

NO-104



TRAINING NEEDS ASSESSMENT OF OFFICERS WORKING AT SELECTED UNIVERSITIES

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EXECUTIVE SUMMARY

The present study is a descriptive type of research. It has two objectives, which are- (a) to assess the general training needs for the officers working at the selected universities; and (b) to design a training course for officers working at the universities. Officers working at Dhaka University, Jahangirnagar University and Rajshahi University have been considered for this study. The sample size of the study was 93 comprising both supervisors (29) and subordinate officers (64).

Both primary and secondary data have been used for this study. Primary data have been collected through administering two sets of pre-tested questionnaires. Collected data have been analysed by using non-inferential statistics and have been presented through tables.

Majority of both supervisors and subordinate officers are involved in administrative job. It is also evident that a significant number of subordinate officers have no specific job description. Considering the recruitment pattern, more than half of the subordinate officers are promotes. Irrespective of position, majority of the officers are aged (belong to 50 and above years).

Irrespective of position, though majorities of the subordinate officers have Master level degrees, significantly about rest half of them have got Bachelors degrees. Subordinate officers when asked to identify their problems related to performing the duties, almost of them mentioned that they are facing little problem. Problems that have been considered are- working environment, logistics support, information and undue pressure created by students/teachers/staff and their associations.

This study learned that universities under this study have no institutional training programme for the professional development of their officers. Sometimes they nominate their officers to different training courses on ad-hoc basis. It is also evident that only half of the subordinate officers have received training. The training courses they attended were mostly in-country training.

Both supervisor and subordinate officers were asked to identify the relevancy of knowledge on 19 different topics to a university officer. The level of knowledge of subordinate officers on these said 19 topics have also been assessed by both supervisor and subordinate officers. The study observed a general trend regarding opinion on relevancy of knowledge on 19 different topics by both supervisors and subordinate officers, but a significant difference was observed regarding assessment of the level of knowledge (possessed by the subordinate officers) by both supervisors and subordinate officers themselves.

Supervisors and subordinate officers were also asked to identify the relevancy of 10 different skills to a university officer and both of them have assessed the level of skills possessed by the subordinate officers. These are- *computing income tax, office records and file management, writing working papers and minutes of meetings, writing statement of complaints, performing as an inquiry officer, writing inquiry reports, skills of time management, office inspection and examination management*. All these skills were found relevant to an officer both by supervisors and subordinate officers. On the other hand, a significant difference between assessment of the level of skills was observed.

The researchers were identified 16 different shades or dimensions of attitudes required for a university officer. These are- *Interest in performing duties, leadership qualities, sense of humor, patience, interaction with colleagues, confidence, motivation, self-criticism, sincerity on solving problems, perseverance in work, enthusiasm, promptness in decision making, adaptability to office environment, flexibility, ethical firmness, and ability to make interpersonal relationship.* Supervisors and subordinate officers have identified the relevancy of these attitudes to a university officer and have found relevant.

Supervisors and subordinate officers were asked to assess the attitude of subordinate officers. Seven different attitudes have been assessed as **not satisfactory** by the supervisors. These are- *leadership, sense of humor, patience, self-criticism, perseverance in work, promptness in decision making, flexibility, and ethical firmness.* Levels of the rest nine attitudes have been assessed as **moderate**. According to self-assessment of subordinate officers, their attitudinal level is **highly satisfactory** on *self-criticism* (which has been identified as **not satisfactory** by the supervisors) and **satisfactory** on *interest in performing duties* and *confidence* which have been assessed as **moderate** by their supervisors. Subordinate officers themselves have assessed levels of the rest 13 attitudes as **moderate**. It is also observed that the assessment of the attitudinal level by supervisors and subordinate officers varies significantly.

Supervisors and subordinate officers were asked to assess the importance of 24 different topics for a training course, which can make an officer more successful. Considering their views, these topics may be included in the training course for university officers.

Recommendations

Training helps to minimize the gap between required performance and actual performance through increasing the level of knowledge, skills, and positive change of certain attitudes. It is evident that officers of the selected universities are lacking professionalism. So, it is the responsibility of authorities of the concerned universities to train their officers accordingly.

Job description provides an outline of the duties and responsibilities involved. It is an integral part of any job. For better management of universities, each and every officer should have specific job description.

Training has no alternative for professional development. So, personnel department of universities should have training programmes for the professional development of their officers. Personnel department should also assess the training needs of its employees and prepare a training plan for employees.

Proposed Training Course for University Officers

Both supervisors and subordinate officers have opined the importance of training for professional development. Considering their views a two week long training course has been proposed.

Title of the course: Administrative Management Course

Proposed Duration: Two weeks

Proposed Course Curriculum

Constitutional Responsibilities and Rights of Public Servants.

Organisational Decision-Making Process.

Relationship of Universities with Public and Private Organisations.

Office Records and File Management

Note Writing

Writing Working Papers and Minutes of Meetings

Leave Rules Applicable for University Employees

Discipline and Appeal Rules Applicable for University Employees.

Public Servants (Special) Provisions Ordinance, 1979

The Public Employees Discipline (Punctual Attendance) Ordinance, 1982

Framing of Charges and Preparation of Statement of Allegations

Techniques of inquiry and Writing of Inquiry Report

Duties of an Inquiry Officer

General Financial Rules

Duties of Drawing and Disbursement Officer

Computing Income Tax

General Use of Computer

Dress Code and Etiquette for an Officer

Leadership Qualities

Qualities of a Good Officer

Interaction with Colleagues and Customers

Motivation and Counselling

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Chapter One

Introduction

Problem

Education is at the focal point of human development of any country. It is considered as the backbone of a nation. Education of any country reflects its stage of development. Since independence, the education sector of Bangladesh tends to suffer from the consequences of poor management (Rahman, 1995:46).

In Bangladesh, there are mainly three stages of education i.e. primary, secondary and tertiary education. Universities, colleges and *Fazil and Kamil madrasahs* are responsible for imparting tertiary education. The universities are in the main stream of higher education. Quality of university education depends mainly on its teachers. Though teachers take the leading part in university administration, officers working at the universities are also play a significant role to run their administrations effectively. According to UGC, at present, there are 4264 teachers and 1794 officers working at 9 different public universities and 914 teachers and 188 officers are working in 16 different private universities (Table-A). From personal contact of the researchers of this study, it is observed that the officers of the public universities are lacking professionalism in management. Here training opportunities for professional development of the officers are negligible. For the lack of proper training opportunities, officers of the public universities are facing problems in performing their assigned duties effectively and efficiently. Unfortunately, authorities of the universities are not aware of training needs of their officers. This important issue of university management still remains unattended by the researchers of the country as well.

Importance of the study

Training is recognised as an investment and a means to develop human resources in increasing efficiency and productivity of an organisation. Role of a trainer in any organisation is inevitable for human resources development (HRD), but ineffective or inefficiently designed training can be very costly, particularly when many trainees are going through a given program (Craig, 1976:3-5).

Table-A: Number of officers working at different universities

Name of the universities	No. of officers
Public Universities	
1. Dhaka University	468
2. Rajshahi University	395
3. Bangladesh Agriculture University	240
4. Bangladesh University of Engineering and Technology	160
5. Chittagong University	253
6. Jahangirnagar University	124
7. Islamic University	65
8. Shahjalal University of Science and Technology	54
9. Khulna University	35
Total	1794
Private Universities	
1. North South University	25
2. University of Science and Technology, Chittagong	Not available
3. Independent University, Bangladesh	20
4. Central Women's University, Dhaka	6
5. Darul Ihasa university	22
6. International University of Business, Agriculture and Technology	18
7. Islamic University, Chittagong	9
8. Ahsanullah Science and Tecnology University	13
9. AMA International University, Bangladesh	18
10. Comilla University	7
11. Asia university of Bangladesh	10
12. East West University, Dhaka	5
13. University of Asia Pacific , Dhaka	9
14. Queen's University, Dhaka	8
15. Gana Bishwaviddalay, Savar	4
16. People's University, Dhaka	14
Total	188
Grand Total	1982

Source: Annual Report 1998, University Grand Commission of Bangladesh.

