results to government administered development programmes, specially as felt by donor countries and world bodies, are currently a source of great concern to all those engaged in furthering development process¹⁰.

. At the threshald of the Fourth Five Year Plan of Bangladesh, it has been observed with great concern that evidneces are rapidly mounting in support of the view that the proper performance of the most of the development projects is due to poor management.

Administrative capability though a key determinat in the success or failure of a plan were neglected earlier by the development planners¹¹. Very often capability of administration to implement development plans was just taken for granted. No effort was made to visualize the problems that could arise later and upset entire course of implementation. But situation practically is changing rapidly. The contribution of the public

management of national development is beginning to be recognized more readily than before¹². In current development literature an observation that appears time and again is that "the constraints on development are not technological or even financial but are essentially organizational and administrative"¹³.

Role of Trained Manpower

In an effort to strengthen the implementation capability of their administrative systems, several new initiatives have been taken in recent years. In a recent survey it has been found that there are 354 training institutions functioning in Bangladesh. Training to prepare government officials for their enlarged role as development administrators has received considerable attention everywhere¹⁴. It has been realized that lack of trained manpower poses obstacle to development no less than those of scarce resources, inadequate capital and insufficient technology. This more true in case of Bangladesh compared to any other country.

The World Bank recently reported: "Shortage of trained manpower is a serious obstacle to the large scale development of rural areas"¹⁵. Emphasizing the role of training, the World Development Report, 1980. States: "Funds, equipment, advanced technologies can seldom substitute for trained field personnel or administrators"¹⁶.

As a means of easing constraints to development caused by a lack of trained manpower and thereby improving the overall administrative capability for development, training has witnessed

a phenomenal growth in recent years. The number of institutes engaged in development oriented training, the number of training programmes and the number of participants have all rapidly gone up ¹⁷. A major impetus for expansion of training has come from the international donors. For example BPATC, the apex training institution in Bangladesh, has come up with the financial assistance from World Bank.

There are many who genuinely think that if only personnel could be trained adequately development will proceed smoothly on its course. Undoubtedly a properly organized training effort can go a long way in producing the desired results. Because under democratic set-up motivation of the people, their participation in development programme, proper guidance and ensuring accountability-all these play crucial role in development and in an effort to institutionalize these training can go a long way in materializing the expectations. But all such expectations cannot be realized where training is undertaken without a thorough knowledge of what exactly is involved in the process.

Lately there have been some voices of dis-appointment. Expressing this dissatisfaction with training, Lynton and Pareek noted :

Complaints are growing about its ineffectiveness and waste. The training apparatus and its costs have multiplied but not the benefits ¹⁸.

However, such views on training are not shared widely, Disagreeing with the general criticism of training, a UN documents on development administration has made it clear that National Institutes of Public Administration, Staff College and similar training institutions have made important contribution towards improving the quality of civil servants and enhancing administrative capability¹⁹.

Even severest critics of training admits that "while training cannot guarantee success, its absence greatly increased likelihood of failure"²⁰.

Both exaggerated expectations from training as well as carping criticism against training seem to be rooted in the persisting ignorance regarding the true role of training in the development process.

While training is extremely important to the development process, it would be have to think of it as a panacea for all troubles that afflict the development programmes. Training is no substitute for right development policies and sound development programmes.

The reasons for the current disenchantment with training are largely connected with the unsatisfactory manner in which most reraining is conducted²¹. By and large, the planners of training do not seem to have wholly succeeded in making training relevant to the changing job needs of development administrators.

Towards more Efficient Training

Training to be more effective, the training expert, among other things, should know how he can render useful services. This can be shown in a variety of ways including (a) identifying the training needs in the concerned field, (b) determining who need to be trained in which area. Training can be effective only when the top level administrators see it as relevant to the task of development extend to it all the support it needs to be able to contribute to the improved performance of development personnel on the job. Without this support the trainers by themselves will be in no position either to correctly determine training needs of the development personnel, or to design truly job relevant curricula.

Demand for the training of development administrators has grown rapidly. But the training capability does not seem to have increased simultaneously. This true in case of many developing countries including Bangladesh. Institution-building for training is a slow progress²². Strengthening the training capability will require action on several fronts²³. Trainers remain the single most important training resources. They are in short supply practically everywhere. Development of trainers should therefore be a matter of very great priority in plans that seek to strengthen the overall training capability²⁴.

More and more it is currently being recognized that unless trainer themselves are first adequately equipped, training is unlikely to help produce administrators of the kind and in

numbers required to plan and manage a growing variety of new development tasks²⁵. On the critical importance of trainers in the training process, one observer recently noted: "the quality of the total training system depends largely upon the competence of the instructional staff:"²⁶ The scarcity of trained, experienced and motivated trainers is proving to be a formidable obstacle to the development of administrators along right lines.

Usually what the training institutions lack most of all is a corpus properly equipped trainers. Indeed, of all the constraints, affecting the process of development training none is more formidable than the shortage of trainers of the required calibre. The lack of qualified trainers is constantly being identified as a major operational weakness of most training institutions and training programmes. In actual fact trainers are²⁷ amongst the most scarce of their training resources.

Factors Affecting the Availability of Trainers

In many countries-particularly in developing countries the selection of trainers have been mostly haphazard. Not enough attention seems to have been paid to their suitability for the job in terms of qualifications, experience, attitude, career pattern and such matters²⁸. As training jobs did not particularly attract to many development administrators, these position frequently got filled in by persons who are not necessarily committed to the training profession. Very often the main consideration in selecting their trainers has been the instant availability of administrators not considered fit enough

to assume responsibilities elsewhere²⁹. Commenting the situation prevailing in Bangladesh. The World Bank cited : 'In Bangladesh training is still sometimes viewed almost as a form of punishment rather than an integral component of professional growth and job enrichment. A recent government publication described training institutions as a "dumping ground" for both trainers and trainees"³⁰. Most of the administrators who come to the training institution are expected to perform a job which is clearly quite different from their normal administrative work. And they come to the job without any preparation. Sometimes, many of them are forced to join these sort of institutes. Immediately after joining they put all their effort to get away from their present posting of trainers and revert to administrators. Even if they stay for some time, showed unwillingness to discharge their task even in modest manner.

Formal training programmes for the trainers have been virtually non-existing in many developing countries . In the context of rural development training in Bangladesh one observer recently noted : "But no training of trainers programme exists to equip them with skills and techniques required for dealing with their clients"³¹. Therefore, many trainers have to learn about training while they are on-the-job. This process of learning i.e. through trial and error method is not only time consuming but suffers from bias attitude of the senior partner or boss and unhealthy atmosphere of the organisation he serves.

Current Emphasis on Training of the Trainers

Training functions were left to the non-professionals for a long time. It is only recently the importance of entrusting the training responsibility to those who are fitted for the job is beginning to be increasingly recognized. The expert opinion is that training has undergone major transformations during the last few years. The structure, methodology and content of training activities have been the subject of scrutiny with a view to enhancing their suitability to meet contemporary needs. Increasingly, the training of trainers, the systematic reconsideration by trainers of their craft has become necessary for its continued effectiveness ³².

Within the available training resources it is possible now for many countries to develop the trainers who in turn can help produce the kind of development administrators they require. Three considerations that strongly favour the approach of training of the trainers may be briefly noted as follows ³³ :

(a) Immediate, visible impacts : The availability of trained development administrators increases markedly once the trained trainers get an opportunity to go ahead with the training job.

