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**Follow-up Study on the Basic Office Management
Course of Class III Employees Conducted by
RPATC, Dhaka.**

STUDY TEAM:

MR. MD. MAHAMUD-UL-HOQUE.

Director, Research and Development BPATC.

DR. M . MIZANUR RAHMAN.

Deputy Director (Deputy Secretary) RPATC, Dhaka.

MR. SERAJUL ISLAM SHEIKH.

Assistant Director, RPATC, Dhaka.

**REGIONAL PUBLIC ADMINISTRATION TRAINING CENTRE,
DHAKA.**

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EXECUTIVE SUMMARY

Regional Public Administration Training Centre (RPATC), Dhaka is a renowned Training Institute of the country in the Public Sector. This paper is a product of Follow-up study on the Basic Office Management (BOM) Course of Class III Employees Conducted by training centre. The pivotal objective of the study is to find out the effectiveness of Basic training course for class III employees conducted by RPATC Dhaka. Training needs one to be appropriate to the participants' requirements and in line with to the guidelines of the National Training Policy, training needs assessment (TNA) of the government officials of different levels to be determined before going for imparting the training. The present study intends to find out the real scenario of Basic Office Management Course and to find out whether this course is doing on the basis of the felt-needs of the clientele groups. Therefore, the outputs of the study will be directly related to increase the effectiveness and appropriateness of the Course (BOM). For establishing good governance in Bangladesh, elevation of the government servants' efficiency and capacity in managing their works through proper teaching and training is a must.

The Data have been collected on Basic Office Management Course held at RPAC, Dhaka towards the end for and understanding of the after effect of training. Both primary and secondary information and data have been used for this research. Dependence on documentary evidence is essential because it provides readers with clear description and explanation of the context of the study and new knowledge has to be built on existing knowledge. The present study has consulted the course-end evaluation reports of different courses conducted by RPATC, Dhaka. The views of the trained participants of the Basic Office Management Course have been taken through a structured questionnaire survey. A questionnaire survey method was used for adopting a purposive and random sampling procedure. Before finalizing the questionnaire, opinions and views of some researchers and concern persons were taken. Both open-ended and close-ended questions were formulated to collect views of the respondents. Different modules, which consisted of a number of training inputs were identified and separated. All the inputs, which were

assumed to be effective in utilization in the field, were put in boxes for responses. Open-end section of the questionnaire was devised with a view to collecting information on the effectiveness of the training inputs.

The total number of population or size of the study is 512 and among the former participants have taken as sample of the survey. The researchers to collect data on the target group form various ministries in the secretariat and various departments and divisional organisations including some district headquarter of Dhaka division have followed a purposive random sampling procedure. The district headquarters i.e. Mymensing, Munshiganj and Gazipur were taken under this survey. Questionnaires were distributed among 175 (34% of the population) trainees out of 512. Informal discussion with the officials at the organization and in-depth interviews were taken with concern 30 supervisors of participants to know the before and after training performance.

The study has used both simple and cross-tabulation for its analysis. Graphical representations like bar diagrams, line graphs and other statistical techniques such as corresponding weighing methods to responses with ranks were employed for analyzing and interpreting data. The analytical description has been made mostly according to the corresponding tables and statistical techniques and test employed.

The study is an attempt to assess the educational background of the respondents. It is found that (Table-1) 20% of participants have completed their Masters degree, 40% of participants are degree holders, 37% of respondents have completed HSC and Only 3% of participants have completed SSC exam. It revealed that those who have joined the service after completion of their Bachelor degree and Masters degree, are more interested in training and efficient in works.

Regarding their working experience, it revealed that (Table-2) 13% of participants have received their training after more than 21 years in services, 24% of the total participants during their 16-20 years services, 11% of participants received within 6 to 10 years in services while 37% of participants have been trained within five years of joining.

It is found that (Table-3) 64% of participants have informed that duration of the course is not appropriate. 37% of participants think that the present duration (4 weeks) of the course is appropriate.

It is noted that (Table-4) 41% of respondents proposed 8 weeks duration, 38% of respondents projected 9 weeks duration and only 21% of respondents proposed 6 weeks duration course.

It is found that (Table-5) the respondents have given the highest rate of importance to the 'computer application' module to assess the effectiveness and applicability of Basic Office Management Course in their workplace in terms of rate of importance. It is 89% of importance. The respondents have given the lowest rate of importance to the Module 'store management' and it is 71% of importance. Public Administration and Personnel Management Module has given 87%, file and Record Management has given 86%, Administrative Communication has given 85%, both Financial Management and English for official Purpose have given 77% of importance. It revealed that selected modules of the course are effective and applicable to most of the respondent/participants. It is found that all most all the contents of seven modules of Basic Office Management Course are applicable and effective to most of the respondents. Please see the para. 4.3.1 to para.4.3.7 and the table 6 to 13.

Respondents/Participants have identified the following significant weakness of the course:

- I. Short duration i.e. the duration of the course should be lengthened.
- II. Related handouts are not available during the training classes.
- III. Classroom are not well equipped with training facilities and air conditioning facilities do not exist.
- IV. Logistics are not adequate.
- V. Dormitory facilities are not ample.
- VI. Training kits to contain training materials are not supplied.
- VII. Training allowance are not sufficient and

VIII. Monitory support for refreshment is very meager.

These are the limitations of the Basic Office Management Course identified by the respondents, which are almost policy matter to solve the problems.

On the basis of the analysis some specific suggestions have been made to improve the course and increase its effectiveness. Moreover, the outcomes of the study will help to improve the training management system and conducting the BOM Course at RPATCs in future. Among the suggestions most important ones are;

- I. Duration of the course should be extended;
- II. Copying of lecture sheets or handout should be;
- III. Class room facilities should be rich and easy (air conditioned, multimedia, sound system, flip papers, markers, easel board etc.);
- IV. Involve of participants by assigning tasks like home work exercise;
- V. More emphasis should be aid on computer classes & practices;
- VI. Invite only expert and experience guest speakers related topics;
- VII. Offer compulsory residential course and dormitory facility should be improve;
- VIII. Training allowance should be increased;
- IX. Sufficient financial support for refreshment and food should be provided with;
- X. Bags for carrying training materials should be supplied;
- XI. Study Tour programmes Social events/ pleasure trips should be arranged.

These might be of good help to improve the effectiveness of the course further. Some issues should be addressed of good through the course end evaluation. RPATC should review the course end evaluation and feedback immediately. If necessary, the training should be modified and changed.

(Notable: The study does not represent the views of the RPATC or the BPATC. The views expressed in this paper are those of the researchers and should not be attributed to the approved authority).

Chapter 1

INRODUCTION

1.0 Introduction

Regional Public Administration Training Centre (RPATC), Dhaka is a renowned and reputed Training institute in the Public Sector. It is under the administrative and functional centre of Bangladesh Public Administration Training Centre (BPATC), Ministry of Establishment. Since its inception on 28th April 1984, RPATC Dhaka has been conducting job related and skill oriented training courses for class I and class II officers including class III & class IV employees of the Government, Semi-government and Autonomous bodies. It has conducted 820 training courses till December 2007. Dhaka RPATC has been conducting 28-34 courses in a year.

In the financial year 2006-2007, this Centre conducted a total of 28 (twenty-eight) courses (08 courses for class-I officers, 06 for class-II officers, 12 for class-III and 02 for class-IV employees). A total of 485 officers and 590 support-staffs have been imparted training in the course.

Training has long been recognized as an important ingredient of socio-economic development in any country. Training plays a key role in developing and disseminating skills to an individual needed to cope with the rapid changes in the society (**Haddad, 1990**)¹. In order to increase professional knowledge and skills of Officers and Staffs of the government, semi-government and autonomous bodies different courses are being conducted in RPATC.

The Basic Office Management Course is treated as the foundation course for the class III employees. This course has seven modules. Details of the contents of the Modules are shown in the **Annex-B**. The List of the Basic Office Management Course and the number of the participants from July 2001 to June 2007 are given in the **Annex-C**.

Considering the importance of the Basic/Foundation training of the Class III employees, Dhaka RPATC conducted 3-4 courses in each calendar-year. Main objectives of the training course are:

- I. To provide the participants with the detailed idea of the working procedure of the Ministry/Division/ Department/ Directorate/Semi-govt. and Autonomous bodies.
- II. To acquaint the participants with different aspects and procedures of Personal and Office Management.
- III. To orient them with the ideas of preparing National Budget and Office Budget.
- IV. To improve their knowledge on Staff Welfare Administration and Management.
- V. To increase the knowledge and skills of the participants on Accounting and Auditing System.
- VI. To increase the knowledge on Purchasing and Preservation of Goods.
- VII. To increase the knowledge and skills of the participants through discussion and analysis of Recruitment Rules, Discipline and Appeal Rules, Conduct Rules and sense of responsibility and security.

Since its inception of the basic office management training course for the staffs in 1984 there has been no survey conducted to evaluate the effectiveness of the course. . Whether the curriculum of course for the class III employees is appropriate to train them or whether it needs to improve further that has not been studied at any level. The recommendations of some of the participants of the Basic Office Management course no BOM-03/ 2006-2007² and Participants from course no BOM-04/2004-05³ and BOM-02/2006-07⁴ have suggested that in the course-end evaluation reports are given below to justify the necessity of the improvement of the course-

- I. Duration of the course should be extended from one month to 2-3 months
- II. More emphasis should be given on computer classes & practices sessions.
- III. Class-room facilities (multimedia, air conditioning etc) should be improved further
- IV. Training allowance should be increased to make the training course effective by attracting resource persons of prudence and expertise.

The field of post training utilization is fast emerging as a potential area of research on training. Over the years, post training utilization had remained almost unexplored in our country. Globally too, this was one of the most neglected areas of research on training.

(Hossain & Husain, 1997)⁵

1.1 Objectives of the Study

It is widely recognized that training is the most appropriate means for developing human resources of an organization. There is no alternative to train the officials for developing their skill and efficiency for better performance in work place. The present study intends to find out the real scenario of Basic Office Management Course and to find out whether this course is doing on the basis of the felt-needs of the clientele groups. Therefore, the outputs of the study will be directly related to increase the effectiveness and appropriateness of the Course (BOM). The pivotal objective of this study is to find out the effectiveness of Basic Office Management course for class III employees conducted by Dhaka RPATC. The specific objectives of this study are as placed hereunder:

- I. To examine and analyse the effectiveness of existing Basic Office Management Course for Class III Employees;
- II. To identify the weaknesses and applicability of the Module & Contents of Basic Office Management Course of RPATC, Dhaka;
- III. To assess the impact of Basic Training course for class III employees of RPATC, Dhaka as well as applicability of the knowledge learnt in this training course.
- IV. To suggest measures in order to improve the quality of training as well as training environment.