The status of any institute mostly depends on the professionalism of its employees. It is the institutional responsibility to make the employees professional through necessary training. Unfortunately, none of the universities initiate this step for professional development. Although training has long been recognized as an essential input to develop human resources to increase efficiency and productivity of any organization, unfortunately, training of university officers has

not been given proper importance. Consequently, training needs assessment (TNA) of university officers has also been undermined.

Researchers of BPATC have conducted a significant number of studies on training needs assessment of different levels of public sector employees (Alam et al., 2000; Ali et al., 1990; Farid et al., 1990; Haque and Azim, 1989; Huq and Achyarya, 1990; Huq et al., 1989; Jalil and Rahman, 1989; Kar and Muslim, 1990; Muslim and Alam, 1990; Razzaque, Shafiullah and Haque, 1990; Wahiduzzaman, 1989), but none of them discussed the importance of training for professional development of officers working at different universities.

It is viewed that the issues relating to the training of officers of universities have long been remained unattended by the policy-makers and by the concerned authorities. It is also understood that for the effective and efficient management of universities, proper importance should be given on the issues of training of officers. This study has attempted to focus on this problem.

Chapter Two

Research Methodology

Objective of the study

The present study has the following objectives:

- a) to assess the general training needs of the officers working at the selected universities;
- b) to design a course curriculum for officers working at the selected universities.

Scope of the Study

The study delimits the Class-1 officers working at selected universities. The scope of the study is as follows:

- a) Position, length of service and academic background of the officers selected under the study;
- b) Training (both home and abroad) received by the officers selected under the proposed study;
- c) Demand for training of the officers selected under the study;

Expected benefits from the study

The following benefits are expected from the study:

- (a) the study will provide positive guidelines to the universities to improve the levels of knowledge, skills of the officers and change their attitudes;
- (b) BPATC has obtained ISO-9001: 1994 certificate. The Centre is responsible for imparting training for the officers of both public and private sector organisations. Since its inception, the Centre has conducted 369 different types of training courses where 15,211 officers of both public and private sector organisations have attended (BPATC, 2000:27). But participation of university officers is very negligible. So, considering the Marketing Strategy of BPATC, research on TNA of university officers may open a new window of training activities of the Centre.

Methodology

Selection of the Respondents: For convenience of the study, out of 9 public universities, 3 have been selected purposively. They are- Dhaka University, Jahangirnagar University and Rajshahi University. All Class-I officers from the rank of Assistant Registrar (or equivalent) to Registrar (or equivalent) working at three selected universities have been considered as respondents of the study.

Methods of collecting data: Respondents have been interviewed by two sets of pre-tested questionnaires. Secondary data, required for the study, have been collected from the related books, research reports, journals etc.

Methods of data analysis: Collected data have been analysed by using non-inferential statistics. The questionnaire used in this study contains some attitudinal questions. Questions were asked in a rating scale where lowest value was 1 and highest value was 6. Thus the median was 3.5. While analysing the collected data, the average score of the responses of the respective questions were calculated first and then the quantitative value were transformed into qualitative form. In this regard average score is divided into four different categories.

Limitation of the study

Firstly, though there are 9 public universities in the country, this study has focussed on only three of them. No university from private sector has been brought within the purview of the study.

Secondly, officers in the universities comprised with both Class-I and Class-II, but only Class-I officers from the rank of Assistant Registrar (or equivalent) to Registrar (or equivalent) have been considered under this study. Initially census survey was the target but due to non-availability of and non-response from the respondents, this study could not collect data from all respondents.

Chapter Three

Conceptual overview of Training Needs Assessment

A training need exists when there is a gap between required performance and actual performance. The word 'need' implies that something is lacking- there is a shortfall somewhere. The word 'training' further implies that this lack can be supplied by systematic training. It can thus be said that a training need exists when the application of systematic training will serve to overcome a particular weakness (Boydell, 1976:4). A training need can be described as a specific skill, which an individual must acquire in order to perform a task efficiently and effectively (Stanley, ed. 1984:9). Training needs assessment (TNA) is the method that determine if a training need exists and if it does, what training is required to fill this gap. It identifies the gap between desired performance and actual performance (Kroehnert, 1995: 9).

The TNA helps to design curriculum of a training programme. The knowledge that the participants gained from training will enhance their ability and enable them to perform their job at a required level. TNA will also help to identify target group to be trained and find out what training is required. To establish a training need it must be identified that there is a gap in knowledge, skills or attitudes. Some of the common ways for identifying needs of training are as follows (Kroehnert, 1995:10):

- ☛ complaints from staff;
- ☛ complaints from customers/clients;
- ☛ poor quality of work;
- ☛ frequent errors;
- ☛ inadequate recruiting process;
- ☛ large staff turnover;
- ☛ performance dates not met;
- ☛ conflicts among staff;
- ☛ new equipment/systems.

It is very important that once a training need or gap has been identified, it should be filled. While carrying out a TNA, the types of information, which should be collected, are job roles, job process, task list, job problems, task frequency, task difficulty and task importance.

Three Levels of Training Needs

There are three levels where training needs exist (Stanley, ed. 1984:9). These are-organizational level, occupational level, and individual level. **Organizational level need** refers to general weakness within the organization. The TNA at this level means that efforts are made to determine where, in the organization, training is most needed. **Occupational level need** refers to training that is required to upgrade certain job functions. It concentrates on skills, knowledge and attitudes necessary to carry out various duties related to a particular job functions. **Individual level need** refers to identify who needs training in what. This means assessing deficiencies in particular skills, knowledge and attitudes on the part of individuals. The following table (Table-B) gives an overview of the TNA at three levels (Boydell, 1976:6):

Table-B: TNA at Three Levels

Level of training need	Main question to be answered	Typical conclusions/recommendations	Process referred to as:
Organisational	Where is training most needed? i.e., in which department or section? or, for which occupational group?	1. The most urgent need is the Examination Section of Dhaka University, or 2. The most urgent need is for computer training for class-iii employees of Examination Section of Dhaka University, or 3. Successor for Assistant Controller A, B and C must be trained before they leave the University.	Identify the training needs and priorities: (i) For which occupations will planned training be required- (a) because of current weaknesses? (b) to cater for future developments? (ii) How many people will need training for these occupations? (iii) Decide priorities- (a) What are the most critical areas? (b) Where will planned training bring the biggest and/or the quickest return? (c) What resources/ constraints will affect these decisions?
Occupational	What skills/knowledge/ attitudes are required for a particular occupation?	Skills/knowledge/attitudes required are mentioned in job description of Dhaka University.	Analysis the occupation. Prepare: (i) Job description, (ii) Job specification and, if necessary, (iii) Further analysis of skills, knowledge and, possibly, attitudes, in order to identify areas of difficulty which will thus affect the choice of what must be learned and of appropriate training techniques.
Individual	Which individuals require training to attain which particular skills/ knowledge/ attitudes?	1 (a) Mr. X an Assistant Controller of Dhaka University needs training on processing results. (b) Mr. Y and Mr. Z, two Assistant Controller Dhaka University, need training on MS Access for data management, or 2. Mr. E and Mr. F, two class-iii employees of Examination Section of Dhaka University require training on Typing Tutor, or 3 (a) Mr. P an Assistant Controller of Dhaka University requires administrative management training in to succeed Mr. A. (b) Mr. Q an Assistant Controller of Dhaka University requires administrative management training in to succeed Mr. B. (c) A replacement for Mr. C will have to be recruited on deputation.	Specify, select and appraise the people to be trained (i) What aptitudes/personal traits are required? (ii) Will we have to recruit and/or retain present employees? (iii) Which of the specified skills, knowledge (and, possibly, attitudes) do the target population already possess? Check the training and follow up the training.

Source: Adopted from Boydell (1976:6).

Importance of Training Needs Assessments

TNA is the beginning of any effective training programme. A meaningful training activity should be preceded by vigorous analysis and careful assessment of training needs (Stanley, eds. 1984: 10). Some of the importance of TNA is as follows:

- a) TNA helps to develop training objectives appropriately. TNA must be done before setting training objectives.
- b) Each and every problem cannot be solved through a training programme. TNA helps to identify the problems those need a non-training solution.
- c) TNA helps to meaningful follow-up to the training programme by providing new knowledge and skills required for a job.