(b) The Multiplier effect : Programmes for the training of the trainers are capable of producing easily a tremendous multiplicative effect.

(c) Returns from investment : It does not cost huge sums of money to train the trainers. With a rather modest investment considerable administrative improvements become possible.

On the realization of the benefit, training of the trainers programme have been launched in Bangladesh, both by major training institution on their own, sometime in collaboration with other organization and also with the financial assistance of UN³⁴ and other organization . Bangladesh avails the training of the trainers facilities offered by various countries, particularly from the facilities offered by Britain-under BTA programme and also from the offer of participation in different courses in India, Malaysia etc.)

There is no disagreement that such training facilities should be extended to the (a) faculty of the institutes, the institutes which are mainly responsible for teaching, and (b) directors of institutes and administrators of training organizations who are primarily responsible for planning and organizing the training

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Thus, the objectives of the training programme for trainers in development administration should be to help produce a corpus of qualified trainers who should be able to plan and conduct programmes for the training of the development administrators and their subordinates in the light of newly emerging concept of development, administrative/management training, and organization development and change.

The job that the trainers perform is a highly specialized kind. It is largely the obligation of the trainer to identify and categorize training needs, prepare training forecasts, develop training plans, design curricula, develop training materials, conduct training in the institution and on-the-job, perform various training related administrative function, manage the training institute and above all, to keep abreast of all developments in the relevant disciplines .

However, the development of trainers require concerted action in many fronts. These are :

1. It is important to recognize that trainers constitute a valuable training resource.
2. Training needs to be given recognition as a distinctive career.
3. Professionalization of training can be achieved by adopting a careful method of selection, development and retention of trainers.
4. Selection of trainers must be made with the greatest possible care. The chosen person should posses appropriate qualities.
5. There must be some incentives if training is to attract persons of high calibre.
6. Trainers should be a mix of academics as well as administrators. The variety of problems with which development administrators must deal requires that the training faculty be fully representatives of all the relevant disciplines.
7. Plans for the development of trainees must provide for periodic involvement of trainers in research, consultancy and practical work.

8. At least for some part of the year the trainers must be kept free from teaching obligations, and allowed to pursue their own developmental goals including attendance at conferences, seminars etc.
9. It will be useful to briefly attach trainers with the development organizations especially those in the field. This will give them useful insights into the training needs of the development personnel.
10. Trainers need to be more fully involved in all the stages of the training process from identification of needs, through curricula design, to teaching in the class room, etc.
11. Association of trainers that seek to promote exchanges of a professional nature must be given support wherever necessary.

The Nature of Trainer's Work

Generally speaking trainers are persons whose resources contribute to the learning and growth of one or more other persons. That is, they instruct others in the ways in which a job, activity, process or operation should be carried out. They are expected to help trainees to learn their jobs. The mode of help depends on various factors such as, on the level and background of the participants, nature of course, duration of the course etc.

Instructors are the most important components of instructional systems. They set the pace, provide the guidance and assistance and furnish the subject-matter expertise. They also play an important role in evaluating the instructional systems during the validation phase of systems³⁶. Therefore, the quality of total training systems depends largely on the competence of the instructors. In a training programme, a trainer

plays crucial role in facilitating effective learning of the trainees by keeping a check on ³⁷ : (a) how much each trainee has absorbed and learnt, and (b) how much each trainee is confident of applying the knowledge/skill in the field which are ultimately important in any training situation. It is very important, therefore, to have a professionally qualified trainer as his qualities and qualifications will highly influence the learning process.

The most significant part of the work of the trainers is imparting knowledge, and developing skill and attitude. But along with this, there are many ³⁸ other activities that trainers undertake. These are :

Direct Training- face-to-face contact with groups of trainees i.e. tutoring, instruction, teaching, seminars and workshops.

Planning and Preparation-course development, planning preparation, and background research.

Need identification and Analysis-Identifying needs, analysis, diagnosis,

setting training objectives, preparation of training plans, and determining future needs.

Involvement in Educational Technology-Preparation of AV materials, learning materials and training packages.

Keeping Informed-Monitoring what goes on researching, conducting surveys, acting as information provider and updating course material.

Administration - Course bookings, etc.

Management - Managing the training functions and training staff.

Interacting with Individuals - Counselling and coaching.

Evaluation - Evaluation of training programmes.

Contact with Outside Agencies - Developing contacts, visiting establishments, organizing external courses, dealing with day release, liason with educational establishments and getting outside consultants to give presentation.

Development Activities - Non-course development activities i.e. action

groups, 'think-tanks' and OD activities.

Meetings - Attending meetings and committee work.

Financial Aspects of Training - Coasting training and getting approval and resourcing activities.

Liason - Liason with personnel function and others in the organization.

The main focus or features of the trainers work will depend upon the needs of the organization and what managers expect the trainer to do. Both the needs and expectations are changing, because the context of situation in which many organizations operate are changing. In the process trainers are demanded, because training is needed and is vital to success.

Although the above list covers almost all the activities of the trainer, but some other role can be included. Trainer should act as a consultant to top organizational level. He should be a source of organizational information and finally as a synthesis,
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he should operate as a system analyst within the organization .

To accomplish the above role, the first characteristics of a good trainer is that he should be 'trainee-oriented'. It means he should be aware of the behaviour of the trainees around him, and not as one who only responds to that behaviour but who observes and analyses it. Secondly, a good trainer is committed to perform the training job in a conscientious manner in order to achieve constructive training goals. In this process a good trainer will hold a strong basic respect for all trainees, regardless of their status. Positive inter-personal interactions will develop and promote mutual respect and loyalties.

Finally, a good trainer should recognise the fact that environment in which the trainees will be working is constantly changing. The trainer should update his knowledge on these circumstances, so that, he can cite from the living situation.

It is a difficult task to acquire the different types of quality, ability, skill whatsoever by an individual trainer or instructor. The performance of the trainer, from a pragmatic view point, can be classified pragmatic into two categories: (a) trainer/ instructor and (b) training manager/organizer. Those who belong to first group are directly concerned with what is being taught in the classroom or demonstrated class, and those belonging to the second group is concerned with the management of training and responsible for ensuring supporting activities needed in the training course but may be to a lesser extent involved as instructor. Coming to the issue of the competence in the performance of instructional duties it is a function of four basic factors : (a) subject-matter expertise, (b) pedagogical

knowledge and skill (c) communication skills and (d) personal traits and qualities.

It is admitted on all hands that all academicians cannot be trainer, because training is a well-developed discipline with necessary skills and it deserves different sort of orientation.

(1) Subject-matter expertise :

Instructors cannot teach what they do not know. He needs to be thoroughly familiar with the subject matter in his field. The knowledge and skills needed for acceptable performance as an instructor fall into three categories : expertise knowledge, job knowledge, and job skills. This subject matter expertise is the product of education, training covering specific course area and on-the-job experience. Participants have every right to expect their instructors to know their subject thoroughly. This means that instructors are well prepared when they enter the training room .

(2) Pedagogical knowledge and skills :

Although it is impossible to teach what one does not know, it is possible for someone to know a subject and not to be able to teach it. The missing ingredients in this case in the professional knowledge and skills.