1.2 Rationale of the Study

Dhaka RPATC is entrusted with responsibility of imparting training to the officers and members of the staff of all levels of Government, Semi-government and Autonomous bodies. Training needs to be appropriate to the participants' requirements. According to the guidelines of the National Training Policy, training needs assessment (TNA) of the government officials of different levels to be determined before commencing design of the training course. There are a few studies on TNA of training course of BPATC conducted by faculty members of BPATC. But TNA of training course of RPATC has not yet been done. No training needs assessment has also been carried out to measure the impact of the course. Only the course end evaluation is being considered to update the contents as well as methods of the basic office management-training course. After a period of its journey it is felt that the said course needs to be updated and modernized according to the necessity of the current requirement of the participants. The present study, will be helpful to update the existing course contents and methods, which will also be helpful to design a need based program for the members of the staff.

Basic Office Management Course (BOMC) for class III employees has been designed to serve the specific objectives for the efficiency of the support staffs. Even no field level evaluation regarding the impact of Basic training courses of RPATC has been carried out to improve the course contents and methods of the said training course.

There are also some views and arguments from the participants regarding the updating course contents. In fact, RPATC is omni-thoughtful on one all important issue whether or not basic office management course is at all effective to the participants. So time now warrants an investigation into the matter to know the actual situation of this basic training course.

The present study intends to find out the real scenario of Basic Office Management Course and to find out whether or not this course is doing on the basis of the felt-needs of the clientele groups. Moreover, the outcomes of the study will help to improve the training management system according to the requirement of the participants. Therefore, the

outputs of the study will be directly related to increase the effectiveness and appropriateness of the Course (BOM).

1.4 Scope and Limitation of the Study

Since its inception, Dhaka RPATC has been conducting basic training course for class III employees of the Government, Semi-government and Autonomous bodies of Dhaka Division. The study has been confined to find out the effectiveness of basic training courses of Dhaka RPATC. An intensive study has been made to explore the ground centre realities of the participants of Basic Office Management (BOM) Course of Dhaka RPATC conducted for the last five years and a half (From July, 2002 to December, 2007). During the period a total number of 14 courses were conducted and 512 participants attended the courses what is the scope of the study.

The sample size of the study has been limited due to time and budget constraints. The participants of all courses have not been included due to distance and their location. Only selected district and divisional office as well as the members of staff of the ministries have selected for the study.

Chapter II

METHEDODOLOGY

2.0 Methodology of the Study

As in all research works, the study in hand has adopted a methodology used in this research. The methodology makes provisions for assessing the training impacts by a synthesis of 'before-after' and 'with-without' comparisons. The proposed research would require collection of information and data of former participants of basic training courses of Dhaka RPATC. Both primary and secondary information and data have been used for the study.

2.1 Preparation and Formulation of Questionnaire

The views of the trained participants of the Basic Office Management Course have been taken through a structured questionnaire survey. A questionnaire survey has been conducted for adopting a purposive and random sampling procedure. In order to prepare the questionnaire a pilot survey was conducted with the help of the preliminary questionnaire. The questionnaire was finalized on the basis of the feedback from the pilot survey. The questionnaire is annexed at the end (**Annex-D**). Before finalizing the questionnaire opinions and views of some researchers and concern persons were taken. Both open-ended and close-ended questions were formulated to collect views of the respondents. Different modules, consisted of a number of training inputs were identified and separated. All the inputs, which were assumed to be effective in utilization in the field, were put in boxes for responses. Open-end section of the questionnaire was devised with a view to collecting information on the effectiveness of the training inputs.

To assess the impact of Basic Office Management Course and the applicability of the knowledge learnt in the past training, another questionnaire, which is shown in **Annex-E**, has finalized for the office supervisors' of the participants.

2.2 Sample Size, Area, Design and Sampling procedure

Former participants were selected for interviewing on the basis of random sampling from the various ministries, divisional organizations and district headquarters of Dhaka division. Performance of trained staff has been considered to the present study and they have been selected for the interview based on their participation in the previous course. The size of the population was 512. The respondents were being selected among the former participants of the basic office management courses, which represent from the all 14 courses. Thereafter, a purposive random sampling procedure was followed to collect data. Target group were from various ministries in the secretariat and various departments and divisional organisations including some district headquarter of Dhaka division. The district headquarters i.e. Mymensingh, Munshiganj and Gazipur were included in the survey. **Exhibit 2.1 (Table)** shows the sample size of the study.

Exhibit 2.1(Table): The Sampling design and procedure.

Training Year	Number of Sample
1 st Year (July 02-June 03)	23
2 nd Year (July 03-June 04)	23
3 rd Year (July 04-June 05)	31
4 th Year (July 05-June 06)	23
5 th Year (July 06-June 07)	31
And July -December 07	44

2.3 Methods of Data Collection

2.3.1 Secondary sources

Dependence on documentary evidence is essential because it provides readers with clear description and explanation of the context of the study and new knowledge has to be built on existing knowledge. The following secondary sources of data were used for this study:

- I. Use of relevant training records, documents, publication and evaluation reports of the courses;
- II. Use of related research reports already conducted by BPATC for core courses;
- III. Use of textbooks, journals, articles and internet etc in the relevant fields .
- IV. The present study has also consulted the course-end evaluation reports of different courses conducted by RPATC, Dhaka.

2.3.2 Primary data (Field survey/visit/Interview)

Four data collectors were recruited to collect primary data through questionnaire. These collectors have been trained to familiarize with the purpose of the study, objectives, scope and methodologies of the study. They were working under the intensive supervision of the researcher. The Data collectors took interviews of the respondents personally. Interviews and consultations were held with the supervisors of those participants regarding their performance who attended previous training courses conducted by RPATC and their views and suggestions have been incorporated in the present study. Systematic data collection has been carried out with the participants of previous training courses as well as participants of an ongoing course. It is the application of the scientific method of fact finding and experimentation to practical situation. However, in this study field visits were undertaken to cross check the information collected through the questionnaire.

2.4 Methods of compilation and Tabulation

After collection of data through questionnaires survey the information were crosschecked. Questions with improper responses were rejected. A rough or dummy table was prepared before completion of the questionnaire survey. Questionnaires were distributed among 175 (34% of the population) trainees out of 512. A total of 150 participants were responded and out of 150, 19 questionnaires were rejected for not getting complete information. Informal discussion with the officials at the organisation and in-depth interviews were conducted with concern 30 supervisors of participants to know the impact of before and after training program. **Exhibit 2.2** shows the coverage of the questionnaires.

Exhibit 2.2: The coverage of the questionnaires.

Total number of population	512 (467+45)
Questionnaire sent	175
Questionnaire received	150
Questionnaire rejected	19
Questionnaire accepted	131
In-depth interview	30
Total valid Responded	161

The existing curricula and module of the Basic Office Management Course of RPATC have been analysed. Finally, the findings of questionnaires, comments and suggestions obtained from interviews have been analysed for recommendations.

2.5 Methods of Analysis

The study has used both simple and cross-tabulation for its analysis. Graphical representations like bar diagrams, line graphs and other statistical techniques and other statistical techniques, such as corresponding weighing methods to responses with ranks were employed for analyzing and interpreting data. The analytical description has been

made mostly according to the corresponding tables and statistical techniques and test employed. **Exhibit 2.3** shows the process of weighing system of ranked responses.

Exhibit 2.3: The process of weighing system of ranked responses.

Ranks of the responses	Corresponding assigned Weights
1	1
2	2
3	3
4	4
5	5

The sum of weighted value of each individual parameter was then calculated with the following formula:

$$S = \sum [(n_1 \times 1), (n_2 \times 2), (n_3 \times 3), (n_4 \times 4), (n_5 \times 5)] \dots \dots \dots [\text{Formula -1}]$$

Where,

S = Sum of weighted rank, value of a certain parameter;

n = Number of Responses;

n₁ = Number of Responses against certain parameter with rank 1;

n₂ = Number of Responses against certain parameter with rank 2;

n₃ = Number of Responses against certain parameter with rank 3;

n₄ = Number of Responses against certain parameter with rank 4;

n₅ = Number of Responses against certain parameter with rank 5;

and 1, 2, 3, 4 and 5 are the corresponding weight values assigned for Rank 1, Rank2, Rank 3, Rank 4 and Rank 5 respectively.

Finally, considering the weighed values (with highest rank) of all the responses for a particular parameter as hundred percent, percentage-wise weights/strengths of each parameter was calculated with the help of the following formula:

$$Stn = \frac{S}{N \times r_n} \times 100 \dots \dots \dots [\text{Formula -2}]$$

Where,

Stn. = Strength or degree (in %) of opinion of a certain parameter;

S = Sum of weighted rank value of a certain parameter;

r_n = Total number of responses against a certain parameter;

It is important to note that the foregoing statistical procedures were performed to convert to ordinal data into more quantifiable form so that the respondents' views in different issues can be depicted more effectively. To know the effectiveness of the Basic Office Management Course was used the corresponding weight values assigned for rank 1 to 5 as given in the questionnaires.

2.7 Frame of the Study

The study report is divided into five Chapters. Chapter I deal with the introductory aspects of basic office management course, objectives, justification and scope and limitation of the study. Chapter II gives outline of research methodology i.e. preparation and formulation of questionnaire, sample size, methods of data collection, secondary sources and primary sources, methods of compilation and tabulation and methods of analysis. Chapter III has been designed for literature survey and review. Collected information and data have been analyzed in chapter IV. Findings, recommendations and conclusion are included in the chapter V of the study.

Chapter III

REVIEW OF LITERATURE

3.0 Literature Survey & Review

Relevant published and unpublished available documents have been collected and these were consulted. Recommendations in the course-end-of evaluation reports of the Participants of the Basic Office Management courses and relevant literature have been reviewed.

The problem of effective administration and prompt implementation of policies and projects is considered as one of the major problems in the public sector. It involves the building-up of personnel and training of men along with other requirements. Human resource development, the importance of building up administrative personnel has been emphasized for handling administrative job effectively (Verman, 1988) ⁶.

Evaluation of training is necessary to analyze the effectiveness of the training. However, the context of public sector organization faces many problems where the evaluation is not possible (Stanley, 1984) ⁷

3.1 What is Result Base Training

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates to specific useful skills to accomplish the specific job. Training is a purposeful development of human resources. Panda & Graham⁸ opined that training is given as a response to some event, such as:

- the installation of new equipment or techniques which require new improved skill
- a change in working methods
- a change in product, which may necessitate training not only in production methods, but also in the marketing functions of the company.
- a realisation that performance is inadequate.
- Labour shortage, necessitating the updating of some employees.