Purpose of Training Needs Assessments (TNA)

The main purpose of TNA is to provide the foundation for subsequent training project activities.

The three important purposes of TNA are (Berghe, 1995:44):

- a) validating the initial assumptions on the need for certain types of training;
- b) refining and specifying in detail the competence and performance gaps which need to be addressed;
- c) Verifying the suitability and acceptability of the anticipated training approach for particular target group.

Table-C: Requirements for effective TNA

Requirements	Relationship to TNA (Needs assessment at specific level)	Who has major responsibility
Organization Objectives	Organizational and occupational levels needs	Government, Development Planners; Board of Directors; Chief Executive.
Organization Structure	Organizational and occupational levels needs	Board of Directors; Chief Executive.
Job Descriptions	Departmental and individual levels needs	Personnel Managers; Heads of Departments; Supervisors; Trainers.
Performance Standards	Individual level needs	Line Managers; Supervisors; Personnel Managers; Trainers.
Training/HRD Policy	Organizational, occupational, and individual level needs.	

Source: Stanley (eds.) (1984:13)

Chapter Four

Data Analysis

Position of the Supervisors and Subordinate Officers

Officers working at Dhaka University, Jahangirnagar University and Rajshahi University have been selected as respondent for this study. Data for this study have been collected from 93 officers of these universities by administering two sets of pre-tested questionnaires. Amongst the respondents, about 69 per cent are subordinate officers and corresponding figure for supervisors is about 31 per cent (Table-1). Considering the position of the supervisors, about 17 percent belong to the rank and status of Registrar (or equivalent) and about 83 percent are Deputy Registrars (or equivalent). Regarding subordinate officers, 47 per cent belong to the Deputy Registrar (or equivalent) status and rests belong to the rank and status of Assistant Registrar (or equivalent).

Table-1: Position of the Supervisors and Subordinate Officers

Universities	Supervisory Officers		Subordinate Officer		Total	
	Registrar or equivalent	Deputy Registrar or equivalent	Deputy Registrar or equivalent	Assistant Registrar or equivalent	Supervisory Officers	Subordinate Officer
Dhaka University (N=23)	1 (11.11)	8 (88.89)	9 (64.29)	5 (35.71)	9 (39.13)	14 (60.87)
Jahanginagar University (N=27)	2 (25.0)	6 (75.0)	10 (52.63)	9 (47.37)	8 (29.63)	19 (70.37)
Rajshahi University (N=43)	2 (16.67)	10 (83.33)	11 (35.48)	20 (64.52)	12 (27.9)	31 (72.1)
Grand Total (N=93)	5 (17.24)	24 (82.76)	30 (46.87)	34 (53.13)	29 (31.18)	64 (68.82)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Job Pattern of the Supervisors

For assessing the training needs of the subordinate officers, 29 supervisors have been interviewed. Considering the job pattern, about 83 per cent of supervisors are involved in administrative job and only about 17 per cent are involved in financial job (Table-2). Supervisors belonging to Registrar or equivalent position, about 60 per cent of them are involved in administrative job (all administrative matters except finance) and about 40 per cent are doing financial work (purely financial matters). On the other hand, supervisors belong to Deputy

Registrar or equivalent position, about 88 per cent of them are involved in administrative job and rests are performing financial job (Table-2).

Table-2: Job Pattern of the Supervisors

Universities	Nature of Job	Position		Total
		Registrar or equivalent	Deputy Registrar or equivalent	
Dhaka University	Administrative	1 (100.0)	8 (100.0)	9 (100.0)
	Financial	-	-	-
	Total	1 (100.0)	8 (100.0)	9 (100.0)
Jahangirnagar University	Administrative	1 (50.0)	5 (83.33)	6 (75.0)
	Financial	1 (50.0)	1 (16.67)	2 (25.0)
	Total	2 (25.0)	6 (75.0)	8 (100.0)
Rajshahi University	Administrative	1 (50.0)	8 (80.0)	9 (75.0)
	Financial	1 (50.0)	2 (20.0)	3 (25.0)
	Total	2 (16.67)	10 (83.33)	12 (100.0)
Grand Total	Administrative	3 (60.0)	21 (87.5)	24 (82.76)
	Financial	2 (40.0)	3 (12.5)	5 (17.24)
	Total	5 (17.24)	24 (82.76)	29 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Recruitment Type of the Subordinate Officers

Regarding the nature of recruitment of subordinate officers of Dhaka University, half the officers are directly recruited and the rest are promoted; at Jahangirnagar University about 58% are directly recruited and rests are promoted; and at Rajshahi University about one-third are directly recruited and rest two-third are promoted (Table-3). It is evident that, Dhaka and Rajshahi University are dominated by promote officers. Overall, promote officers are majority (55%) in the selected universities.

Table-3: Recruitment Type of the Subordinate Officers in Class-I Job

Universities	Recruitment Type	Position		Total
		Deputy Registrar or equivalent	Assistant Registrar or equivalent	
Dhaka University	Direct	3 (33.33)	4 (80.0)	7 (50.0)
	Promotion	6 (66.67)	1 (20.0)	7 (50.0)
	Total	9 (64.29)	5 (35.71)	14 (100.0)
Jahangirnagar University	Direct	7 (70.0)	4 (44.44)	11 (57.9)
	Promotion	3 (30.0)	5 (55.56)	8 (42.1)
	Total	10 (52.63)	9 (47.37)	19 (100.0)
Rajshahi University	Direct	6 (54.55)	5 (25.0)	11 (35.48)
	Promotion	5 (45.45)	15 (75.0)	20 (64.52)
	Total	11 (35.48)	20 (64.52)	31 (100.0)
Grand Total	Direct	16 (53.33)	13 (38.24)	29 (45.31)
	Promotion	14 (46.67)	21 (61.76)	35 (54.69)
	Total	30 (46.87)	34 (53.13)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Length of Service in Class-I Job and Present Position

According to Table-4 subordinate officers belong to the Deputy Registrar or equivalent status, about 83 per cent of them 11-20 years of service to their credit. Half the officers belong to the Assistant Registrar or equivalent status are new i.e. 0-5 years of service and about 29 per cent of them have 6-10 years of service and a significant number of them (21%) have 11-20 years of service experience.

Table-4: Length of Service in Class-I Job of the Subordinate Officers

Universities	Position	Length of Service				Total
		0-5	6-10	11-15	16-20	
Dhaka University	Deputy Registrar or equivalent	1 (11.11)	-	3 (33.33)	5 (55.56)	9 (64.29)
	Assistant Registrar or equivalent	2 (40.0)	2 (40.0)	1 (20.0)	-	5 (35.71)
	Total	3 (21.43)	2 (14.29)	4 (28.57)	5 (35.71)	14 (100.0)
Jahanginagar University	Deputy Registrar or equivalent	1 (10.0)	1 (10.0)	4 (40.0)	4 (40.0)	10 (52.63)
	Assistant Registrar or equivalent	3 (33.33)	3 (33.33)	3 (33.33)	-	9 (47.37)
	Total	4 (21.05)	4 (21.05)	7 (36.84)	4 (21.05)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	1 (9.1)	1 (9.1)	4 (36.36)	5 (45.45)	11 (35.48)
	Assistant Registrar or equivalent	12 (60.0)	5 (25.0)	1 (5.0)	2 (10.0)	20 (64.52)
	Total	13 (41.94)	6 (19.35)	6 (19.35)	6 (19.35)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	3 (10.0)	2 (6.67)	12 (40.0)	13 (43.33)	30 (46.87)
	Assistant Registrar or equivalent	17 (50.0)	10 (29.41)	5 (14.71)	2 (5.88)	34 (53.13)
	Total	20 (31.25)	12 (18.75)	17 (26.56)	15 (23.44)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

It is also reported that majorities of the officers (64%) have 0-5 years of service and one-fourth have 6-10 years of service in the present position (Table-5). Officers having 11-15 and 16-20 years of service are 5 per cent and 6 percent respectively. In respect of position, about 57 per cent Deputy Registrar or equivalent officers have 0-5 years of service in the present position. For Assistant Registrar or equivalent officers, about 71 per cent of them have 0-5 year of service in the present position; about one quarter have 6-10 years of service and the rests have 16-20 years of service in the present position which is very insignificant.