Professional knowledge and Experience :

Instructors need adequate preparation in the organization and presentation of the content of the matter they teach. He should acquire the art to present a topic in its proper perspective and to emphasise its significance.

Instructor/trainer should have adequate experience, so that he is in a position to relate theory with practice, because the theory that cannot be put to practice will have little value. Unlike university students, the trainees are always in search of the scope to utilize the knowledge they are acquiring. In the absence of such situation they will lose all interest to pursue knowledge. It is professional skill that will help the instructor to select and use various instructional methods, techniques and aids, to handle individual differences among the trainees and also to motivate, guide, and counsel the trainees.

Mastery of the Techniques of Instruction :

The trainer should master the techniques of presentation,
training himself : (1) to speak clearly without shouting, (2) to organize his instruction according to the learning capacities of his students, (3) to repeat and emphasize key material in such a way that it stands the best chance of being remembered, (4) to conduct a demonstration skillfully, and (5) to administer practice periods and tests in such a way as to promote and develop desirable skills and attitudes.

(3) Communication skills :

Basically, instruction is a communication problem. Efficient instructors, therefore, must be skilled communicators both orally and in writing. He should have the skill to involve the trainees in the learning process by using a participatory style of teaching to make discussion meaningful.

Resourcefulness and creativity is demonstrated when the instructor designs a new training aid to help illustrate a principle, uses a current event to emphasise a concept in the course of study (which is all the more required in dynamic and development oriented topics), builds an advanced project to develop his own competence in the subject he teaches.

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Trainer is also identified as change agent . Of course, the role of change agent is sometimes, protean, changing, difficult to grasp, impossible to generalize.

(4) Personal Qualities/Traits

A trainer should be lively, enthusiastic, innovative, impressive, sincere and hardworking person, enjoy working with people and establish good contacts with them. Competent instructors are above average in intelligence, physically fit, emotionally stable, poised and self-confident, patient and understanding and open-minded and receptive to changes. Personnel traits of promptness, neatness friendliness and courtesy are all important. The ability to create desire and interest in the learning process is an excellent quality. They are the people who like to work with others; they are fair and ethical in their relationship; and they enjoy their jobs.

Adaptability :

Successful trainers exhibit the quality of being able to adapt their trainings to the needs of the trainees. This flexibility refers to the quick and ready changes that may have to be made in the lesson plan, the presentation, or anything else

that occurs with the training programme. These are often on-the-spot decisions that must be made.

Sincerity :

Trainees appreciate the real and honest show of sincerity in their instructors. By exhibiting a deep and serious interest in the field of human resource development and being completely professional in the performance of all the varied-tasks in the training situation, the star trainer will appear totally dedicated and sincere.

Sense of humour :

In discussing, with the trainees or enumerating some events marked with a sense of humour is invariably a most desired quality of the trainer. Very often, a point can be made with a story or anecdote. Humorous stories should be told primarily if they can be related to a point being discussed. Such a situation "warm-up" the group in an attempt to create an atmosphere of informality.

Interest :

The most successful trainer is interested and interesting. This interest is keen and readily felt by the group.

CHAPTER-3

REVIEW AND ANALYSIS

This chapter would deal with and analyse the respondents' opinion. The opinion expressed in the questionnaires have been categorized and put together. The collected data has given this study an opportunity for strong foundation for analysis.

Objective Setting of the Training Courses :

TOT is one of the core courses being conducted in a few of the existing 350 training institutes. Survey reveals that most of the training programme are not need-based rather as felt by the controlling authority. In many cases, the training policies, objectives, programmes, contents, timing/duration, methods/techniques, are determined by the higher authorities which are stereotyped.

In the opinion of the respondents it was found that existing objective setting for various training courses are not properly formulated.

In quest of better formulation of training objectives, the respondents were asked to give their opinion, 36% of the respondents opined that objectives of the course should be formulated on the basis of need assessment. 28% of the respondents felt that the basis of such objectives determination should be on the level of trainees and their nature of job. The expert opinion of the faculty, the guidance of the National Training Council (NTC), the socio-economic status of the country

etc. can also contribute important elements in the determination of training objectives. Various types of opinions have been expressed by the respondents, which are mentioned in Table-1.

Table-1

Components/Elements for Setting Objectives of the Training Courses

(N=53)

Subjects	Trainers	Percentage
Need Assessment	19	35.85
Level of trainees/nature of service	15	28.30
National training policy	5	9.43
Specialists/factory's Opinion	5	9.43
Order of higher authority/office	5	9.43
Governments circular	7	13.21
Analysis of socio-economic condition	4	7.55
Evaluation of training	3	5.66
Opinion survey	2	3.77
Seminar/conference	2	3.77
Assessment of future need	2	3.77
Follow-up/feedback	1	1.89
Analyzing the previous record	1	1.89
National goal and objectives	1	1.89
Analyzing the international curriculum	1	1.89
Package training	1	1.89

(Multiple answers are recorded)

NATIONAL TRAINING POLICY :

97% of the respondents are of opinion that there should be national training policy. Although National Training Council (NTC) is meant for formulating such policy, no national training policy has yet been formulated. Few years back, NTC was actively working on this issue, but at present hardly one feel the existence of NTC.

The respondent suggested that the following ingredients should be taken into consideration in formulating national training policy. They are, mainly :

- a) Enhancing the job attraction of the trainers.
- b) Career planning of the trainers.
- c) Training facilities in every level
- d) Creating of cadre for the trainers.
- e) Creating of exchange programme for the trainers
- f) Making training compulsory in all profession.
- g) Objective use of foreign training policy.
- h) Due consideration of training in case of promotion .
- i) Training programme for similar age group.
- j) Development of specialized training institute.
- k) Integrating follow-up method in training.
- l) Identifying training need.
- m) Arrangement of entry level training.
- n) Allowing autonomy for the training institutes.

THE OPPORTUNITY OF TRAINERS IN POLICY MAKING AND IMPLEMENTATION OF TRAINING PROGRAMME

According to the opinion of the 62% of respondents the trainers have the opportunity to contribute in policy formulation and programme implementation in their own training organizations. But 38% are deprived of such opportunity .It is viewed by 82% of the trainers that they should have a definite role in such activities.

Policy for Improving the Qualities of the Trainers

The respondents were then asked to lend their views on the issue whether the institutes where the trainers are working have any policy to improve the qualities of the trainers. Sixty one percent of the respondents opined that no specific policy is pursued in their institutes to improve the qualities of the trainers. Consequently, the training programmes/courses are not well demanded both by public and private organizations. 39 percent of the respondent,s however, opined that there are well-throught policies of their institutes to improve the qualities of trainers. But trainers' improvement policies differ in different institutes on the basis of their requirements.

Table-2 shows in order of priority the policies pursued by different organizations to improve the qualities of the trainers are as follows : a) the training facilities within country and abroad; b) associating with research work ; c) obtaining higher education from foreign countries and d) participation at the seminar/workshop abroad.

Table-3 contains the suggestion of the respondents in improving the qualities of the trainers. In order of preference some of these are :

- a) creating opportunities for Training of Trainers within Country;
- b) providing opportunities for foreign training and foreign study tour;

- c) providing financial incentives to the trainers;
- d) associating them in research work;
- e) adequate supply of necessary books and journals; and
- f) motivating them to write articles on professional topics.