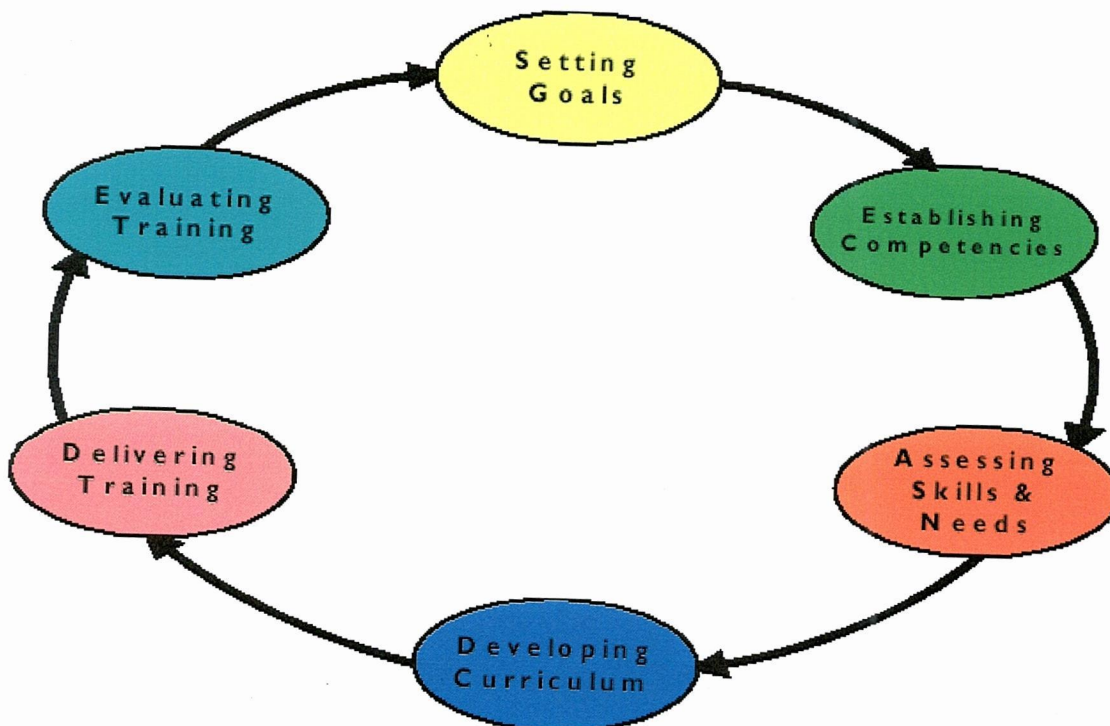
- a desire to reduce the amount of scrap and to improve quality
- an increase in the number of accidents.
- promotion or transfer of individual employees.

In addition to the basic training required for a trade, occupation or profession, it is recognised today that there is need to continue training beyond initial qualifications to maintain, upgrade and update skills throughout working life. It can be seen as training to keep current with changing technology and practices in a profession or in the concept of lifelong learning.

3.2 Components of an Effective Training Program.

A good training program follows a series of steps for developing and delivering training, whether it's training designed for a single organization with a few staff member, or with many staff members of different organization, or whether it's one-on-one training, a single class, or a series of classes. The following flow chart illustrates (Exhibit:3.1) the core components to consider when developing a training program.

Exhibit:3.1 Core Components of an Effective Training Program



3.2.1 Setting Goals

A training goal is a broad statement describing what an organization hopes to achieve.

Goals are an important component of any training program.

Goals can help:

- Outline new knowledge or skills that will be gained through training.
- Clarify or further develop organization's mission or vision.
- Foster better communication and more freedom to operate.
- Define clear responsibilities for staff members and create greater job satisfaction.
- Provide a framework for evaluating programs and services.

After the training program goals are developed, the next step is to create goals for staff and public that clarify what they should strive to achieve.

3.2.2 Establishing Competencies

Once organization's training goals are established, the next step is to write competencies for various staff positions and for public users within the organization. Competencies are descriptions of the abilities or skills required for exceptional performance of a particular role or function. Competencies can empower the learner with a measure of what they should strive to accomplish.

3.2.3 Assessing Needs and Skills

Once established training goals and described the competencies, the next step is determining what skills they already possess, and identifying what needs remain unmet. Assessing the needs and skills of audience is an important step in the process of developing effective training. Measuring trainees' interests, identifying tasks they need to be able to perform and gauging their abilities will help to design curriculum that meets their needs and captures their interest. Assessing needs and skills is often easier with organization's staff than with the public, as one have more opportunity to interact with staff and solicit feedback from them as a group.

3.2.4 Developing Curriculum

After setting goals, and determining competencies and conducting assessments the next step is to develop the curriculum. When developing curriculum, consider the needs and skills of the audience and adapt curriculum to meet them. Another thing to consider is who will develop and update the curriculum. Will it be developed by a committee or by an individual? Who will be responsible for organizing and storing lessons plans, handouts, etc. and how will they be made available to all trainers? How often will the curriculum be updated?

3.2.5 Delivering Training

Delivery of training is more than just selecting trainers and training them; it encompasses the scheduling of the classes, selling and packaging of the program and individual classes, and the overall logistics of the classroom space.

(i) Scheduling

Scheduling training can be challenging, especially for staff. When scheduling classes for staff, consider the time of day and whether or not substitutes will be needed for the desk.

(ii) Classroom Logistics

Delivery of the content is dependent on the technology and environment. Whether it is teaching a one-on-one session or a full classroom of learners, there are a few logistics to consider

(iii) Trainers

Training is a big job. It is valuable to have more than one instructor to assist in classes. An additional trainer can help with one-on-one training and be the backup if someone is out sick. A couple of questions to consider: Who will teach or assist staff and public classes?

3.2.6 Evaluating Training Programs & Impact Assessment

Training is an on-going process that evolves and improves over time. It can consist of evaluations completed by learners at the end of class and formative evaluations completed by the trainer or training committee. one should ask questions that are tied to the goals and competencies set at the beginning of the process and any possible concepts

you want to add for future training. The information you collect can inform improvements or changes to the training program to meet the evolving needs of the staff and public and respond to the ever-changing world of technology. On the other hand, after training by assessing the trained staff authority have to know the impact of training and accordingly may revised the training program.

3.3 Some Effective Training methods

The method by which training is delivered often varies based on the needs of the company, the trainee, and on the task being performed. The effective methods are those, which should suit the audience, the content, the business environment and the learning objective. Ideally, the method chosen will motivate employees to learn, help employees prepare themselves for learning, enable the trainees to apply and practice what they've been taught, help trainees retain and transfer what they have learned, and integrate performance with other skills and knowledge. Other factors affecting the choice of a training method include:

- Age, gender, or level of education of the trainees
- Learning styles of the trainees
- Number of trainees
- Budget
- Trainer's skills and training style

The important training methods are as follows:

3.3.1 Lecture

A lecture is the method learners often most commonly associate with class/session. In this method, one person (the trainer) does all of the talking. He or she may use handouts, visual aids, question/answer, or posters to support the lecture. Communication is primarily one-way: from the instructor to the learner.

3.3.2 On-the-job training

This is the most common method of training. The trainee is placed on the job and the manager or mentor shows the trainee how to do the job. To be successful, the training should be done according to a structured program that uses task lists, job breakdowns, and performance standards as a lesson plan.

3.3.3 Demonstration

Demonstration is very effective for basic skills training. The trainer shows trainees how to do something. The trainer may provide an opportunity for trainees to perform the task being demonstrated.

3.3.4 Role Playing

During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and sales training. It provides maximize participation and stimulate thinking during training and learning.

3.3.5 Case Studies

A case study is a description of a real or imagined situation which contains information that trainees can use to analyze what has occurred and why. The trainees recommend solutions based on the content provided. A case study can present a real-life situation which lets trainees consider what they would do. It can present a wide variety of skills in which applying knowledge is important.

3.3.6 Brainstorming

Brainstorming is a common technique often used by facilitators or in meetings focused on problem-solving in creative ways, but it's also commonly used in training sessions as a learning tool, to energize groups, and to provoke discussion.

3.3.7 Study Visit

Sometimes trainers take participants field visits or study visits to acquire practical knowledge. Sometimes visit to historical places to get the idea of past events or factory to know the production process.

3.4 Role of Trainer for Making Training Effective

When designing and planning training, trainers and designers need to consider a number of factors when deciding on what training and learning activities should be included. Choosing the right training methods and activities is critical in designing effective training. Of course, simply using the right training method isn't enough to make training effective. Not only that, if we think a successful training event, we have to also be meticulous regarding our trainer who plays a vital role in training for its effectiveness. Sometimes it appears to us that good trainers are somehow "born to it". What they do in their delivery seems so natural and smooth. It is true that some people seem to take to it naturally, but the great percentage of people seems to have to learn how to deliver and design training. When choosing the training methods, the trainer must decide which one best suits the trainees, the environment, and the investments available that make the training more effective. Many trainers will choose to combine methods or vary them. Others will select a single method that works best for them and never vary. With so many options, a trainer is limited only by his or her creativity.

Chapter IV

DATA ANALYSIS

4.0 Analysis of Data

The data have been collected on Basic Office Management Course held at RPATC, Dhaka towards the need for and understanding of the after-effect of training. The present study has consulted the course-end evaluation reports of different courses conducted by RPATC. The views of the previous participants of the Basic Office Management course have been taken through a structured questionnaire survey. Different modules, which consisted of a number of training inputs were identified and separated. All the inputs, which were assumed to be effective in utilisation in the field, were put in boxes for responses. Open-ended section of the questionnaire was devised with a view to collecting information on the effectiveness of the training inputs.

Four week Basic Office Management Course for class III employees is treated as foundation training for the staffs. This course is designed to impart basic knowledge and skill in administration and management to participants who are working as supporting staffs of the various organizations of the government. The main objective of the training is to carry out their administrative responsibility confidently and efficiently. The results were analyzed to assess the degree and level of linkage with training.