Table-5: Length of Service in Present Position of the Subordinate Officers

Universities	Position	Length of Service				Total
		0-5	6-10	11-15	16-20	
Dhaka University	Deputy Registrar or equivalent	5 (55.56)	3 (33.33)	1 (11.11)	-	9 (64.29)
	Assistant Registrar or equivalent	2 (40.0)	3 (60.0)	-	-	5 (35.71)
	Total	7 (50.0)	6 (42.86)	1 (7.14)	-	14 (100.0)
Jahanginagar University	Deputy Registrar or equivalent	3 (30.0)	4 (40.0)	2 (20.0)	1 (10.0)	10 (52.63)
	Assistant Registrar or equivalent	7 (77.78)	2 (22.22)	-	-	9 (47.37)
	Total	10 (52.63)	6 (31.58)	2 (10.53)	1 (5.26)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	9 (81.82)	-	-	2 (18.18)	11 (35.48)
	Assistant Registrar or equivalent	15 (75.0)	4 (20.0)	-	1 (5.0)	20 (64.52)
	Total	24 (77.42)	4 (12.9)	-	3 (9.68)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	17 (56.67)	7 (23.33)	3 (10.0)	3 (10.0)	30 (46.87)
	Assistant Registrar or equivalent	24 (70.59)	9 (26.47)	-	1 (2.94)	34 (53.13)
	Total	41 (64.06)	16 (25.0)	3 (4.69)	4 (6.25)	64(100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Age and Education of the Subordinate Officers

It is observed from Table-6 that more than half of the Deputy Registrar or equivalent officers belongs to the age group of 50 years and above. Officers belong to the age group of 40-44 and 45-49 are about 20 per cent and about 23 per cent respectively. Only 3 per cent of them belong to 35-39 years of age. In the Assistant Registrar or equivalent category, about 53 per cent belong to the age group of 50 and above, and about 32 per cent belong to 40-44 years of age. Only 3 per cent of them belong to 35-39 years of age. Rests of the officer in this category are equally distributed into 30-34 and 45-49 years of age group (about 6 per cent in each group).

Table-6: Age Distribution of the Subordinate Officers

Universities	Position	Age Group (Years)							Total
		30-34	35-39	40-44	45-49	50-54	55-59	60+	
Dhaka University	Deputy Registrar or equivalent	-	-	1 (11.11)	2 (22.22)	3 (33.33)	3 (33.33)	-	9 (64.29)
	Assistant Registrar or equivalent	-	-	3 (60.0)	-	1 (20.0)	1 (20.0)	-	5 (35.71)
	Total	-	-	4 (28.57)	2 (14.29)	4 (28.57)	4 (28.57)	-	14 (100.0)
Jahangirnagar University	Deputy Registrar or equivalent	-	1 (10.0)	2 (20.0)	4 (40.0)	3 (30.0)	-	-	10 (52.63)
	Assistant Registrar or equivalent	1 (11.11)	1 (11.11)	3 (33.33)	1 (11.11)	3 (33.33)	-	-	9 (47.37)
	Total	1 (5.26)	2 (10.52)	5 (26.32)	5 (26.32)	6 (31.58)	-	-	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	-	-	3 (27.27)	1 (9.1)	1 (9.1)	3 (27.27)	3 (27.27)	11 (35.48)
	Assistant Registrar or equivalent	1 (5.0)	-	5 (25.0)	1 (5.0)	5 (25.0)	8 (40.0)	-	20 (64.52)
	Total	1 (3.23)	-	8 (25.81)	2 (6.45)	6 (19.35)	11 (35.48)	3 (9.68)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	-	1 (3.33)	6 (20.0)	7 (23.33)	7 (23.33)	6 (20.0)	3 (10.0)	30 (46.87)
	Assistant Registrar or equivalent	2 (5.88)	1 (2.94)	11 (32.35)	2 (5.88)	9 (26.47)	9 (26.47)	-	34 (53.13)
	Total	2 (3.12)	2 (3.12)	17 (26.56)	9 (14.06)	16 (25.0)	15 (23.44)	3 (4.69)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Irrespective of position majority of the subordinate officers (about 53%) have Master level degrees and rests have got Bachelor degree (Table-7). Considering the position, majority of Deputy Registrar or equivalent officers (about 63%) have obtained Master degree and the rest 37 per cent have obtained Bachelor degree. In the case of Assistant Registrar or equivalent officer, about 56 have obtained Bachelor degree and 44 per cent have Master level degrees. In respect of universities, majorities of the officers of Dhaka (about 64%) and Jahangirnagar University (about 74%) have obtained Master degree. For Rajshahi University, majorities of them (about 65%) have obtained Bachelor degree.

Table-7: Education of the Subordinate Officers

Universities	Position	Degree		Total
		Masters	Bachelor	
Dhaka University	Deputy Registrar or equivalent	6 (66.67)	3 (33.33)	9 (64.29)
	Assistant Registrar or equivalent	3 (60.0)	2 (40.0)	5 (35.71)
	Total	9 (64.29)	5 (35.71)	14 (100.0)
Jahanginagar University	Deputy Registrar or equivalent	8 (80.0)	2 (20.0)	10 (52.63)
	Assistant Registrar or equivalent	6 (66.67)	3 (33.33)	9 (47.37)
	Total	14 (73.68)	5 (26.32)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	5 (45.45)	6 (54.55)	11 (35.48)
	Assistant Registrar or equivalent	6 (30.0)	14 (70.0)	20 (64.52)
	Total	11 (35.48)	20 (64.52)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	19 (63.33)	11 (36.67)	30 (46.87)
	Assistant Registrar or equivalent	15 (44.12)	19 (55.88)	34 (53.13)
	Total	34 (53.13)	30 (46.87)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Job Description and Nature of Job

Responding the question regarding job description, majority of the subordinate officers (about 58%) stated that they have job description while intrestingly, 39 per cent of them have no job description. Only 3 per cent of them have shown their ignorance regarding their job description (Table-8).

Table-8: Job Description (JD) for the Subordinate Officers

Universities	Position	Job Description			Total
		Yes	No	Don't Know	
Dhaka University	Deputy Registrar or equivalent	7 (77.78)	2 (22.22)	-	9 (64.29)
	Assistant Registrar or equivalent	3 (60.0)	2 (40.0)	-	5 (35.71)
	Total	10 (71.43)	4 (28.58)	-	14 (100.0)
Jahanginagar University	Deputy Registrar or equivalent	4 (40.0)	5 (50.0)	1 (10.0)	10 (52.63)
	Assistant Registrar or equivalent	3 (33.33)	6 (66.67)	-	9 (47.37)
	Total	7 (36.84)	11 (57.90)	1 (5.26)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	7 (63.63)	3 (27.27)	1 (9.1)	11 (35.48)
	Assistant Registrar or equivalent	13 (65.0)	7 (35.0)	-	20 (64.52)
	Total	20 (64.52)	10 (32.26)	1 (3.22)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	18 (60.0)	10 (33.33)	2 (6.67)	30 (46.87)
	Assistant Registrar or equivalent	19 (55.88)	15 (44.12)	-	34 (53.13)
	Total	37 (57.81)	25 (39.06)	2 (3.13)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Question regarding job description has also been asked to supervisors. Responding this question, about three-quarter of them (79%) stated that their subordinate officers have specific job description whereas the rest stated that subordinate officers have no job description (Table-9).

Table-9: Presence of Job Description (JD) of the Subordinate Officers

Universities	Position of the supervisors	Job Description		Total
		Yes	No	
Dhaka University	Registrar or equivalent	1 (100.0)	-	1 (100.0)
	Deputy Registrar or equivalent	8 (100.0)	-	8 (100.0)
	Total	9 (100.0)	-	9 (100.0)
Jahanginagar University	Registrar or equivalent	-	2 (100.0)	2 (100.0)
	Deputy Registrar or equivalent	4 (66.67)	2 (33.33)	6 (100.0)
	Total	4 (50.0)	4 (50.0)	8 (100.0)
Rajshahi University	Registrar or equivalent	1 (50.0)	1 (50.0)	2 (100.0)
	Deputy Registrar or equivalent	9 (90.0)	1 (10.0)	10 (100.0)
	Total	10 (83.33)	2 (16.67)	12 (100.0)
Grand Total	Registrar or equivalent	2 (40.0)	3 (60.0)	5 (100.0)
	Deputy Registrar or equivalent	21 (87.50)	3 (12.50)	24 (100.0)
	Total	23 (79.31)	6 (20.69)	29 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

It is evident in the Table-10 that about three-fourth subordinate officers (78%) are involved in administrative job while about 16 per cent are involved in financial job. Only 6 per cent are involved in both administrative and financial job.