Table-2

Existing Policies for Improving the Qualities of the training

(N = 29)

Trainers Improvement Policies	Trainers	Percentage
Training facilities within Country and abroad	13	44.83
Training of Trainers	3	10.34
Facilities for higher education	4	13.79
Field Attachment	1	3.49
Attachment with senior faculty	4	13.79
Training of course coordination and direction	3	10.34
Study tour in training institutes	2	6.90
Association with research work	5	17.24
Seminar and workshop	4	13.79
Trainers exchange programme	1	3.45
Motivation for reading/journal/magazine	1	3.45

(Multiple answers are recorded)

Table-3 shows in detail the suggestion put by the respondents.

Table-3
Suggestions for Trainers Improvement Policy

(N = 75)

Suggestions	Trainers	Percentage
Training of trainers (within country)	33	44.00
Foreign training and study tour	30	40.00
Supply of necessary books and reading facilities	11	14.67
Evaluation system of the trainers training	4	5.33
Facilities for higher study	5	6.67
Financial incentives for the trainers	15	20.00
Involvement of the trainers (exclusively in training work)	5	6.67
Facility to attend various seminar and symposium	6	8.00
Motivation in writing professional topics	10	13.33
Proper promotion system	3	4.00
Field Attachment	5	6.67
Association with research work	12	16.00
Facilities/ provision of practicing various training techniques	8	10.67
Trainers exchange programme in national level	4	5.33
Provision to achieve human qualities of the trainers.	5	6.67

(Multiple answers are recorded)

Comparison between ordinary trainer and the trainer of the trainers

Trainers are ordinarily engaged in different training institutes for the execution of various training programmes. But very few training institute conduct training for the trainers programme. Virtually this is like the emphasising on heavy industries which produce machine for other industries. It is, no doubt, more specialized job and require much more competent trainers. It necessitates the trainers to acquire upto date knowledge on techniques and methods of training. It has been acknowledged by the respondents (74%) that qualitatively there is difference between ordinary trainer and trainer of the trainers. In reply to a further question whether there should at all any difference between these two groups of trainers, 44% of the respondents viewed that there should be some difference, but 56% opined otherwise.

Actually, the job of a trainer in a training institution require knowledge on some specific issue and some knowledge on different techniques of training; but the trainer of trainers required to face comparatively different types of clientales. In this sort of training programme emphasis is laid much more on techniques/methods of training, and subject matter play less important role. So, functionally the job of a trainer in ordinary training programme and TOT has some differences and hence it deserves to be kept in mind.

Required Qualities of the trainer of the trainers

The respondents have placed almost equal importance on the three qualities of the trainer of trainers. These are : upto date knowledge on the subject matter, experience and earnestness. These are closely followed by the qualities like the educational qualification of the trainer and the art of presentation.

Of course, a trainer should possess a number of qualities (a detail discussion has been made in end of the survey of literature). Perseverance, willingness to know, pleasing personality, fore-sightness, quality of coordination, friendly attitude, firmness - qualities often expected in a trainer.

Contents of the ideal IOI programme

Various topics can be included in the training of TOT . From the opinion of the respondents the maximum stress has been put to acquire subject-matter centred knowledge. Actually, many argue that if there is a definite message to give, the communication skill to deliver such is not a serious hurdle.

The other topics which has drawn their attention is the use of audio-visual aid, preparation of lesson plan, knowledge on research methodology, knowledge on the use of computer.

A detail of the topics to be included in the training programme, according to their relative importance, can be seen in Table-4.

Table-4

Contents of the Ideal Training of the Trainers Programme

(not on priority basis)

1. ✓ Training policy
2. ✓ Training need identification
3. ✓ Objectives formulation
4. Training Methods
5. Lecture Method
6. Listening Technique
7. Adult learning
8. Audivisual use
9. Syndicate method
10. Presentation technique
(Lesson plan formulation)
11. Research Methodology
12. Case Study
13. Curriculum development
14. Evaluation
15. Training management
16. Group Dynamics
17. Training cycle
18. Motivation
19. Communication skill & Techniques
20. Action plan & Research
21. Computer Application.

Preference of the Institutes for TOT Course

Since the training of the trainers deserve special care, we sought the opinion of the respondents on the venue/place of the training of the trainers. 60% of the respondents opined that the programme should be organized in abroad. From their background it has been found that they have attended most of these sort of courses outside Bangladesh. This has influenced their thinking. Of course, as an alternative/substitute to such arrangement BPATC has been identified as second best place or most likely place inside country where TOT courses can be conducted. Other training institutes capable of organizing such courses, as has been referred by the respondents, are BMDC, BARD, RDA. etc.

The respondents were asked to lend their views on the duration of the TOT course. It is evident from their opinion that the present duration of the course is very short and it is insufficient for a meaningful effort. 32% of the respondents are of opinion that the duration of TOT course should be 3 months. Even 18% of the respondent felt that it should be of 6 months duration. Varied type opinion has been expressed by respondents the range of the duration of course stretches from one week to 4 years. Table-6 presents a detail of such opinion.

Table-5

Duration of the TOT Course

(N = 50)

Opinion regarding duration	Trainers	Percentage
1 week	1	2.00
2 weeks	4	8.00
3 weeks	1	2.00
4 weeks	5	10.00
6 weeks	1	2.00
8 weeks	6	12.00
3 months	16	32.00
4 months	1	2.00
6 months	9	18.00
7 - 12 months	4	8.00
2 years	1	2.00
4 years	1	2.00
Total	50	100.00

Evaluation of existing contents of TOT course of BPATC

Before seeking respondents opinion on the existing content of TOT course organized by BPATC, it was felt necessary to ascertain how much the respondents are aware of the courses organized in BPATC and whether they have attended courses in BPATC.

Out of the 75 respondents it was found that 54 respondents are aware of the activities of BPATC. 2 respondents know BPATC partially ; while rest 19 respondents are not aware of the activities of BPATC.

Out of the above 54 respondents who are conversant with activities/courses of the BPATC, it was found out that 41 respondents have attended courses in BPATC.

The questionnaire ends with the opinion sought on the course content of TOT conducted by BPATC. Because, our ultimate objective is to improve the quality of the course. There are 27 topics included in this course and an attempt was made to know the degree of desirability of these topics. It is very interesting to note that of the 27 topics 20 have been identified as 'very necessary' and the rest 7 'necessary'. There is no single topics which in their opinion can be termed as less important. Table -7 present the opinion of the respondents on the course content of TOT.

The necessity of Follow up and Refreshers' Courses :

It is obvious that whatever high rating the TOT course conducted by BPATC may be, it is not end in itself. There is nothing final in these sort of activities.

The respondents were asked to opine whether there is any necessity of follow-up of the TOT and refreshers' courses. Overwhelming majority (89%) opined that there are.