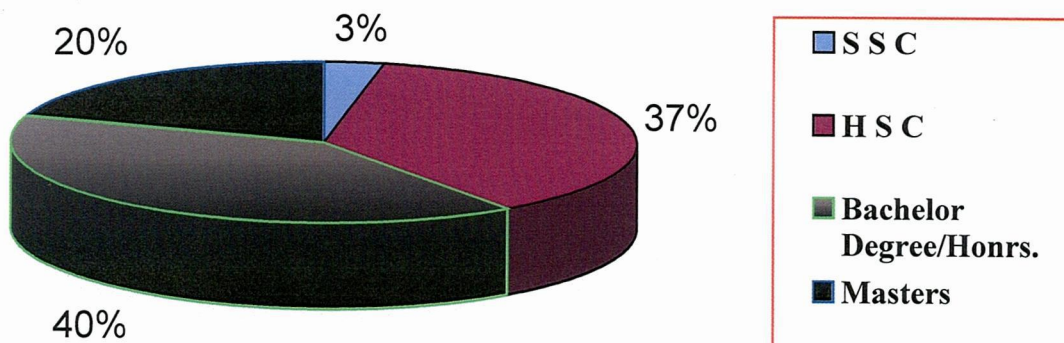
4.1 Personal Information (Survey Result)

4.1.1 Educational qualification of the participants

The study is an attempt to assess the background of the respondents' i.e. education, service experiences, nature of the office/organization they work etc. The total number of respondents was 131. It has been observed that out of 131 participants 53 participants are degree holders i.e. 40%. Out of 131 respondents 26 have completed their Masters degree, 48 respondents have completed HSC and Only 4 participants have completed SSC.

It revealed that those who have joined the service after completion of their Bachelor degree are more interested in training and efficient in works. The educational qualifications of the participants are shown in the **Exhibit 4.1** and the **Table-1** is given in the Annex-E.

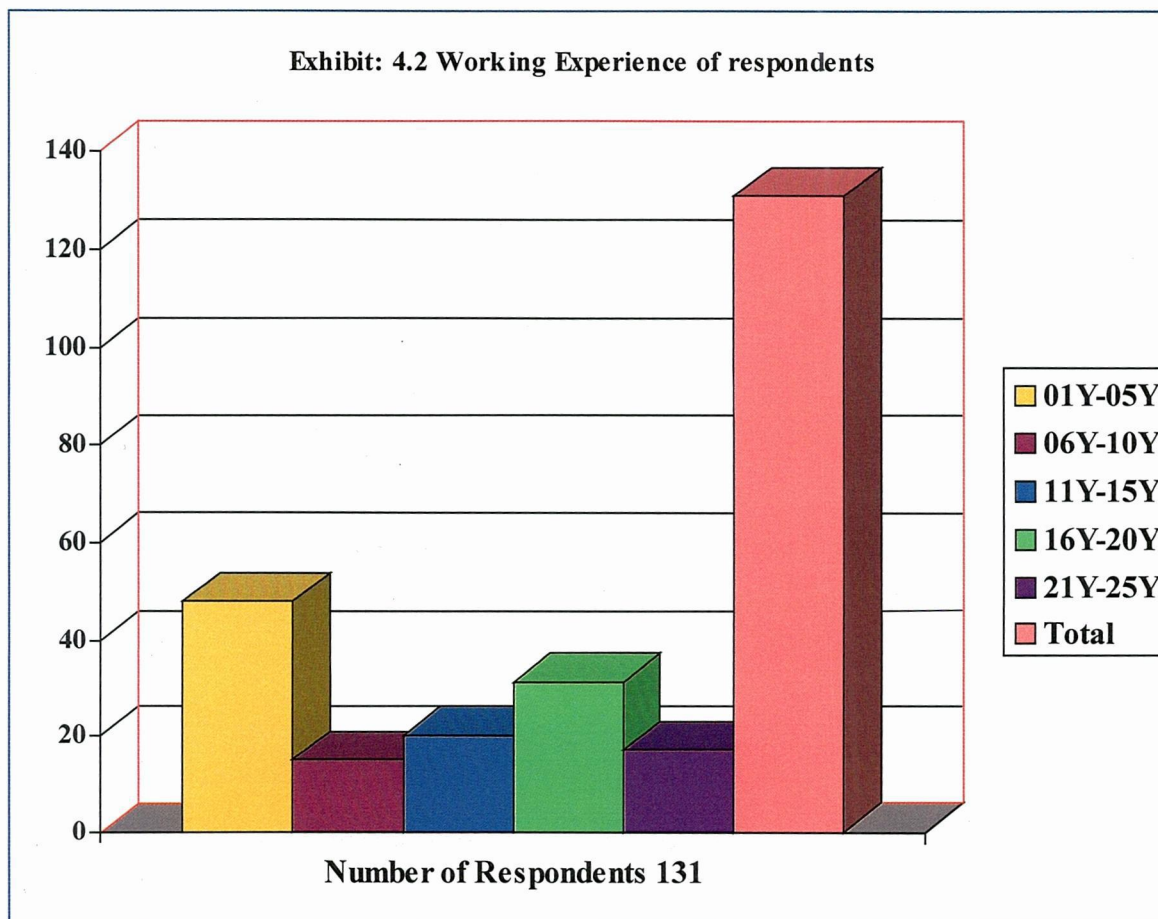
Exhibit:4.1 Educational Qualification of the respondents



4.1.2 Working Experience of the Participants

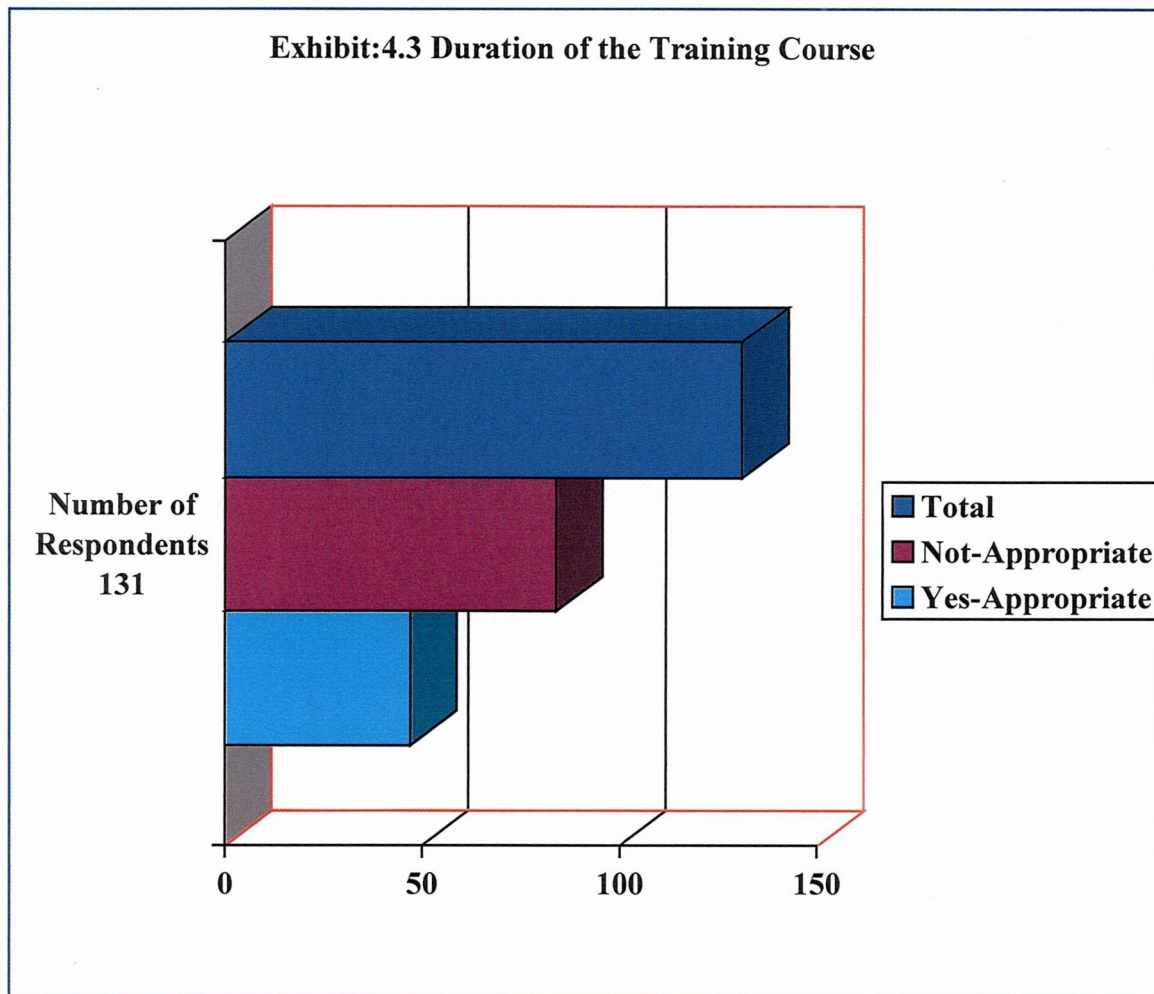
Personal information of the respondents regarding their working experience has been presented in the **Exhibit 4.2** and the **Table-2** is given in the Annex-E.

It revealed that out of 131 participants 17 participants have received their training after more than 21 years services. It is 13% of the total respondents. Only 48 participants out of 131 have taken training within five years of joining, which is 37% of the total respondents. 24% of the total participants have received their training during the 16-20 years service and within 6 to 10 years of services 11% participants have received their training.