Table-10: Nature of Job the Subordinate Officers

Universities	Position	Nature of Job			Total
		Administrative	Financial	Both	
Dhaka University	Deputy Registrar or equivalent	9 (100.0)	-	-	9 (64.29)
	Assistant Registrar or equivalent	5 (100.0)	-	-	5 (35.71)
	Total	14 (100.0)	-	-	14 (100.0)
Jahanginagar University	Deputy Registrar or equivalent	5 (50.0)	4 (40.0)	1 (10.0)	10 (52.63)
	Assistant Registrar or equivalent	7 (77.78)	1 (11.11)	1 (11.11)	9 (47.37)
	Total	12 (63.16)	5 (26.32)	2 (10.52)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	8 (72.72)	2 (18.18)	1 (9.1)	11 (35.48)
	Assistant Registrar or equivalent	16 (80.0)	3 (15.0)	1 (5.0)	20 (64.52)
	Total	24 (77.42)	5 (16.13)	2 (6.45)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	22 (73.33)	6 (20.0)	2 (6.67)	30 (46.87)
	Assistant Registrar or equivalent	28 (82.35)	4 (11.76)	2 (5.88)	34 (53.13)
	Total	50 (78.12)	10 (15.63)	4 (6.25)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Subordinate officers have been asked to identify their problem related to performing the duties. All subordinate officers mentioned the areas where they are facing *little* problem in performing their duties (Table-11). Problems which have been considered are- working environment (chair, table etc.), logistics support (equipment, papers etc.), information (ignorance of law, rules) and undue pressure created by students/teachers/staff and their associations.

Table-11: Problems Related to Job facing by the Subordinate Officers

Universities	Position	Problems				
		Working environment (chair, table etc.)	Logistics support (equipment, papers etc.)	Information (ignorance of law, rules)	Pressure from students/ teachers/staff	Pressure from different organisations of students/ teachers/staff
		Median = 3.5; 5.5 to 6.0= very big; 5.0 to 5.4= big; 4.0 to 4.9= moderate and below 4.0= little.				
Dhaka University	Deputy Registrar or equivalent (n=9)	3.55	3.77	3.33	3.0	3.66
	Assistant Registrar or equivalent (n=5)	4.4	4.2	3.8	2.6	3.2
	Total (N=14)	3.85	3.92	3.5	2.8	3.5
Jahangirnagar University	Deputy Registrar or equivalent (n=10)	2.9	3.5	2.7	2.9	3.0
	Assistant Registrar or equivalent (n=9)	3.88	3.66	2.44	3.77	3.22
	Total (N=19)	3.36	3.57	2.57	3.31	3.10
Rajshahi University	Deputy Registrar or equivalent (n=11)	4.36	3.63	3.54	3.2	3.36
	Assistant Registrar or equivalent (n=20)	4.45	3.2	1.55	3.75	2.4
	Total (N=31)	4.41	3.35	2.25	3.58	2.74
Grand Total	Deputy Registrar or equivalent (n=30)	3.63	3.63	3.2	3.06	3.33
	Assistant Registrar or equivalent (n=34)	4.29	3.47	2.11	3.58	2.73
	Total (N=64)	3.98	3.54	2.62	3.34	3.01

Source: Questionnaire Survey, 2000.

Training Received by the Subordinate Officers

Supervisors have been asked if there is any training programme for professional development of their subordinate officers. Responding this question though more than half of them (about 59%) stated the presence of training programme, rest of them stated that there is no training programme for their subordinate officers (Table-12). Considering this opinion, made by the supervisors, it seems that universities under this study have no institutional training programme for the professional development of their officers. Sometimes they nominate their officers to different training courses on ad hoc basis.

Table-12: Presence of Training Programme for the Subordinate Officers

Universities	Position	Training Programme		Total
		Yes	No	
Dhaka University	Registrar or equivalent	1 (100.0)	-	1 (100.0)
	Deputy Registrar or equivalent	7(87.5)	1(12.5)	8(100.0)
	Total	8(88.89)	1(11.11)	9(100.0)
Jahangirnagar University	Registrar or equivalent	-	2 (100.0)	2 (100.0)
	Deputy Registrar or equivalent	2 (33.33)	4 (66.67)	6 (100.0)
	Total	2 (25.0)	6 (75.0)	8 (100.0)
Rajshahi University	Registrar or equivalent	1(50.0)	1(50.0)	2(100.0)
	Deputy Registrar or equivalent	6(60.0)	4 (40.0)	10(100.0)
	Total	7(58.33)	5 (41.67)	12(100.0)
Grand Total	Registrar or equivalent	2 (40.0)	3 (60.0)	5 (100.0)
	Deputy Registrar or equivalent	15 (62.5)	9 (37.5)	24 (100.0)
	Total	17 (58.62)	12 (41.38)	29(100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

It is evident that (Table-13) about half of the subordinate officers have not received any training and about 42 per cent of have received in-country training. Only 3 per cent of them received overseas training, and 6 per cent have received both in-country and overseas training. Considering the position, about 47 percent officer of Deputy Registrar or equivalent category have received in-country while one-third of this category have not received any training. Corresponding figure for overseas training is about 7 per cent and about one-tenth of them have received both overseas and in-country training. In Assistant Registrar or equivalent category, about 62 per cent of them have not attended any training course and the rest have received in-country training. None of the officers in this category have received overseas training.

Table-13: Training Received by the Subordinate Officers

Universities	Position	Nature of Job				Total
		In-country	Overseas	Both	None	
Dhaka University	Deputy Registrar or equivalent	5 (55.56)	1 (11.11)	-	3(33.33)	9 (64.29)
	Assistant Registrar or equivalent	2 (40.0)	-	-	3 (60.0)	5 (35.71)
	Total	7 (50.0)	1 (7.14)	-	6 (42.86)	14(100.0)
Jahangirnagar University	Deputy Registrar or equivalent	5 (50.0)	1 (10.0)	3 (30.0)	1 (10.0)	10 (52.63)
	Assistant Registrar or equivalent	7 (77.78)	-	-	2 (22.22)	9 (47.37)
	Total	12 (63.16)	1 (5.26)	3 (15.79)	3 (15.79)	19 (100.0)
Rajshahi University	Deputy Registrar or equivalent	4(36.36)	-	1(9.1)	6(54.54)	11 (35.48)
	Assistant Registrar or equivalent	4(20.0)	-	-	16(80.0)	20 (64.52)
	Total	8 (25.80)	-	1 (3.23)	22 (70.97)	31 (100.0)
Grand Total	Deputy Registrar or equivalent	14(46.67)	2(6.67)	4(13.33)	10(33.33)	30 (46.87)
	Assistant Registrar or equivalent	13(38.24)	-	-	21(61.76)	34 (53.13)
	Total	27 (42.19)	2 (3.12)	4 (6.25)	31 (48.44)	64 (100.0)

Source: Questionnaire Survey, 2000. Parentheses show percentages.