Table-7

An Evaluation of Contents of the Existing TOT Programme

Subjects	(Shown in percentage) Respondents				
	Indispensible	Necessary	Less Necessary	Not Necessary	Total
1. Role of BPATC and other institutes in training	60.72	32.14	3.57	3.57	100.00
2. Different modules in Foundation Course	30.77	57.69	7.69	3.85	100.00
3. Training Cycle	56.00	36.00	8.00	-	100.00
4. Learning Theories : Process and Techniques	42.31	50.00	7.69	-	100.00
5. Training Needs Identification	63.33	33.33	-	3.34	100.00
6. Training : A system approach	35.48	51.61	9.68	3.23	100.00
7. Objectives setting	67.86	25.00	7.14	-	100.00
8. Listening Techniques	58.62	31.04	10.34	-	100.00
9. Art of talking	79.31	17.24	3.45	-	100.00
10. Communication skill in training	64.29	28.37	3.57	3.57	100.00
11. Information searching techniques in training	56.67	33.33	6.67	3.33	100.00
12. Role of media (theoretical)	17.24	65.52	13.79	3.45	100.00
13. Motivation	53.57	35.71	10.72	-	100.00
14. Lesson plan	62.07	34.48	3.45	-	100.00
15. Training techniques	55.17	44.83	-	-	100.00
16. Lecture method (theoretical)	31.03	58.62	10.35	-	100.00
17. Lecture method (practical)	43.33	50.00	3.33	3.34	100.00
18. Case Study	50.17	27.59	17.24	-	100.00
19. Seminar, discussion, Conference and Syndicate methods	48.28	31.03	17.24	3.45	100.00
20. Research methodology	44.83	37.93	13.79	3.45	100.00
21. Use of computer in training	17.24	62.07	17.24	3.45	100.00
22. Cost benefit analysis in training	46.43	39.29	10.71	3.57	100.00
23. Training management and its implementation	55.56	37.04	7.40	-	100.00
24. Training evaluation	77.78	22.22	-	-	100.00
25. Curriculum development in training (group wise/practical)	55.56	40.74	3.70	-	100.00
26. Course ending evaluation	51.85	40.74	7.41	-	100.00
27. Reciprocal evaluation	25.93	70.37	3.70	-	100.00

Suggestion for the general Improvement of TOT :

Then our researcher further sought their suggestions which can be incorporated to improve TOT. Of the various suggestion shown in Table-9,10 & 11 it is evident that significant important has been attached for arranging workshop at BPATC for the trainers, periodic arrangement of training, attachment with various institutes and offices etc.

Table-8

Need Assessment of Follow-up Activities and
Refreshers Courses for the TOT Course

Opinion	Trainers	Percentage
Follow-up and refresher courses are indispensable for TOT	67	89.33
They are not indispensable for TOT	8	10.67
Total	75	100.00

Table-9

Suggestions Regarding Training of the Trainers

(N = 34)

Suggestions	Trainers	Percentage
Annual workshop at BPATC for the trainers for exchange	12	35.29
Attachment of trainers to various institutes and offices	5	14.71
Arrangement of training for the trainers (at least once in a year)	6	17.65
Training programme for the trainers (both theoretical and practical)	5	14.71
Acquaintance Importance of TOT with the objectives of training to the trainers	4	11.76
Obligatory research work	2	5.88
Total	34	100.00

Table-10

Necessity of Adding New Topics in TOT Course Content

Opinion	Trainers	Percentage
Inclusion is required	18	24.00
Inclusion is not required	57	76.00
Total	75	100.00

Table-11

Topics Suggested for Inclusion

(N = 18)

Topics	Trainers	Percentage
Role Play	4	22.22
Cleferzing and Referzing	1	5.56
Micro Technique	1	5.56
Use of audio-visual equipments	3	16.67
Psychology	4	22.22
Debet method	1	5.56
Training technique	3	16.67
Action research	2	11.11
Inter personal communication	2	11.11
Administrative behaviour	2	11.11

(Multiple answers are recorded)

CHAPTER - 4

CONCLUSION AND RECOMMENDATIONS

Training of Trainers is not the panacea of all the problems in any organization specially in terms of better and efficient accomplishment of its goals. Nevertheless the needs identification and assessments are no doubt a plausible effort to efficiently organize and administer the Training of Trainers programmes. Education is the means to acquire knowledge but training is the process through which one can learn how to apply those knowledge. This study empirically has found a number of anomalies and dissimilarities in the Training of Trainers programmes run by various institutes in Bangladesh. Interestingly BPATC has been considered by a sizeable number of respondents as a place for better TOT programme in Bangladesh.

Theoretically TOT has been prescribed by the policy makers as a matter of priority for creating a sizeable number of efficient trainers with a view to give the nation an efficient administration, but in practice, it is least practiced and least emphasized. Nevertheless, a proper need assessment of trainers, i.e, who should recruited, trained and retained in this particular job, can contribute immensely to better TOT programme. This process can create a good number of efficient trained trainers and ultimately lead to the creation of a requisite number of efficient administrators and supporting officials. And as such, TOT programme should be treated as an integral part of human resource development.

Career development is considered to be an important aspect to the trainers. There is a negligible degree of career opportunities for the trainers. Emperically it is evident that training is not related to career development in Bangladesh. Training as a career is probably the less preferred and less attractive profession in Bangladesh. An immediate reversal is needed to attract best people in this profession. In military service, training is highly rated. Trainers as a group is highly regarded and they are the choicest personnel. The training programmes in the army are well chosen and executed with utmost care. The impact of training is distinctly felt in their system. Similarly if right type of personnel are not attracted to enter in the domain of training, tangible efficiency in the civilian administration cannot be thought of.

Majority of the respondents subscribe to the views that there should be a national training policy which, inter alia, should elevate the job attraction of the trainers, develop a career planning of the trainers, create a cadre for the trainers, make training compulsory in all profession, consider training as integral part of promotion-criterion, develop specialized training institutes and allow autonomy for the training institutes.

This study reveals that since no specific policy is pursued in improving the qualities of the trainers, training programmes/courses are treated with least priority. Although foreign training, for many a reasons, has special attraction the Training of Trainers within country account of highest responses. What is needed is the provision for financial and other incentives for the trainers, opportunities for

research work, opportunities for higher education and foreign study tour, and sufficient supply of books and reading materials.

Although ordinary Trainer and Trainer of the Trainers broadly consist of similar category of personnel, the Trainer of the Trainers ought to perform more tough job since has to be well conversant with modern techniques and methodologies of training with upto-date knowledge on the subject.

As an apex training institute of Bangladesh BPATC has been identified as second best suitable place for organizing TOT Courses. The highest priority was assigned to more equipped foreign training institutes.

The respondents feel that the duration of the TOT Course is in many cases very short. Meaningful effort dictates that the duration may be of three months. Such a move would extend the opportunity to incorporate some more topics identified by the respondents. It would also create the scope to include the practical demonstration sessions on the topics to be discussed in class room lecture sessions. The trainees can be shown their faults or limitations while they face the actual demonstration part of the programme in a class room situation.

Finally, since TOT programme is skill-oriented programme, follow-up and refresher courses have been identified as indispensable by overwhelming majority of the respondents. Different topics included in the TOT programmes conducted by the BPATC require much more intensive use and of practice sessions considering the proposed extended time.

Nonetheless amidst of all these adverse situation the quality and other aspects of TOT programme could be elevated if proper needs identification is done in a plausible way.

If training can not bring any positive social change nothing else can bring such a change in a society like Bangladesh.