4.1.3 Duration of the Course

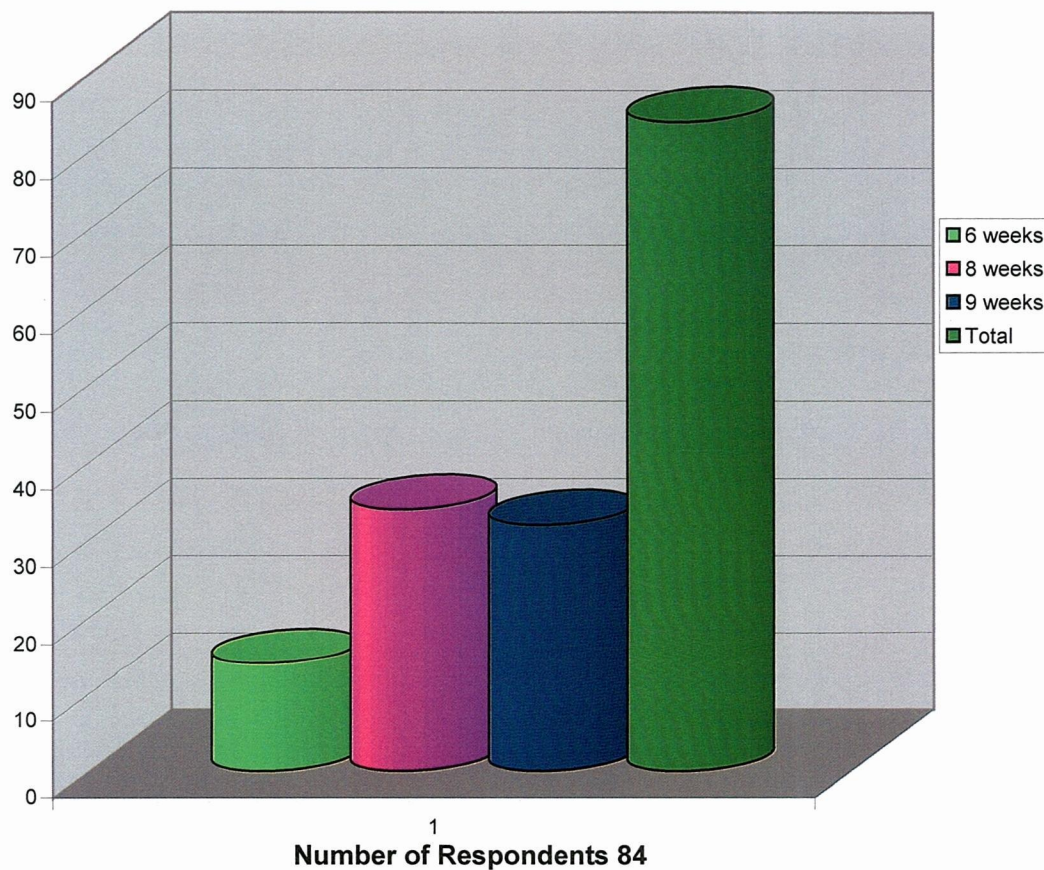
In a question 'Whether the duration of the Basic Office Management Course is appropriate'- 84 participants out of 131 have informed that duration of the course is not appropriate. It is 64% of the total. Out of 131 participants only 47 have given consent with the question i.e. they think that the present duration (4 weeks) of the course is appropriate. **Exhibit: 4.3** demonstrate the observations of the participants regarding the duration of the training course and the **Table-3** are given in the Annex-E.



4.1.4 Proposed Course Duration

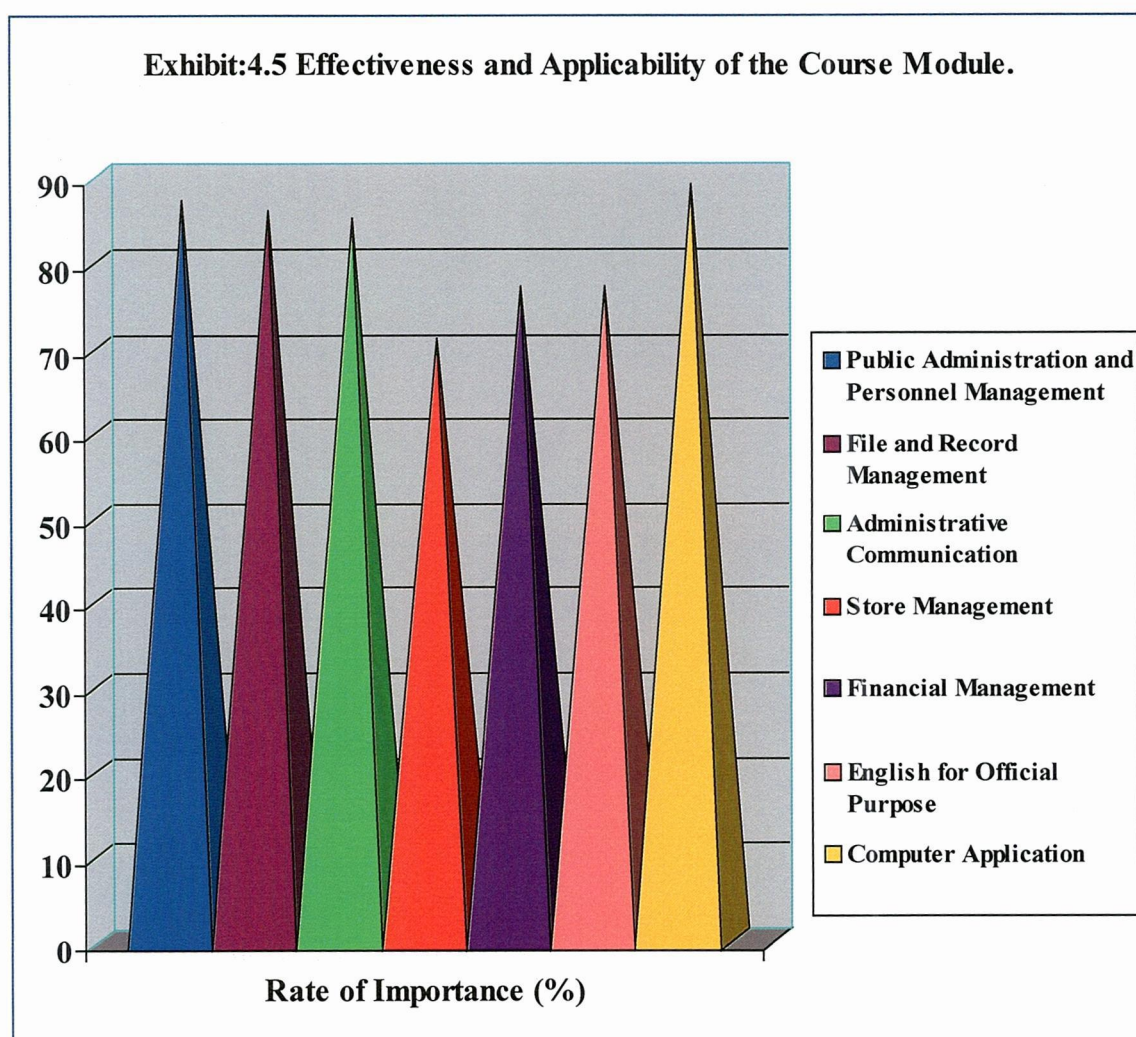
During the survey, using questionnaires, participants were asked to propose appropriate duration of the course. About 41% respondents proposed that the duration of the basic office management course should be 8 weeks. 38% respondents projected that the duration of the basic office management course should be 9 weeks and 6 weeks duration course proposed only 21%. **Exhibit 4.4** shows the proposed course duration of the respondents/ participants and the **Table-4** is given in the Annex-E.

Exhibit: 4.4 The Proposed Course Duration of the Respondents



4.2 Effectiveness and Applicability of the Course Module

The respondents were asked to assess the effectiveness and applicability of Basic Office Management Course in their workplace in terms of rate of importance given in the questionnaire. The participants of Basic Office Management Course have given the highest rate of importance to the 'computer application' module. It is 89% of importance. The respondents have given the lowest rate of importance to the Module 'store management' and it is 71% of importance. Public Administration and Personnel Management Module got 87%, File and Record Management 86%, Administrative Communication 85%, both Financial Management and English for official purpose have given 77%. The effectiveness and applicability in the workplace of the module have shown in the **Exhibit 4.5** and the **Table-5** is given in the Annex-E.



4.3 Effectiveness and Applicability of Contents of the Course

Basic Office Management Course has seven specific modules. Each Module has some topics i.e. contents. The respondents were asked to identify the effectiveness and applicability of each contents of the course on count of the rate of importance given in the questionnaire. Module wise contents evaluation are shown **Table 6 to 13**.

4.3.1 Effectiveness and Applicability of Contents of the Public Administration and Personnel Management Module

The Public Administration and Personnel Management Module has 17 Contents or topics. **Table 6** shows the effectiveness and applicability of contents of the Public Administration and Personnel Management Module. The topic 'Govt. Servants (Discipline & Appeal) Rules, 1985' is attached highest importance (i.e. 93%) and the lowest importance is laid on the topic 'Seniority Rules' i.e.76%. It revealed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-6: Effectiveness and Applicability of contents of the Public Administration and personnel Management Module.

SL No	Contents (Name of the Subjects)	Rate of Importance %
1.	General Conditions of Service;	85
2.	Recruitment and Promotion Rules;	83
3.	The Government Servants (Conduct) Rules, 1979 ;	90
4.	The Government Servants (Special Provision) Ordinance, 1979, The Public Servants (Dismissal on Conviction) Ordinance 1985, The Public Employees (Punctual Attendance) Ordinance, 1982 ;	92
5.	The Govt. Servants (Discipline & Appeal) Rules, 1985;	93
6.	Leave Rules;	83
7.	Administrative Tribunal, Its Composition and Functions;	85
8.	Joining Time;	88

9.	Govt. Servants Welfare Measures;	83
10.	Seniority Rules;	76
11.	Accommodation Rules of Govt. Houses, Instructions regarding use of Govt. Transports and Telephones;	84
12.	Important Aspects of Bangladesh Constitution;	79
13.	Etiquette, Manner, Ethics and Human Relations;	86
14.	Motivation and Morale of Govt. Servants;	83
15.	Role of Govt. Servants in Dressing, Cleanliness and Environmental Development;	81
16.	Basics of First Aid and Family Planning;	81
17.	Gender Issues in Bangladesh	79

4.3.2 Effectiveness and Applicability of Contents of the File and Record Management Module

The File and Record Management Module has 3 contents or topics. **Table-7** shows the effectiveness and applicability of contents of the File and Record Management Module. The topic 'Submission of Files and Movement of Files and Classification and Preservation of files and Records' have been given the highest importance. It is 89% of total. The lowest importance is attached to the topic 'Weeding and Destruction of Files, Maintenance and Preservation of Registers' and it is 86% of the total. It exposed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-7: Effectiveness and Applicability of contents of the File and Record management Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1.	Office Procedures (Receipts of Daily Mails, Distribution and Diarising, Opening of New Files, Referencing and Indexing);	88
2.	Submission of Files and Movement of Files and Classification and Preservation of files and Records;	89
3.	Weeding and Destruction of Files, Maintenance and Preservation of Registers	86

4.3.3 Effectiveness and Applicability of Contents of the Administrative Communication Module

The Administrative Communication Module has 6 contents or topics. **Table-8** shows the effectiveness and applicability of contents of the Administrative Communication Module. The topic 'Forms of Communication (Official Letters, Demi-official Letter's & Office Memorandum Writing)' has got the highest importance. It is 90% of total. The lowest importance has been given to the topic 'Issuance of Reminder' and it is 81% of the total. It revealed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-8:Effectiveness and Applicability of contents of the Administrative communication Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1.	Forms of Communication (Official Letters, Demi-official Letter's & Office Memorandum Writing);	90
2.	Office Order, Circular, Press Note, Tender Notice etc. writing;	90
3.	Note and Un-Official Note (UO) Writing;	82
4.	Summary Writing, Preparation of Drafts;	83
5.	Issuance of Reminder;	81
6.	Use of Telephone, Fax, E-mail.	83