Training Courses Attended

It is observed from Table-13 that about 52 per cent of the subordinate officers have received training and about 48 per cent have not attended any training course. Considering the training courses attended by the subordinate officers (33 persons), it is reported that (Table-14) they have attended 25 different types of in-country and 6 different types of overseas training courses. Name of the courses that significant number of officers attended are- *Office Management Course (8), Computer Training Course (8), Financial Management Course (5), Project Management Course (5), Communication Skill Development Course (3) and Administrative Management Course (3).*

Table-14: Training Courses Attended by the Subordinate Officers

Training Courses	Universities and Place of Training						Total	
	Dhaka University (N=8)		Jahangirnagar University (N=16)		Rajshahi University (N=9)		Place of Training (N=33)	
	In-country (n=7)	Overseas (n=1)	In-country (n=15)	Overseas (n=4)	In-country (n=9)	Overseas (n=1)	In-country (n=31)	Overseas (n=6)
1. Mass Communication	-	-	1	1	-	-	1	1
2. Communication Skill Development	-	-	3	-	-	-	3	-
3. Financial Management	2	-	2	1	1	1	5	2
4. Office Management	-	-	4	-	4	-	8	-
5. Administrative Management	1	-	2	-	-	-	3	-
6. Project Management	3	-	2	-	-	-	5	-
7. Project Evaluation Course	-	-	-	-	1	-	1	-
8. Project Accounting	1	-	-	-	-	-	1	-
9. Industrial Relation Course	-	-	-	-	1	-	1	-
10. Officers Orientation Course	2	-	-	-	-	-	2	-
11. Admin. Mgt. Course for Univ. Officers	2	-	-	-	-	-	2	-
12. Educational Admin. Management	-	-	-	-	1	-	1	-
13. Modern Office Communication	-	-	-	-	1	-	1	-
14. Leadership Development Course	2	-	-	-	-	-	2	-
15. Foundation Training Course	-	-	2	-	-	-	2	-
16. Training of Trainers	-	-	2	-	-	-	2	-
17. Computer Course	-	-	8	-	-	-	8	-
18. Internet	-	-	1	-	-	-	1	-
19. IT	-	-	-	1	-	-	-	1
20. Research methods	-	-	2	-	-	-	2	-
21. Cost Accounting	-	-	1	-	-	-	1	-
22. Accounting for non-financial Executives	-	-	1	-	-	-	1	-
23. Diploma in Public Sector Management	-	-	-	1	-	-	-	1
24. Modern Cataloging (CDS, ISIS)	-	-	2	-	-	-	2	-
25. Women Development in Management	-	-	1	-	-	-	1	-
26. Skill Development Course for Volleyball	-	1	-	-	-	-	-	1
27. Skill Development Course for Handball	-	1	-	-	-	-	-	1
28. Basic Photography	-	-	1	-	-	-	1	-
29. English Language Course	-	-	1	-	-	-	1	-
Total	13	2	36	4	9	1	58	7

Source: Questionnaire Survey, 2000.

Knowledge Required for an Officer

There are 19 different topics related to knowledge mention in the Table-15. Both supervisors and subordinate officers have been asked to how knowledge on these topics is related to a university officer. Supervisors have identified the degree of relevancy is **very high** for *leave rules* (5.67). They also mentioned that four topics are **moderately** relevant which are- *constitutional responsibility, rights and facilities for public servant* (4.76), *rules of business* (4.72), *procedures of admission and readmission of students, examination and publication of results* (4.10), and *duties of drawing and disbursement officer* (4.76). Relevance of the rest 14 different topics are mentioned as **high** by the supervisors (scores vary from 5.0 to 5.45).

Subordinate officers identified the relevancy as **very high** for three different topics which are- *knowledge on power and functions of different authorities of the university* (5.58), *recruitment rules and promotion procedures of teachers and employees of the university* (5.61) and *leave rules for university officers* (5.52). They have also identified the relevancy as **high** for six different topics. These are- *Knowledge on organisational management* (5.23), *decision making process* (5.34), *relationship of university with other public and private organisations* (5.27), *discipline and appeal rules* (5.44), *punctual attendance rules* (5.48) and *dress code and etiquette for officers* (5.19). Degree of relevance has been identified as **moderate** for the rest ten different topics (scores vary from 4.41 to 4.9). None of these topics identified as **poorly relevant** to a university officer both by supervisors and subordinate officers (Table-15).

Table-15: Knowledge Required for an Officer and Assessment

Relevance		Topics	Assessment	
Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)		Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)
4.76	4.97	1. Knowledge on the Constitutional responsibility, rights and facilities for public servants.	3.07	3.42
4.72	4.66	2. Knowledge on Rules of Business.	3.0	3.27
5.45	5.58	3. Knowledge on power and functions of different authorities of the university i.e. Senate, Syndicate, Academic Council, Financial Body etc.	3.86	4.66
5.31	5.23	4. Knowledge on organisational management.	3.59	4.14
5.28	5.27	5. Knowledge on relationship of university with other public and private organisations.	3.38	4.02
5.31	5.34	6. Knowledge on organisational decision making process.	3.83	4.48

Relevance		Topics	Assessment	
Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)		Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)
5.31	5.61	7. Knowledge on recruitment rules and promotion procedures of teachers and employees of the university.	4.21	4.72
5.41	5.44	8. Knowledge on Discipline and Appeal Rules applicable for university employees	3.97	4.5
5.67	5.52	9. Knowledge on Leave Rules applicable for university employees	4.10	4.61
4.10	4.41	10. Knowledge on admission of students, readmission, examination and publication of result procedures.	3.31	3.56
5.34	5.48	11. Knowledge on Punctual Attendance Rules	4.24	4.63
4.76	4.44	12. Knowledge on the duties of Drawing and Disbursement Officer	3.17	3.75
5.17	4.9	13. Knowledge on the techniques of inquiry	3.24	3.92
5.0	4.9	14. Knowledge on General Financial Rules	3.17	3.64
5.10	4.9	15. Knowledge on general use of computers	2.48	2.78
5.07	4.8	16. Knowledge on E-mail	2.34	2.78
5.03	4.84	17. Knowledge on Inter-net	2.31	2.64
5.10	4.63	18. Knowledge on computer network	2.17	2.42
5.45	5.19	19. Knowledge on Dress Code and Etiquette applicable for officers	3.45	4.36

Relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".

Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".

The level of knowledge on the said 19 topics that possessed by the subordinate officer has also been assessed by themselves. They have assessed their level of knowledge as *moderate* on nine different topics. These are- *knowledge on power and functions of different authorities of the university* (4.66), *organisational management* (4.14), *organisational decision making process* (4.48), *relationship of university with other public and private organisations* (4.02), *recruitment rules and promotion procedures of teachers and employees of the university* (4.72), *discipline and appeal rules* (4.5), *leave rules* (4.61), *punctual attendance rules* (4.63) and *dress code and etiquette* (4.36). They also identified their level of knowledge as *not satisfactory* on the rest ten topics (scores vary from 2.42 to 3.92 where median value is 3.5).

Supervisors have also been asked to assess the level of knowledge of their subordinate officers on the said topics. According to their assessment (Table-15), the level of knowledge is *moderate* on three different topics, these are- *knowledge on recruitment rules and promotion procedures of teachers and employees of the university* (4.21), *leave rules* (4.10) and *punctual attendance rules*

(4.24) which have also been assessed as *moderate* by the subordinate officers themselves. Supervisors have identified the level of knowledge as *not satisfactory* for the rest 16 topics (scores vary from 2.17 to 3.97). According to Table-15, a general trend of opinion is observed on relevancy of knowledge on 19 different topics by both supervisors and subordinate officers. On the other hand, a significant difference is evident on assessment of the level of knowledge (possessed by the subordinate officers) by both supervisors and subordinate officers themselves.

Table-16: Skills Relevance with an Officer and Assessment

Relevance		Topics	Assessment	
Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)		Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)
5.0	4.91	1. Skills of computing income tax	3.17	4.5
5.48	5.6	2. Skills of office records and file management	4.07	4.6
5.48	5.5	3. Skills of writing notes	3.69	4.75
5.48	5.63	4. Skills of writing working paper and minutes of meetings.	3.38	4.63
4.52	5.19	5. Skills of office inspection.	3.07	4.40
5.21	5.27	6. Skills of framing of charges and preparation of statement of allegations	3.17	4.25
5.14	4.95	7. Skills in performing as an Inquiry Officer.	3.17	2.83
5.24	4.95	8. Skills of writing inquiry reports.	3.14	4.14
4.21	4.42	9. Skills of examination management.	2.69	3.23
5.28	5.05	10. Skills of time management.	3.97	4.20

Relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".

Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".