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List of the Training Institutes and Number of Respondents

Name of the Training Institutes	Number of respondents	Percentage
1. Secretariate	1	1.33
2. New Iskaton, Dhaka	1	1.33
3. S.T.I.	1	1.33
4. NIEAER	2	2.67
5. Postal academy	4	5.34
6. Postal Training Centre	4	5.34
7. Regional Training Centre (Social)	3	4.00
8. CIRDAP	1	1.33
9. Planning and development academy	8	10.67
10. Regional training centre (PDB)	1	1.33
11. R.P.A.T.C.	7	9.33
12. 53 Mahakhali	1	1.33
13. Industrial and Technical Training Centre	2	2.67
14. C.A.S.	1	1.33
15. B.A.D.C. Training Centre	1	1.33
16. Audit and Accounts Training Academy	1	1.33
17. B.P.A.T.C.	10	13.33
18. O.T.I.	4	5.34
19. T.S.C.	1	1.33
20. B.R.T.C. training centre	1	1.33
21. Co-operative College	2	2.67
22. B.A.R.D.	1	1.33
23. R.T.A.	5	6.68
24. Marine Fisheries Academy	12	16.00
Total	75	100.00

Age Distribution of the Trainers

Age (in years)	Trainers	Percentage
Below 25 years	-	-
25 - 29 "	10	13.33
30 - 34 "	14	18.67
35 - 39 "	13	17.33
40 - 44 "	17	22.67
45 - 49 "	6	8.00
50 - 54 "	14	18.67
55 - 59 "	1	1.33
Total	75	100.00

Educational Qualification

Qualification	Trainers	Percentage
S.S.C.	1	1.33
H.S.C.	4	5.34
B.A.	21	28.00
M.A.	42	56.00
M.S/M.Phil/Doctorate	7	9.33
Total	75	100.00

Designation of the Trainers

Designation	Trainers	Percentage
1. Professor	2	2.67
2. M.D.S.	2	2.67
3. Vice Principal	4	5.33
4. Director	1	1.33
5. Direct Accounts Officer	4	5.33
6. Superintendent	1	1.33
7. Deputy Director	7	9.33
8. Assistant Professor	2	2.67
9. Lecturer	1	1.33
10. Programme Officer	1	1.33
11. Administrative Officer	1	1.33
12. Inspector	1	1.33
13. A.D.L.G.	6	8.00
14. Assistant Commissioner	2	2.67
15. Training Officer	14	18.68
16. Assistant Director	15	20.00
17. Instructor	2	2.67
18. Audio-visual Officer	1	1.33
19. Engineer	3	4.00
20. Associate Instructor	2	2.67
21. Statistician	1	1.33
22. Research Officer	2	2.67
Total	75	100.00

Pay Scale of the Trainers

Pay Scale	Trainers	Percentage
1350/-	5	6.67
1650/-	23	30.67
2400/-	11	14.67
2800/-	26	34.66
3700/-	6	8.00
4250/-	2	2.67
4700/-	1	1.33
6000/-	1	1.33
Total	75	100.00

Length of Service as Trainers 1.7

Length of Service	Trainers	Percentage
Below 5 years	45	60.00
5 - 9 "	13	17.33
10 - 14 "	6	8.00
15 - 19 "	1	1.33
20 - 24 "	0	0
25 - 29 "	4	5.34
30 - 34 "	-	0
Recently Land Started Job	6	8.00
Total	75	100.00

Length of Total Service of the Trainer (Govt.)

Length of Service (Govt.)	Trainers	Percentage
Below 5 years	10	13.33
5 - 9 "	20	26.66
10 - 14 "	13	17.34
15 - 19 "	7	9.33
20 - 24 "	7	9.33
25 - 29 "	13	17.34
30 - 34 "	5	6.67
Total	75	100.00

Length Total Service (Non-Govt.) (N = 16)

Length of Service	Trainers	Percentage
Below 5 years	10	62.00
5 - 9 "	5	31.25
10 - 14 "	-	-
15 - 19 "	1	6.25
Total	16	100.00

N.B.: 59(78.67%) trainers had no non-govt. services.

Nature of Work of the Trainers

Nature of work	Trainers	Percentage
Exclusively Training	45	60.00
Not Exclusively Training	30	40.00
Total	75	100.00

Devotion of Time in Training Work

Devotion of Times	Trainers	Percentage
25%	14	18.67
50%	18	24.00
75%	43	57.33
Total	75	100.00

Previous Profession of the Trainers (N = 51)

Previous Professions	Trainers	Percentage
1. Administrative and Judicial	13	25.49
2. Engineering	8	15.69
3. Policy determining	5	9.80
4. Research Work	5	9.80
5. Field Work	4	7.84
6. Inspection/audit/supervision	8	15.69
7. Banking	3	5.87
8. Postal Department	5	9.80
Total	51	100.00

24 (32%) had no previous professions.

Willingness to join as the trainers

Willingness	Trainers	Percentage
Willingly join as a trainer	32	42.67
Does not join as a willingly	43	57.33
Total	75	100.00

The Sources of Knowledge and Skill of the Trainers (3.1)

Sources	Trainers	Percentage
Institutional/Formal education	48	70.56
Practical knowledge	31	75.58
Guidance of the higher authority	27	39.69
General educational institute	19	27.94
Non-Institutional/Informal education	19	27.94
Family tradition	4	5.88

(Multiple answers are recorded)

Received Training of the Trainers

Received training	Trainers	Percentage
Training received only within the country	32	42.67
Training received only out side the country	4	5.33
Training received within the country and abroad	33	44.00
Did not receive training only where	6	8.00
Total	75	100.00

বাংলাদেশ লোক প্রশাসন প্রশিক্ষণ কেন্দ্র
সাতার, ঢাকা

প্রশিক্ষকদের প্রশিক্ষণ প্রয়োজনীয়তা নিরূপন সমীক্ষা

প্রশ্নপত্র - ১

(প্রশিক্ষকদের জন্য প্রশোজা)

এই প্রশ্নপত্রের মাধ্যমে আহতি তথ্য কেবল গবেষণার কাজে ব্যবহার করা হবে। কারও ব্যক্তিগত পরিচয় ও তথ্য প্রকাশ করা হবে না।

- ১। নাম :
- ২.১. স্থায়ী ঠিকানা :
- ১.২. বর্তমান দাপ্তরিক ঠিকানা :
- ১.৩. বয়স :
- ১.৪. শিক্ষাগত যোগ্যতা :
- ১.৫. পদের নাম :
- ১.৬. বেতন স্কেল :
- ১.৭. বর্তমান চাকুরীর মেয়াদ/
প্রশিক্ষক হিসেবে চাকুরীর মেয়াদ :
- ১.৮. সর্বমোট চাকুরীর মেয়াদ :
- (ক) সরকারী :
- (খ) বেসরকারী :
- ২। আপনার বর্তমান কাজের প্রকৃতি কি একানুভাবে প্রশিক্ষণ প্রদান সংশ্লিষ্ট ?

হ্যাঁ /-----/

না /-----/

২.১. যদি "না" হয় তবে কি কি ধরনের কাজ আপনাকে সম্পাদন করতে হয় ?

(ক)

(খ)

(গ)

(ঘ)

(ঙ)

২.২. উপরের ২ নং প্রশ্নের উত্তর যদি "না" হয় তবে আপনার মোট কার্যকালীন সময়ের আনুমানিক কত শতাংশ প্রশিক্ষণ প্রদানের জন্য ব্যয়িত হয় ? (প্রযোজ্য স্থানে চিহ্ন দিন) । ✓

(ক) / ২৫% /

(খ) / ৫০% /

(গ) / ৭৫% /

২.৩. আপনি কি মনে করেন যে পেশাগত উৎকর্ষ সাধনের জন্য একজন প্রশিক্ষকের কেবল প্রশিক্ষণ প্রদান সংক্রান্ত বিষয়ের সাথেই যুক্ত থাকা উচিত ?