4.3.4 Effectiveness and Applicability of Contents of the Store Management Module

The Store Management Module has 6 contents or topics. **Table-9** shows the effectiveness and applicability of contents of the Store Management Module. The topic 'Purchasing and Preservation of Goods' have got highest importance. It is 83% of total. The lowest importance has been given to the topic 'Preparation of Comparative Statements' and it is 74% of the total. It revealed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-9: Effectiveness and Applicability of contents of the Store Management Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1.	Purchasing and Preservation of Goods;	83
2.	Distribution and Maintenance of Accounts of Stationeries;	80
3.	Preparation of Work Order;	76
4.	Preparation of Comparative Statements;	74
5.	Purchase and Distribution of Dresses and Liveries of the Govt. Staff;	77
6.	Maintenance of Furniture and Equipment.	77

4.3.5 Effectiveness and Applicability of Contents of the Financial Management Module

The Financial Management Module has 13 contents or topics. **Table-10** shows the effectiveness and applicability of contents of the Financial Management Module. The topic 'General Provident Fund Rules, Group Insurance and benevolent Fund Rules' have got the highest importance. It is 85% of total. The lowest importance has been tagged to the topic 'Budget, Classification of Budget, Preparation and Approval of Budget Estimate' and it is 72% of the total. It revealed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-10: Effectiveness and Applicability of contents of the Financial Management Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1.	Importance Aspects of Financial Rules;	78
2.	Treasury Rules;	78
3.	Financial Power and Responsibilities of Departmental	78
4.	Pay Fixation Rules;	83
5.	Travel Allowance Rules;	80
6.	Pension Rules;	74
7.	Preparation of Bills;	82
8.	Writing and Maintenance of Cash Book and other	77
9.	Maintenance of Govt. Accounts and Auditing System;	81
10.	Raising of Audit Objection and its Disposal;	77
11.	General Provident Fund Rules, Group Insurance and	85
12.	Delegation of Financial Power;	77
13.	Budget, Classification of Budget, Preparation and	72

4.3.6 Effectiveness and Applicability of Contents of the English for Official Purpose Module

This module has 18 contents or topics. **Table-11** shows the effectiveness and applicability of contents of the English for Official Purpose Module. The topic 'Introducing Oneself' has got the highest importance (84%). The lowest importance has been given to the topic 'Tense' and it is 70% of the total. It revealed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-11: Effectiveness and Applicability of contents of the English for Official Purpose Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1	Sentence Structure and its Major Components	78
2	Word Formation and Vocabulary	77
3	Common Mistakes in English Usage	82
4	Function of Adverbs, Adjectives, Conjunctions and	84
5	Writing Letters	77
6	How to Use English Dictionary	74
7	Tense	70
8	Transformation of Sentence	76
9	Suffixes, Prefixes, Synonyms and antonyms	81
10	Spelling Rules	81
11	Words Commonly Mispronounced	81
12	Introducing Oneself	84
13	Asking and Answering	82
14	Contraction and Tag Question	80
15	Speaking skill + Greetings, taking leaves	81
16	Expressing Gratitude,	83
17	Speaking on Special Occasions	69
18	Listening Practices Through Audio-visual Aids	70

4.3.7 Effectiveness and Applicability of Contents of the Computer Application Module

This module has 3 parts or topics. **Table-12** shows the effectiveness and applicability of contents of the Computer Application Module. The topics 'MS-Word' and MS-Excel have given highest importance. It is 87% of the total. The lowest importance has given to the topic 'MS-Power Point' and it is 84% of the total. It exposed that the selected contents of the module are effective and applicable to most of the respondents/participants as per their requirements.

Table-12: Effectiveness and Applicability of contents of the Computer Application Module

SL. No	Contents (Name of the Subjects)	Rate of Importance %
1.	MS-Word	84
2.	MS-Excel	87
3.	MS-Power Point	84

4.4 Weakness of the Course

The respondents were asked to identify the weakness of the Basic Office Management (BOM) course. They have identified the following significant weakness of the course:

- I. Short duration i.e. the course duration is not appropriate.
- II. Related handouts are not available during the training classes.
- III. Classroom facilities are not well developed and air conditioning facilities do not exist.
- IV. Logistics are not sufficient
- V. Bags for carrying training materials are not supplied.
- VI. Training allowance meagre
- VII. Monetary support for refreshment and food are not also adequate.

These are the limitations of the Basic Office Management Course identified by the respondents, which are almost policy matter to solve the problems.

4.5 Views and Comments of the Office Supervisor's of the Participants

The Data collectors interviewed the key informants personally. Interviews and consultations were held with supervisors of those participants who attended training courses earlier. The performances of the participants were being judged in consultation with the supervisors regarding impacts of before the training begun and after the training was over. Their views and suggestions have been incorporated in the findings of the study. Informal discussion and in-depth interviews were held with 30 supervisors concern of participants to know the impact of the training (before and after training performance). In reply to the question-whether she is in favor of extension of the course or not- out of 30 supervisors, 28 have their positive response (93%) and only 7% have not agree for extending the duration of the course. **Table 13.** shows the views and comments of the supervisors of the participants.

Table-13: Supervisors' comments regarding proposal for course duration

Course duration	Number of Respondents	Percentage
In Favor of extension	28	93%
Not extension	2	7%
Total	30	100%

In reply to another question-whether the efficiency and quality of works have improved after the training- 97% of supervisors have positive response to the question. **Table 14.** Shows the observation of the supervisors regarding the improvement of efficiency and quality of works.

Table-14: Supervisors' comments regarding improvement of efficiency and quality of works

Quality has Improve after training	Number of Respondents	Percentage
Yes, Improved	29	97%
Not improved	1	3%
Total	30	100%

In reply to another question- whether awareness has been built in respect to maintaining rules and regulations after training - 97% of supervisors have assured that participants are very much aware and acquainted with the rules and regulation of the office. **Table 15.** shows the observation of supervisors regarding awareness of rule and regulations of the office.

Table-15: Supervisors' observation regarding awareness of Rules and Regulations

Awareness of Rules and Regulations after Training	Number of Respondents	Percentage
Yes, has built	29	97%
Not built	1	3%
Total	30	100%

4.6 Analysis of Course end Evaluation Report.

The Course end Evaluation Report of Basic Office Management Course (BOMC) which was held 05-02-05 to 03-03-05 has analyzed. About 40 participants have been targeted to attend the course but 38 participants were participated. Out of 38 participants 7 participants were from different ministries, 30 from departments and 1 from autonomous bodies. To measure how far the BOM Course has been effective, the participants were asked to give their opinion. Their comments regarding four aspects of the BOMC are shown in the **Table 16.**

Table 16: Course End Evaluation Report

Serial no	Comments regarding course by the participants	Effectiveness (%)
1	How much helpful for present office work	87.37%
2	Knowledge increase in general official works	89.30%
3	Efficiency increase in official works	83.91%
4	Attitude change	96.61%

All participants (38) from the Basic Office Management Course, which was held 05-02-05 to 03-03-05 remarked that duration of the course is not sufficient and their

recommendations from evaluated the courses and come out in the end evaluation report for further improvement of the course are as follow (according to importance):

- Duration of the course should be extended;
- Training allowance should be increased;
- Related and relevant handouts should furnished during classes;
- Quality of refreshment should be improved;
- Bags for carrying training materials should be supplied;
- Number of the seats at the dormitory should be increased;
- Participants should be given telephone facility;
- Arrangement of air conditioner in the class rooms and computer lab should be ensured;
- Study tour should be arranged in each course etc.

Chapter V

FINDINGS, RECOMMENDATIONS & CONCLUSION

5.0 Observations

Four week long Basic Office Management Course for class III employees is treated as foundation training for the staffs. This course is designed to impart basic knowledge and skill in administration and management to participants who are working as supporting staffs of the various organizations of the government. The main objective of the training is to carry out their administrative responsibility confidently and efficiently. This study endeavors to establish a linkage between the learned behavior in a training situation and the application of the behavior in the real life job situation by interviewing the trainees and the supervisors of trained staff. It has tried to find out the impact of training and it has found some positive changes in the participant's knowledge, skill and attitude, which prove the effectiveness and applicability of Basic Office Management Course.

5.1 Findings

Open-ended section of the questionnaire was devised with a view to collecting information on the effectiveness of the training inputs. From the analysis of data, it is interesting to note that participants have given very logical opinion and comments. The study is an attempt to find out educational background, work experiences, appropriateness of course duration and also to examine the effectiveness and applicability of the course. The findings of the study may be summarized as follows:

- **Educational background**

It is found that (Table-1) 20% of participants have completed their Masters degree and 40% their bachelor degree, 37% of the respondents have completed HSC and Only 3% of participants have completed SSC exam. It revealed that those who have joined the service after completion of their Bachelor degree and Masters degree are more interested in training and efficient in their works.

- **Working Experiences**

It revealed that (Table-2) 13% of participants have received their training after more than 21 years services, 24% of the total participants have received their training during the 16-20 years services, 11% of participants have received their training within 6 to 10 years of services and 37% of participants have taken training within five years of joining. It is quite clear that training is not effective for the aged participants and not worth imparting.

- **Duration of the Course**

It is found that (Table-3) 64% of participants have informed that duration of the course is not appropriate. 37% of participants thought that the present duration (4 weeks) of the course is appropriate.

- **Proposed of the Course**

It is noted that (Table-4) 41% of respondents proposed 8 weeks duration, 38% of respondents projected 9 weeks duration and only 21% of respondents proposed 6 weeks duration course.

- **Effectiveness and Applicability of the Course**

It is found that (Table-5) the respondents have given the highest importance (89%) to the 'computer application' module to assess the effectiveness and applicability of Basic Office Management Course in their workplace. They have given the lowest ranking in terms of importance to the Module 'store management' (71%). Public Administration and Personnel Management Module got 87%, File and Record Management 86%, Administrative Communication 85%, both Financial Management and English for official Purpose 77%. It revealed that selected modules of the course are effective and applicable to most of the respondent/participants.

It is revealed that almost all the contents of seven modules of Basic Office Management Course are applicable and effective to most of the respondents. (para. 4.3.1 to para.4.3.7 and the table 6 to 13).