Relevant Skills Required for an Officer

There are 10 different skills required for an officer mentioned in Table-16. Supervisors and subordinate officers have been asked to identify the relevancy of these skills to a university officer. Supervisors have identified eight different skills as *highly relevant* to an officer. These are- *computing income tax* (5.0), *office records and file management* (5.48), *writing working papers and minutes of meetings* (5.48), *writing statement of complaints* (5.21), *performing as an inquiry officer* (5.14), *writing inquiry reports* (5.24) and *skills of time management* (5.28). The rest two skills i.e. *office inspection* (4.52) and *examination management* (4.21) have been identified as *moderately relevant* to an officer (Table-16).

According to subordinate officers, *skills in office records and file management* (5.6), *writing notes* (5.5) and *writing working papers and minutes of meetings* (5.63) have been identified as **very highly relevant** to an officer and these are identified as **highly relevant** by supervisors (Table-16). The three different skills, which have been identified as **highly relevant**, are *office inspection* (5.19), *writing statement of complaints* (5.27) and *skills of time management* (5.05). These skills have also been identified as **highly relevant** by supervisors except *office inspection* (moderate). Subordinate officers have identified the rest four skills as **moderately relevant**. These are- *computing income tax* (4.91), *performing as an inquiry officer* (4.95), *writing inquiry reports* (4.95) and *skills of examination management* (4.42). These skills have been identified as **highly relevant** by supervisors except *skills of examination management* (moderate).

The level of skills on the said 10 topics that possessed by the subordinate officer has also been assessed by both supervisors and subordinate officers themselves (Table-16). Subordinate officers have assessed their level of skills as **not satisfactory** in *performing as an inquiry officer* (2.83) and *skills of examination management* (3.23). According to their self-assessment, level of the rest eight skills is **moderate** (scores vary from 4.14 to 4.75). Supervisors have identified the level of skills of *office records and file management* as **moderate**. Levels of the rest nine skills have been assessed as **not satisfactory** (scores vary from 2.69 to 3.97 where median value is 3.5). It is also observed a significant difference between assessment by supervisors and subordinate officers.

Relevant Attitudes Required for an Officer

There are 16 different shades or dimensions of attitudes required for a university officer mentioned in Table-17. These are- *Interest in performing duties, leadership qualities, sense of humor, patience, interaction with colleagues, confidence, motivation, self-criticism, sincerity on solving problems, perseverance in work, enthusiasm, promptness in decision making, adaptability to office environment, flexibility, ethical firmness, and ability to make interpersonal relationship*. Supervisors and subordinate officers have been asked to identify the relevancy of these attitudes to a university officer. According to supervisors, all the 16 attitudes are **highly relevant** to an officer (scores vary from 5.03 to 5.41 where median is 3.5). On the other hand, subordinate officers have identified four different attitudes as **highly relevant**. These are- *sense*

of humor (5.16), perseverance in work (5.33), flexibility (5.36) and ability to make interpersonal relationship (5.48). According to them, relevance of the rest 12 attitudes are **very high** (scores vary from 5.33 to 5.72). After analysing the opinion of both supervisors and subordinate officers towards attitudes relevant to an officer, a general agreement is observed (Table-17).

Table-17: Attitude relevance with an Officer and Assessment

Relevance		Topics	Assessment	
Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)		Opinion from supervisory officer (N=29)	Opinion from subordinate officer (N=64)
5.28	5.72	1. Interest in performing duties	4.0	5.0
5.31	5.63	2. Leadership qualities as officer.	3.80	4.83
5.31	5.16	3. Sense of humor.	3.93	4.41
5.38	5.63	4. Patience.	4.31	4.44
5.41	5.53	5. Interaction with colleagues.	4.38	4.78
5.34	5.70	6. Confidence as officer.	4.31	5.02
5.38	5.61	7. Motivation as officer.	4.0	4.97
5.03	5.67	8. Self-criticism.	3.66	5.63
5.31	5.55	9. Sincerity on solving problems of students.	4.07	4.80
5.31	5.33	10. Perseverance in work.	3.93	4.72
5.34	5.69	11. Enthusiasm.	4.03	4.92
5.41	5.64	12. Promptness in decision making.	3.72	4.84
5.41	5.67	13. Adaptability to office environment.	4.0	4.88
5.34	5.36	14. Flexibility as officer.	3.97	4.70
5.38	5.73	15. Ethical firmness as officer.	3.97	4.94
5.38	5.48	16. Ability to make interpersonal relationship.	4.0	4.67

Relevance (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".

Assessment (Median 3.5) 5.5 to 6.0 "highly satisfactory", 5.0 to 5.4 "satisfactory", 4.0 to 4.9 "moderate" and below 4.0 "not satisfactory".

Supervisors and subordinate officers have also been asked to assess the attitude of subordinate officers. Seven different attitudes have been assessed as **not satisfactory** by the supervisors. These are- *leadership qualities* (3.80), *sense of humor* (3.93), *patience*, *self-criticism* (3.66), *perseverance in work* (3.93), *promptness in decision making* (3.72), *flexibility* (3.97), and *ethical firmness* (3.97). Level of the rest nine attitudes have been assessed as **moderate** (scores vary from 4.0 to 4.3).

According to self-assessment of subordinate officers, their attitudinal level is **highly satisfactory** on *self-criticism* (5.63) {which has been identified as **not satisfactory** (3.60) by the supervisors} and **satisfactory** on *interest in performing duties* (5.0) and *confidence* (5.02) which have been assessed as **moderate** by their supervisors. Level of the rest 13 attitudes have been assessed as **moderate** (scores vary from 4.41 to 4.94) by subordinate officers themselves. It is also observed from Table-17 that the assessment of the attitudinal level by supervisors and subordinate officers varies significantly.

Important Topics for a Training Course

Supervisors and subordinate officers have been asked to assess the importance of 24 different topics for a training course which can make an officer more professional (Table-18). Supervisors have identified six different topics as **highly important** for their subordinate officers. These are- *organisational management* (5.02), *organisational decision making process* (5.14), *note writing* (5.03), *techniques of inquiry* (5.0), *writing inquiry reports* (5.0) and *general use of computer* (5.16). Importance of the rest 18 different topics have been identified as **moderate** (scores vary from 4.40 to 4.97). These are- *Constitutional responsibility and rights for public servants*, *Rules of Business*, *relationship of university with other public and private organisations*, *Discipline and Appeal Rules applicable for university employees*, *Leave Rules applicable for university employees*, *Punctual Attendance Rules*, *General Financial Rules*, *duties of Drawing and Disbursement Officer*, *computing income tax*, *office records and file management*, *writing working paper and minutes of meetings*, *office inspection and writing inspection report*, *techniques of writing statement of complaints*, *duties of an Inquiry Officer*, *writing inquiry reports*, *Dress Code and Etiquette for an officer*, *E-mail*, *Inter-net*, and *Computer network*.

According to subordinate officers, the two **very highly important** topics are- *office records and file management* (5.69) and *note writing* (5.62); and two **moderately important** topics are- *Rules of Business* (4.72) and *computing income tax* (4.69). The rest 20 topics are **highly important** for the training course. Considering the views of the subordinate officers, the said 24 topics may be included in the training course for university officers (Table-18).

Table-18: Important Topics for a Training Course

Topics	Level of Importance	
	Opinion of subordinate officer (N=64)	Opinion of supervisors (N=29)
1. Constitutional responsibility and rights for public servants.	4.69	4.76
2. Rules of Business.	4.40	4.72
3. Organisational management.	5.02	5.24
4. Organisational decision making process.	5.14	5.45
5. Relationship of university with the government, autonomous and non-government organisations.	4.81	5.52
6. Discipline and Appeal Rules applicable for university employees	4.94	5.21
7. Leave Rules applicable for university employees	4.95	5.24
8. Punctual Attendance Rules	4.86	5.34
9. General Financial Rules	4.56	5.0
10. Duties of Drawing and Disbursement Officer	4.55	5.03
11. Computing income tax	4.5	4.69
12. Office records and file management	4.91	5.69
13. Note writing	5.03	5.62
14. Writing working paper and minutes of meetings	4.94	5.48
15. Office inspection and writing inspection report	4.94	5.12
16. Framing charges and preparation of statement of allegations	4.94	5.28
17. Techniques of inquiry.	5.0	5.21
18. Duties of an Inquiry Officer.	4.88	5.10
19. Writing inquiry reports	5.0	5.03
20. Dress Code and Etiquette for officer	4.80	5.03
21. General use of computer	5.16	5.41
22. E-mail	4.89	5.17
23. Inter-net	4.97	5.14
24. Computer network	4.92	5.21

Importance = (Median 3.5) 5.5 to 6.0 "very high", 5.0 to 5.4 "high", 4.0 to 4.9 "moderate" and below 4.0 "poor".