/ হ্যাঁ /

/ না /

২.৪. উপরের প্রশ্নের উত্তর যদি "না" হয় তবে আপনার উত্তর সংক্ষেপে ব্যাখ্যা করুন/ উত্তরের সুপক্ষে যুক্তি দিন :

২.৫. প্রশিক্ষক হিসেবে যোগদানের পূর্বে আপনি অন্য কোন পেশায় নিয়োজিত ছিলেন কি ?
যাকলে উল্লেখ করুন :

২.৬. আপনি কি স্বেচ্ছায় প্রশিক্ষকের পেশায় যোগ দিয়েছেন ?

হ্যাঁ /-----/

না /-----/

২.৭. যদি হ্যাঁ হয় তবে কেন : কর্তৃপক্ষের ইচ্ছায় /-----/ মাঠ পর্যায়ের কাজে
স্বাচ্ছন্দ্য বোধ না করায় /-----/ দলাদলি বা আশ্রয়শ্রমের শিকার হয়ে
/-----/ অন্য কোন কারণে /-----/ (উল্লেখ করুন)

৩। আপনি কোন ধরনের প্রশিক্ষণ প্রদানের কাজে নিয়োজিত ? (প্রযোজ্য স্হানে চিহ্ন দিন)

কারিগরি /-----/ পেশাগত /-----/ মৌলিক /-----/

বিশেষ ধরনের /-----/ (উল্লেখ করুন)

৩.১. আপনি যে বিষয়ে প্রশিক্ষণ প্রদান করেন সে বিষয়ে আপনার জ্ঞান ও দক্ষতার
উৎস উল্লেখ করুন : (প্রযোজ্য স্হানে ✓ চিহ্ন দিন)

পারিবারিক ঐতিহ্য থেকে /-----/ সাধারণ শিক্ষা প্রতিষ্ঠান থেকে /-----/

হাতে-কলমে শিক্ষার মাধ্যমে /-----/ অপ্রাতিষ্ঠানিক/অনানুষ্ঠানিক শিক্ষার

মাধ্যমে /-----/

৩.২. উপরের উৎসগুলোকে আপনার দৃষ্টিতে গুরুত্বানুযায়ী পর্যায়ক্রমিকভাবে সাজিয়ে দেখান :
(শতাংশ উল্লেখ করতে পারেন)

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খ.

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ঘ.

ঙ.

চ.

৩.৩. আপনি এ পর্যন্ত দেশে ও বিদেশে যে সব প্রশিক্ষণ লাভ করেছেন তার উল্লেখ করুন :

এরমিক নং	প্রশিক্ষণের নাম	প্রতিষ্ঠানের নাম ও ঠিকানা	মেয়াদ ও সময়	প্রশিক্ষণের বিষয়বস্তু
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৩.৪. এসব প্রশিক্ষণের মধ্যে কোন কোন প্রশিক্ষণ আপনার জন্য ফলপ্রসূ ও কার্যকর ছিল বলে আপনি মনে করেন : (অগ্রাধিকার ভিত্তিতে উল্লেখ করুন)

ক.

খ.

গ.

৩.৫. অন্য প্রশিক্ষণ কর্মসূচীগুলো আপনার জন্য তুলনামূলকভাবে কম ফলপ্রসূ ও কার্যকর হওয়ার কারণ নির্দেশ করুন :

ক.

খ.

৪। আপনি কি মনে করেন যে দেশে একটি জাতীয় প্রশিক্ষণ নীতিমালা থাকা প্রয়োজন ?

হ্যাঁ /-----/

না /-----/

৪.১. উপরের প্রশ্নের উত্তর "হ্যাঁ" হলে এই নীতিমালায় কোন কোন বিষয় অন্তর্ভুক্ত করা প্রয়োজন বলে আপনি মনে করেন : (অগ্রাধিকার ভিত্তিতে লিখুন)

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৪.২. কোন ভিত্তিতে এই প্রশিক্ষণ বীতিমালা প্রণীত হওয়া উচিত বলে মনে করেন ?

৪.৩.

৪.৪.

৫.০ বাংলাদেশ লোক প্রশাসন প্রশিক্ষণ কেন্দ্র এবং এর চারটি আঞ্চলিক কেন্দ্র পরিচালিত প্রশিক্ষণ কর্মসূচীগুলো সম্পর্কে আপনার ধারণা আছে কি ?

হ্যাঁ /-----/

না /-----/

প্রশিক্ষার্থী ?

৫.১. আপনি কি বিপিএটিসি/আরপিএটিসি'তে কোন প্রশিক্ষণ গ্রহণ করেছেন ?

হ্যাঁ /-----/

না /-----/

৫.২. করে থাকলে এর সার্বিক সফলতা এবং আপনার নিজস্ব দক্ষতা উন্নয়নে এর প্রভাব ব্যাখ্যা করুন : (সর্বোচ্চ মাত্রার জন্য ৬ এবং সর্বনিম্ন মাত্রার জন্য ১ ব্যবহার করুন)

$\frac{1}{6}$ ----- $\frac{1}{5}$ ----- $\frac{1}{4}$ ----- $\frac{1}{3}$ ----- $\frac{1}{2}$ ----- $\frac{1}{1}$

৫.৩.

৫.৪.

৬.০ আপনি যে প্রতিষ্ঠানে কর্মরত সেখানে কিভাবে প্রশিক্ষণের উদ্দেশ্য নির্ধারণ করা হয় ?

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৬.১. এই পদধতি কার্যকর ও ফলপ্রসূ বলে আপনি মনে করেন কি ?

হ্যাঁ /-----/

না /-----/

৬.২. যদি না করেন তবে প্রশিক্ষণের লক্ষ্য ও উদ্দেশ্য নির্ধারণ প্রক্রিয়াকে অধিকতর সফল ও কার্যকর করার জন্য আপনার অভিজ্ঞতার আলোকে সুপারিশ প্রদান করুন :

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৬.৩.

৬.৪.

৭.০ প্রশিক্ষকের দক্ষতা ও যোগ্যতা যাচাই করাকে আপনি কি অত্যাৱশ্যক বলে মনে করেন ?

হ্যাঁ /-----/

না /-----/

৭.১. প্রশিক্ষকের দক্ষতা ও যোগ্যতা যাচাইয়ের জন্য আপনার প্রতিষ্ঠানে কি কি পদ্ধতি ব্যবহৃত হয় ?

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৭.২. এই সব পদ্ধতি প্রশিক্ষকের যোগ্যতা যাচাইয়ের জন্য যথেষ্ট বলে আপনি মনে করেন কি ? হ্যাঁ /-----/ না /-----/

৭.৩. যদি মনে না করেন তবে এই ক্ষেত্রে কোন কোন পদ্ধতি গ্রহীত হতে পারে বলে আপনি মনে করেন :

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৭.৪.

৭.৫.

৮.০ প্রশিক্ষকের মানোন্নয়নের জন্য আপনার প্রতিষ্ঠানে সুনির্দিষ্ট কোন নীতিমালা বা পরিকল্পনা আছে কি ?