• Weakness of the Course

Respondents/Participants have identified the following significant weakness of the course:

- I. Short duration i.e. the course duration is not adequate.
- II. Related handouts are not available during the training classes.
- III. Classroom facilities are not well equipped and air conditioning facilities do not exist.
- IV. Logistics are not sufficient.
- V. Dormitory facilities are not well developed.
- VI. Bags for carrying training materials are not supplied.
- VII. Training allowance are not sufficient and
- VIII. Monetary support for refreshment and food are not also adequate.

These are the limitations of the Basic Office Management Course identified by the respondents, which are almost policy matter to solve the problems.

5.2 Recommendations

On the basis of the analysis some specific suggestions have been made to improve the course and augment its effectiveness. Moreover, the outcomes of the study will help to improve the training management system and conducting the BOM Course at RPATCs in future.

This is not to say that all training programs would be equally effective and all participants may not be equally benefited by the same course. Individual need vary from participants to participants. It has been noticed from the analysis that there is no recommendation for changing any Module and its contents. The respondents have given some suggestions for further improvement of the course in future. Among them the most important ones are (Not as per importance):

- I. Duration of the Course should be extended;
- II. Copies of lecture sheets or handouts should be provided to the participants on related topics during class;
- III. Class rooms should be well equipped with modern facilities (air conditioned, multimedia, sound system, flip papers, markers, easel board etc.);
- IV. Involve of participants by assigning tasks like home work exercise;
- V. More emphasis should be given computer classes & practices;
- VI. Invite only expert and experience guest speakers related topics;
- VII. Offer compulsory residential course and dormitory facility should be improve;
- VIII. Training allowance should be increase;
- IX. Sufficient financial support for refreshment and food should be given;
- X. Bags for carrying training materials should be supplied;
- XI. Study Tour programme/ Social events/ pleasure trip should be arranged during training.

These might be a help to improve the effectiveness of the course further. Some issues should address through the course end evaluation. RPATC should review the course end evaluation and feedback immediately. If necessary, the training agenda for the next training course should be changed and modified.

5.3 Conclusion

The purpose of training is to transfer certain knowledge and skill to the trainees and influencing their attitude to improve their performance of the works. The reasons as to why training was not linked consciously with job performance are many. But one conspicuous factor is the absence of integration R&D with training. Training is not to be considered as a hermetic entity; it is interrelated and inter dependent on the different components of its sub-system. A need based training course will have greater chances of relevance and utilization of training in the job. The review sessions and the tests together provided the mechanism for internal validation through closer instruction and cross checking. It is only concerned with relevance of training needs assessment to job description of a post. Post training utilization a concept, which has come in recent usage in training parlance. RPATC should have some authority to modify or redesign the course program if necessary as per the evaluation feedback. The follow up study on Basic Office Management Course conducted by RPATC, Dhaka has undoubtedly traced the impact of the course. The study has shown that the effectiveness of the training in the work place may depends on some variables and the short coming may overcome to a great extant by establishing a system of interactive problem solving device through follow up training and process consultancy. The authority can review and incorporate as suggested through this study.

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Annexure-A

DATA FROM PRIMARY SOURCE

Table-1: Educational Qualification of the Respondents

Name of the Degree	Number of respondents	Percentage
S S C	4	3%
H S C	48	37%
Bachelor Degree/Honrs.	53	40%
Masters	26	20%
Total	131	100%

Table-2: Working Experience of the Respondents

Years	Number of Respondents	Percentage
01-05	48	37%
06-10	15	11%
11-15	20	15%
16-20	31	24%
21-25	17	13%
Total	131	100%

Table-3: Duration of the course.

Course duration	Number of Respondents	Percentage
Yes-Appropriate	47	36%
Not-Appropriate	84	64%
Total	131	100%

Table-4: The proposed course duration of the respondents.

Proposed Duration	Number of Respondents	Percentage
6 weeks	18	21%
8 weeks	34	41%
9 weeks	32	38%
Total	84	100%

Table-5: Effectiveness and Applicability of the Course Module

Name of the Module	Rate of Importance (%)
Public Administration and Personnel Management	87.00
File and Record Management	86.00
Administrative Communication	85.00
Store Management	71.00
Financial Management	77.00
English for Official Purpose	77.00
Computer Application	89.00

Annexure-B

Module of Basic Office Management Course.**Module-1: Public Administration and Personnel Management:**

- 1.1 General Conditions of Service;
- 1.2 Recruitment and Promotion Rules;
- 1.3 The Government Servants Conduct
- 1.4 The Government Servants (Special Provision) Ordinance, 1979;
- 1.5 The Public Servants (Discipline & Appeal) Rules, 1985 ;
- 1.6 Public Employees (Punctual Attendance) Ordinance, 1982;
- 1.7 The Government Servants (Discipline & Appeal) Rules, 1985;
- 1.8 Administrative Tribunal, Its Composition and Functions ;
- 1.9 Joining Time ;
- 1.10 Government Servants Welfare Measures;
- 1.11 Seniority Measures;
- 1.12 Accommodation Rules of Govt. Houses;
- 1.13 Instructions regarding use of Govt. Transports and Telephones;
- 1.14 Important Aspects of Bangladesh Constitution;
- 1.15 Etiquette, Manner, Ethics and Human Relations;
- 1.16 Motivation and Morale of Govt. Servants;
- 1.17 Role of Govt. Servants in Dressing, Cleanliness and Environmental Issues;
- 1.18 Basics of First Aid and Family Planning;
- 1.19 Gender Issues in Bangladesh.

Module-2: File and Record Management :

- 2.1 Office Procedures (Receipts of Daily Mails, Distribution and Diarising, Opening of New Files, Referencing and Indexing);
- 2.2 Submission and Movement of Files, Classification and Preservation of Files and Records;

- 2.3 Weeding and Destruction of Files, Maintenance and Preservation of Registers.

Module-3: Administrative Communication :

- 3.1 Forms of Communication (Official Letters, Demi-official Letter's & Office Memorandum Writing) ;
- 3.2 Office Order, Circular, Press Note, Tender Notice etc. Writing;
- 3.3 Note and Un-Official (UO) Note Writing;
- 3.4 Summary Writing, Preparation of Drafts;
- 3.5 Issuance of Reminder;
- 3.6 Use of Telephone, Fax, E-mail.

Module-4: Store Management :

- 4.1 Purchasing and Preservation of Goods;
- 4.2 Distribution and Maintenance of Accounts of Stationeries;
- 4.3 Preparation of Work Order;
- 4.4 Preparation of Comparative Statements;
- 4.5 Purchase and Distribution of Dresses and Leveries of the Govt. Staff;
- 4.6 Maintenance of Furniture and Equipment.

Module-5 : Financial Management :

- 5.1 Importance Aspects of Financial Rules;
- 5.2 Treasury Rules;
- 5.3 Financial Power and Responsibilities of Departmental Heads and Drawing and Disbursing Officers;
- 5.4 Pay Fixation Rules;
- 5.5 Travel Allowance Rules;
- 5.6 Pension Rules;
- 5.7 Preparation of Bills;
- 5.8 Writing and Maintenance of Cash Book and other Registers;

- 5.9 Maintenance of Govt. Accounts and Auditing System;
- 5.10 Raising of Audit Objection and its Disposal;
- 5.11 General Provident Fund Rules, Group Insurance and Benevolent Fund Rules;
- 5.12 Delegation of Financial Power;
- 5.13 Budget, Classification of Budget, Preparation and Approval of Budget Estimate.

Module-6: English for Official Purpose:

Writing Skill and grammar

- 6.1 Sentence Structure and its Major Components
- 6.2 Word Formation and Vocabulary
- 6.3 Common Mistakes in English Usage
- 6.4 Function of Adverbs, Adjectives, Conjunctions and Prepositions in a Sentence
- 6.5 Writing Letters
- 6.6 How to Use English Dictionary
- 6.7 Tense
- 6.8 Transformation of Sentence
- 6.9 Suffixes, Prefixes, Synonyms and antonyms
- 6.10 Spelling Rules

Speaking Skill

- 6.11 Words Commonly Mispronounced
- 6.12 Introducing Oneself
- 6.13 Asking and Answering
- 6.14 Contraction and Tag Question
- 6.15 Greetings, Taking Leaves, Expression Gratitude and Regrets
- 6.16 Speaking on Special Occasions

Listening skill

6.17 Listening Practices Through Audio-visual Aids

Module-7 : Computer Application

- 7.1 MS-Word
- 7.2 MS-Excel
- 7.3 MS-Power Point

Annexure-C

Basic Office Management Course
(July 2001 to June 2007)

S.L No.	Duration	Target	Achieve	Remarks
01	03/07/01 -30/07/01	40	32	
02	03/10/01 -30/10/01	40	54	
03	03/04/02 -30/04/02	40	81	
04(1)	03/07/02 -30/07/02	40	40	40
05(2)	02/04/03 -29/04/03	40	42	42
06 (3)	05/07/03 -31/07/03	40	46	44
07(4)	03/07/04 -29/07/04	40	38	38
08(5)	18/09/04-14/10/04	40	37	37
09(6)	05/02/05-03/03/05	40	38	38
10(7)	02/04/05-28/04/05	40	36	36
11(8)	04/07/05-31/07/05	40	28	28
12(9)	22/01/06 -16/02/06	40	40	40
13(10)	03/04/06 - 30/04/06	40	40	40
14(11)	04/07/06 - 31/07/06	40	40	40
15(12)	05/11/06 - 30/11/06	40	42	42
16(13)	03/04/07 - 30/04/07	40	40	40
17(14)	01/11/07-28/11/07	40	45	45
Total Course 16 (13)		680	679	512

Annexure-D

Questionnaire for a follow up study on Basic Office Management Course for the Class III employees

১। উত্তর দাতার সাধারণ তথ্যঃ

ক. নাম (এচ্ছিক).....

খ. চাকুরির মেয়াদবৎসর

গ. প্রশিক্ষণ গ্রহণের সন

২। শিক্ষাগত যোগ্যতাঃ (ঠিক চিহ্ন দিন)

এস এস সি		এইচ এস সি		ডিগ্রী-অনাস		মাস্টার্স	
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৩। অফিসের প্রকৃতিঃ- (ঠিক চিহ্ন দিন)

সচিবালয়		দপ্তর-অধিদপ্তর		বিভাগীয় অফিস		মাঠ প্রশাসন	
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৪। প্রশিক্ষণের মেয়াদ- প্রশিক্ষণের মেয়াদ যথার্থ মনে করেন কি?