হ্যাঁ /-----/

না /-----/

৮.১. যদি থাকে তবে তা সংক্ষেপে উল্লেখ করুন :

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৮.২. প্রশিক্ষকের মানোন্নয়ন তথা জ্ঞান ও দক্ষতা বৃদ্ধির জন্য আপনার সুপারিশমালা উল্লেখ করুন :

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৮.৩.

৮.৪.

১০ আপনার প্রতিষ্ঠানে প্রশিক্ষণ সংক্রান্ত সিদ্ধান্ত গ্রহণ ও বাস্তবায়নের পর্যায়গুলো উল্লেখ করুন :

১.১. এই পর্যায়ে আপনার প্রতিষ্ঠানে যাঁরা প্রশিক্ষণ প্রদানের সাথে জড়িত তাঁরা কি গুরুত্বপূর্ণ ভূমিকা পালন করার সুযোগ পান ?

হ্যাঁ /-----/

না /-----/

১.২. প্রশিক্ষণ সংক্রান্ত যে কোন সিদ্ধান্ত গ্রহণের সকল পর্যায়ে আপনি কি প্রশিক্ষকদের গুরুত্বপূর্ণ ভূমিকা পালন করতে দেয়ার পক্ষপাতি ?

হ্যাঁ /-----/

না /-----/

১.৩.

১.৪.

১০০ প্রচলিত প্রশিক্ষণ পদ্ধতিগুলোর মধ্যে আপনার দৃষ্টিতে সর্বাধিক গুরুত্বপূর্ণ পাঁচটির উল্লেখ করুন :

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১০.১. আপনি সাধারণতঃ কোন পদ্ধতিতে বেশি সুচন্দ্র বোধ করেন ? /-----/

১০.২. কোন পদ্ধতিটিকে আপনি সর্বোত্তম বলে মনে করেন ? /-----/

১০.৩.

১০.৪.

১১০ আপনি কি মনে করেন যে সাধারণ প্রশিক্ষণ প্রদানকারী ও প্রশিক্ষকদের প্রশিক্ষণ প্রদানকারী প্রশিক্ষকের মধ্যে গুণগত পার্থক্য রয়েছে ?

হ্যাঁ /-----/

না /-----/

১১.১. আদৌ এরকম পার্থক্য থাকা উচিত কি ?

হ্যাঁ /-----/

না /-----/

১২.১. যদি থাকে তবে কোন কোন বিষয়ে আপনার প্রশিক্ষণ প্রথা প্রয়োজন বলে আপনি মনে করেন :

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১২.২. যে সব বিষয়ে আপনি প্রশিক্ষণ গ্রহণ করতে চান সেগুলো কোন কোন প্রতিষ্ঠানে সম্ভব ?

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ঘ.

ঙ.

১২.৩.

১২.৪.

১৩.০ প্রাথমিক পর্যায়ের একটি আদর্শ "প্রশিক্ষক প্রশিক্ষণ পাঠ্যক্রম" এর মেয়াদ ও অংশগ্রহণকারীদের সংখ্যা আপনার মতে কি হওয়া উচিত :

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খ.

১৩.১. এ ধরনের একটি প্রশিক্ষক প্রশিক্ষণ পাঠ্যক্রম কি কি বিষয় অন্তর্ভুক্ত হওয়া উচিত বলে আপনি মনে করেন :

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১৩.২. উপরোক্ত ধরনের প্রশিক্ষণ গ্রহণকারী "প্রশিক্ষকদের প্রশিক্ষণ" এর জন্য আপনি কোন ধরনের উচ্চতর প্রশিক্ষণ সুপারিশ করেন কি ? যদি করেন তবে তার মেয়াদ, স্থান ও প্রশিক্ষণের বিষয় উল্লেখ করুন :

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১৩.৩. প্রশিক্ষকদের প্রশিক্ষণ প্রদানের পর Follow-up ও নবায়ন কোর্সের
প্রয়োজনীয়তা আছে কি ?

১৪.০ প্রশিক্ষকদের প্রশিক্ষণ প্রদানের ক্ষেত্রে আপনার অন্য কোন সুপারিশ আছে কি ?

১৫। (ক) প্রশিক্ষক প্রশিক্ষণ কোর্সের মূল্যায়ন

(টিক চিহ্ন দিন)

ক্রমিক নং	বিষয়	খুবই প্রয়োজনীয়	প্রয়োজনীয়	কম প্রয়োজনীয়	অপ্রয়োজনীয়
১।	প্রশিক্ষণে বিপিএটিপি ও অন্যান্য প্রতিষ্ঠান	/ /	/ /	/ /	/ /
২।	বনিয়াদী প্রশিক্ষণের বিভিন্ন মডিউল	/ /	/ /	/ /	/ /
৩।	প্রশিক্ষণের ধারণা (প্রশিক্ষণ চক্র)	/ /	/ /	/ /	/ /
৪।	শিক্ষণ মতবাদ প্রতিদ্বন্দ্বী ও কৌশল	/ /	/ /	/ /	/ /
৫।	প্রশিক্ষণে ছাহিদা নিরূপন	/ /	/ /	/ /	/ /
৬।	প্রশিক্ষণ : একটি সিস্টেম প্রোগ্রাম	/ /	/ /	/ /	/ /
৭।	লক্ষ্য নির্ধারণ	/ /	/ /	/ /	/ /
৮।	শ্রবণ কৌশল	/ /	/ /	/ /	/ /
৯।	কথা বলার কলা কৌশল	/ /	/ /	/ /	/ /
১০।	প্রশিক্ষণে যোগাযোগের দক্ষতা	/ /	/ /	/ /	/ /
১১।	প্রশিক্ষণে তথ্য অনুসন্ধান ও কৌশল	/ /	/ /	/ /	/ /
১২।	প্রশিক্ষণে মিডিয়াম ভূমিকা (তাত্ত্বিক)	/ /	/ /	/ /	/ /
১৩।	প্রেষণা (মডিউলেশন)	/ /	/ /	/ /	/ /

১৪।	লেসন প্লান				
১৫।	প্রশিক্ষণ পদ্ধতি				
১৬।	বক্তৃতা (তাত্ত্বিক)				
১৭।	বক্তৃতা পদ্ধতি (ব্যবহারিক)				
১৮।	কেস স্টাডি				
১৯।	সেমিনার, আলোচনা, কনফারেন্স ও সিমুলেটেড পদ্ধতি				
২০।	গবেষণা পদ্ধতি				
২১।	প্রশিক্ষণে কম্পিউটার				
২২।	প্রশিক্ষণে আয়-ব্যয় সংকলন				
২৩।	প্রশিক্ষণ ব্যবস্থাপনা ও বাস্তবায়ন				
২৪।	প্রশিক্ষণে মূল্যায়ন				
২৫।	প্রশিক্ষণ পাঠ্যক্রম প্রস্তুতকরণ/ (দলগত/ব্যবহারিক)				
২৬।	প্রশিক্ষণোত্তর সমীক্ষা				
২৭।	পারাম্পরিক মূল্যায়ন				

১৫। (খ) কোন বিষয় সংযোজনের প্রয়োজন আছে কি ? হ্যাঁ না

(গ) হ্যাঁ হলে বিষয়সমূহ কি কি ?

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