হ্যাঁ		না	
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৫। না হলে প্রস্তাবিত মেয়াদে ঠিক চিহ্ন দিন

৬ সপ্তাহ		৮সপ্তাহ		৯ সপ্তাহ	
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৬। মডিউল সমূহের কার্যকরী ও কর্মক্ষেত্রে প্রয়োগ স্কেলে প্রকাশ করুন (১ সবচেয়ে কম, ৫ সবচেয়ে বেশী)

(The effectiveness & applicability of Module of the course- Please make a tick according to your assessment. 1 is lowest & 5 is highest marks)

No	Module	1	2	3	4	5
1.	Public Administration and Personnel Management					
2.	File and Record Management					
3.	Administrative Communication					
4.	Store Management					
5.	Financial Management					
6.	English for Official Purpose					
7.	Computer Application					

৭। পাঠ্যসূচীসমূহে সমূহের কার্যকরী ও কর্মক্ষেত্রে প্রয়োগ স্কেলে প্রকাশ করুন (১ সবচেয়ে কম, ৫ সবচেয়ে বেশী)

(The effectiveness & applicability of Contents of the course- Please make a tick according to your assessment. 1 is lowest & 5 is highest marks)

৭.১ Public Administration and Personnel Management:

S.L No	Contents	1	2	3	4	5
7.1.1	General Conditions of Service;					
7.1.2	Recruitment and Promotion Rules;					
7.1.3	The Government Servants (Conduct) Rules, 1979 ;					
7.1.4	The Government Servants (Special Provision) Ordinance, 1979, The Public Servants (Dismissal on Conviction) Ordinance 1985, The Public Employees (Punctual Attendance) Ordinance, 1982 ;					
7.1.5	The Govt. Servants (Discipline & Appeal) Rules, 1985 ;					

7.1.6	Leave Rules;					
7.1.7	Administrative Tribunal, Its Composition and Functions;					
7.1.8	Joining Time;					
7.1.9	Govt. Servants Welfare Measures;					
7.1.10	Seniority Rules;					
7.1.11	Accommodation Rules of Govt. Houses, Instructions regarding use of Govt. Transports and Telephones;					
7.1.12	Important Aspects of Bangladesh Constitution;					
7.1.13	Etiquette, Manner, Ethics and Human Relations;					
7.1.14	Motivation and Morale of Govt. Servants;					
7.1.15	Role of Govt. Servants in Dressing, Cleanliness and Environmental Development;					
7.1.16	Basics of First Aid and Family Planning;					
7.1.17	Gender Issues in Bangladesh					

৭.২ File and Record Management:

S.L No	Contents	1	2	3	4	5
7.2.1	Office Procedures (Receipts of Daily Mails, Distribution and Diarising, Opening of New Files, Referencing and Indexing);					
7.2.2	Submission of Files and Movement of Files and Classification and Preservation of files and Records;					
7.2.3	Weeding and Destruction of Files, Maintenance and Preservation of Registers					

9.9: Administrative Communication

S.L No	Contents	1	2	3	4	5
7.3.1	Forms of Communication (Official Letters, Demi-official Letter's & Office Memorandum Writing);					
7.3.2	Office Order, Circular, Press Note, Tender Notice etc. writing;					
7.3.3	Note and Un-Official Note (UO) Writing;					
7.3.4	Summary Writing, Preparation of Drafts;					
7.3.5	Issuance of Reminder;					
7.3.6	Use of Telephone, Fax, E-mail.					

9.8 : Store Management

S.L No	Contents	1	2	3	4	5
7.4.1	Purchasing and Preservation of Goods;					
7.4.2	Distribution and Maintenance of Accounts of Stationeries;					
7.4.3	Preparation of Work Order;					
7.4.4	Preparation of Comparative Statements;					
7.4.5	Purchase and Distribution of Dresses and Liveries of the Govt. Staff;					
7.4.6	Maintenance of Furniture and Equipment.					

9.6: Financial Management

S.L No	Contents	1	2	3	4	5
7.5.1	Importance Aspects of Financial Rules;					
7.5.2	Treasury Rules;					
7.5.3	Financial Power and Responsibilities of Departmental Heads and Drawing and Disbursing Officers;					
7.5.4	Pay Fixation Rules;					

7.5.5	Travel Allowance Rules;					
7.5.6	Pension Rules;					
7.5.7	Preparation of Bills;					
7.5.8	Writing and Maintenance of Cash Book and other Registers;					
7.5.9	Maintenance of Govt. Accounts and Auditing System;					
7.5.10	Raising of Audit Objection and its Disposal;					
7.5.11	General Provident Fund Rules, Group Insurance and Benevolent Fund Rules;					
7.5.12	Delegation of Financial Power;					
7.5.13	Budget, Classification of Budget, Preparation and Approval of Budget Estimate.					

9.6 English for Official Purpose

S.L No	Contents	1	2	3	4	5
7.6.1	Sentence Structure and its Major Components					
7.6.2	Word Formation and Vocabulary					
7.6.3	Common Mistakes in English Usage					
7.6.4	Function of Adverbs, Adjectives, Conjunctions and Prepositions in a Sentence					
7.6.5	Writing Letters					
7.6.6	How to Use English Dictionary					
7.6.7	Tense					
7.6.8	Transformation of Sentence					
7.6.9	Suffixes, Prefixes, Synonyms and antonyms					
7.6.10	Spelling Rules					
7.6.11	Words Commonly Mispronounced					
7.6.12	Introducing Oneself					

7.6.13	Asking and Answering					
7.6.14	Contraction and Tag Question					
7.6.15	Speaking skill + Greetings, talking leaves					
7.6.16	Expressing Gratitude,					
7.6.17	Speaking on Special Occasions					
7.6.18	Listening Practices Through Audio-visual Aids					

৭.৭: Computer Application

S.L No	Contents	1	2	3	4	5
7.7.1	MS-Word					
7.7.2	MS-Excel					
7.7.3	MS-Power Point					

৮. আপনার মতে এ কোর্সের দুর্বল দিকসমূহ কি কি? (According to you which are the weak points of the Course.):

- ১.
- ২.
- ৩.
- ৪.

৯. আপনার মতে এ কোর্সের ভাল দিকসমূহ কি কি? (According to you which are the strong points of the Course.):

- ১.
- ২.
- ৩.
- ৪.

১০. এ কোর্সটিতে আর কি কি বিষয় (Topics) অন্তর্ভুক্ত করা হলে আপনার দপ্তরিক কাজে সহায়ক বা দক্ষতা বৃদ্ধি পাবে- (Which are the topics could be included in the course that enable your efficiency in your work):

- ১.
- ২.
- ৩.
- ৪.
- ৫.

১১. এ প্রশিক্ষণ কোর্সটি উন্নয়নের জন্য আপনার অন্য কোন সুপারিশ (Any others Suggestion to improve of the course):

- ১.
- ২.
- ৩.
- ৪.
- ৫.

আঞ্চলিক লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র
৪৯ নিউ ইস্কাটন, ঢাকা-১০০০।

A Post Training Utilization Survey Questionnaire to Assess the Effectiveness and Application of 'Basic Office Management Course for the Class III employees' Conducted by RPATC, Dhaka: A Case Study.

প্রশিক্ষণ গ্রহণকারী সুপারভাইজারদের জন্য প্রশ্নপত্র

(মৌল অফিস ব্যবস্থাপনা প্রশিক্ষণ কোর্স থেকে প্রাপ্ত জ্ঞান, দক্ষতা ও দৃষ্টিভঙ্গি প্রশিক্ষণ শেষে সংশ্লিষ্ট কর্মচারী তাঁর কর্মক্ষেত্রে কতটুকু ব্যবহার করতে সক্ষম হচ্ছেন এবং ব্যবহারের ক্ষেত্রে বিরাজমান প্রতিবন্ধকতাসমূহ কী কী তা জানার জন্য এই প্রশ্ন প্রস্তুত করা হয়েছে। প্রশ্ন পত্রের মাধ্যমে প্রাপ্ত উপাত্ত কেবল কেন্দ্রের গবেষণা কাজে ব্যবহার করা হবে। কোন অবস্থাতেই প্রশ্নপত্র জরীপে অংশগ্রহণকারীর পরিচয় প্রকাশ করা হবে না। গবেষণা হতে প্রাপ্ত ফলাফল কেন্দ্রের প্রশিক্ষণ কোর্সের মানন্বায়নে ব্যবহার করা হবে। সংশ্লিষ্টগণকে প্রশ্নপত্র জরীপে অংশ নেয়ার জন্য বিশেষভাবে অনুরোধ করা হলো।)

ক) উত্তর দাতার সাধারণ তথ্যঃ (General Information of the Respondent)

১. নাম (ঐচ্ছিক).....
২. পদবী
৩. অফিসের ঠিকানা
৪. আপনি ☒ চিহ্ন দিন

পুরুষ	☐	মহিলা	☐
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৫. বর্তমান কর্মস্থলের মেয়াদ

খ) কোর্স সম্পর্কিত তথ্য (Course Information)

১. মৌল অফিস ব্যবস্থাপনা কোর্সের বর্তমান মেয়াদ ৪ সপ্তাহ থেকে বাড়ানোর জন্য প্রশিক্ষণার্থীগণ সুপারিশ করেছেন। আপনি কি মেয়াদ বাড়ানোর পক্ষে

হ্যাঁ		না	
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২. মৌল অফিস ব্যবস্থাপনা কোর্সের প্রশিক্ষণের ফলে কাজের গুণগত মান বৃদ্ধি পেয়েছে বলে মনে করেন কি?

হ্যাঁ		না	
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৩. উত্তর না হলে এর কারণ কি বলে মনে করেন

১।

২।

৩।

৪. মৌল অফিস ব্যবস্থাপনা কোর্সে প্রশিক্ষণের ফলে দাপ্তরিক আইন কানুন বিধি বিধান প্রতিপালনে সচেতনতা বৃদ্ধি পেয়েছে বলে মনে করেন কি?

হ্যাঁ		না	
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৫. উত্তর না হলে এর কারণ কি বলে মনে করেন?

১।

২।

৩।

৪।

৬. কম্পিউটার ব্যবহার/কাজ করার আগ্রহী হয়েছে বলে মনে করেন কি?

হ্যাঁ		না	
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৭. উত্তর না হলে এর কারণ কি বলে মনে হয়?

১।

২।

৩।

৪।

৮. এ কোর্সটিতে আরো কার্যকরী করার লক্ষ্যে আপনার সুপারিশ

১।

২।

৩।

৪।

তারিখঃ

তথ্য প্রদানকারীর স্বাক্ষরঃ

(আপনার সহযোগিতার জন্য আন্তরিক ধন্যবাদ ও কৃতজ্ঞতা জানাই।)