Training Courses Suggested by the Officers

Officers have also mentioned 15 different training courses, which they like to attend. These are- Administration and Management Course, Senior Staff Course, Advance Course for, Administration and Development, Mass Communication Management Course (Written and Oral) Physical Education, Protocol and Communication, Archive Management, Personnel Management, On-the-Job Training, Language Training, Conduct and Discipline Course, Project Management, Evaluation, Preparation and Approval, Store Management and Procurement, Auditing, and Financial Rules for Government Offices and Universities.

Chapter Five

Findings, Conclusion and Recommendations

Findings

Total 93 class-i officers were selected from three Dhaka, Jahangirnagar and Rajshahi University. They have been interviewed by two sets of pre-tested questionnaires. Amongst them 29 are supervisors and 64 are subordinate officers. Supervisors belong to the Registrar (or equivalent) and Deputy Registrar (or equivalent) status. Regarding the position of the subordinate officers, about 47 per cent belong to the Deputy Registrar (or equivalent) status while rest of them belong to Assistant Registrar (or equivalent) status.

Most of the supervisors and subordinate officers are involved in administrative job. Regarding the nature of recruitment, promote officers are majority in the officers community of the selected universities (55%). Age irrespective of position, majority of the subordinate officers belong to age group of 50 years and above. Number of officers under 40 years is very negligible, only 6 percent.

Most of the Deputy Registrar or equivalent officers have 11-20 years of service to their credit. In the case of Assistant Registrar or equivalent officers, half of them are new in service (0-5 years) and 29 percent of them have 6-10 years of service and 21 percent have 11-20 years of service to their credit. In context of length of service in the present position, majority of the officers (64%) have 0-5 years of service and one-fourth of them have 6-10 years of service. In the case of Deputy Registrar or equivalent officers, more than half of them have 0-5 years of service while about three-fourth of Assistant Registrar or equivalent officers have 0-5 years of service in the present position.

Irrespective of position, though majority of the subordinate officers have Master level degrees, significantly, about half of them have got Bachelor degree. Majority of Deputy Registrar or equivalent officers have obtained Master degree while majority of Assistant Registrar or equivalent officers have obtained Bachelor degree. None of the officers belong to undergraduate level of education.

It is evident that a significant number of subordinate officers have no specific job description. According to the views of subordinate officers, more than half of them have specific job description while significantly, about two-fifth of them have no job description. Responding the same question, though about four-fifth of the supervisors stated that their subordinate officers have specific job description, more than one-fifth of them stated that subordinate officers have no job description. Irrespective of university and position, most of the subordinate officers are involved in administrative job.

Considering the training programme for professional development, though majority of the supervisors stated the presence of training programme, more than two-fifth of them stated that there is no training programme for their subordinate officers. Analyzing this opinion made by the supervisors, it seems that universities under this study have no institutional training programme for professional development of their officers. Sometimes they nominate their officers to different training courses on ad hoc basis. It is also evident that though more than half of the subordinate officers have received training, about half of them have not received any training. The training courses they have attended are mostly in-country training.

Subordinate officers (33 persons) have attended 25 different types of in-country and 6 different types of overseas training courses. Name of the major courses that significant number of officers attended are- *Office Management Course, Computer Training Course, Financial Management Course, Project Management Course, Communication Skill Development Course and Administrative Management Course.*

Both supervisor and subordinate have identified the relevancy of knowledge on 19 different topics to a university officer. Supervisors reported that degree of relevancy is **very high** only for *leave rules* and **high** for 14 different topics. These are- *Knowledge on power and functions of different authorities of the university, organisational management, organisational decision making process, relationship of university with other public and private organisations, recruitment rules and promotion procedures of teachers and employees of the university, Discipline and Appeal Rules, Punctual Attendance Rules, techniques of inquiry, General Financial Rules, general use of computers, E-mail, Inter-net, computer network, and Dress Code*

and *Etiquette applicable for officers*. The rest four topics which have been identified as **moderately** relevant are- *constitutional responsibility and rights for public servant, rules of business, procedures of admission and readmission of students, examination and publication of results, and duties of drawing and disbursement officer*.

Subordinate officers have found the relevancy as **very high** for three different topics which are- *knowledge on power and functions of different authorities of the university, recruitment rules and promotion procedures of teachers and employees of the university, and leave rules for university officers*. They have also mentioned the relevancy as **high** for six different topics. These are- *Knowledge on organisational management, decision making process, relationship of university with other public and private organisations, discipline and appeal rules, punctual attendance rules and dress code and etiquette for officers*. Degree of relevance has been identified as **moderate** for the rest ten different topics. None of these topics identified as **poorly relevant** to a university officer both by supervisors and subordinate officers.

The level of knowledge on the said 19 topics that possessed by the subordinate officer has also been assessed by themselves. According to self-assessment their level of knowledge as **moderate** on nine different topics. These are- *knowledge on power and functions of different authorities of the university, organisational management, organisational decision making process, relationship of university with other public and private organisations, recruitment rules and promotion procedures of teachers and employees of the university, discipline and appeal rules, leave rules, punctual attendance rules and dress code and etiquette*. They have also identified their level of knowledge as **not satisfactory** on the rest ten topics.

According to Supervisors, the level of knowledge of their subordinate officers is **moderate** on three different topics, these are- *knowledge on recruitment rules and promotion procedures of teachers and employees of the university, leave rules and punctual attendance rules* which have also been assessed as **moderate** by the subordinate officers themselves. Supervisors have found the level of knowledge as **not satisfactory** for the rest 16 topics. Understanding the views of supervisors and subordinate officers, a general trend is observed in assessing the relevancy of knowledge on 19 different topics. On the other hand, a significant difference is observed

regarding assessment of the level of knowledge (possessed by the subordinate officers) by both supervisors and subordinate officers themselves.

Supervisors and subordinate officers have been asked to identify the relevancy of 10 different skills, which are required for a university officer. Supervisors have identified eight different skills as **highly relevant** to an officer which are- *computing income tax, office records and file management, writing working papers and minutes of meetings, writing statement of complaints, performing as an inquiry officer, writing inquiry reports and skills of time management*. The rest two skills i.e. *office inspection and examination management* have been reported as **moderately relevant** to an officer.

According to subordinate officers, *skills in office records and file management, writing notes and writing working papers and minutes of meetings* are **very highly relevant** to an officer which have been identified as **highly relevant** by supervisors. The three different skills, which have been identified as **highly relevant** are- *office inspection, writing statement of complaints and skills of time management*. These skills have also been mentioned as **highly relevant** by supervisors except *office inspection* (moderate). The rest four skills which have identified as **moderately relevant** are- *computing income tax, performing as an inquiry officer, writing inquiry reports and skills of examination management*. These skills have been identified as **highly relevant** by supervisors except *skills of examination management* (moderate).

The level of skills on the said 10 topics that possessed by the subordinate officer has also been assessed by both supervisors and subordinate officers themselves. Subordinate officers have assessed their level of skills as **not satisfactory** in *performing as an inquiry officer and skills of examination management*; and level of the rest eight skills is **moderate**. On the other hand, supervisors have assessed the level of skills of their subordinate officers as **moderate** in *office records and file management*. Levels of the rest nine skills have been assessed as **not satisfactory**. It is understood that there is a significant difference between assessment of the level of skills by supervisors and subordinate officers.

Supervisors and subordinate officers have been asked to identify the relevancy of 16 different shades or dimensions of attitudes required for a university officer. These are- *Interest in performing duties, leadership qualities, sense of humor, patience, interaction with colleagues, confidence, motivation, self-criticism, sincerity on solving problems, perseverance in work, enthusiasm, promptness in decision making, adaptability to office environment, flexibility, ethical firmness, and ability to make interpersonal relationship*. After analysing the opinion of both supervisors and subordinate officers towards attitudes relevant to an officer, a general agreement is observed.

Supervisors and subordinate officers have also been asked to assess the attitude of subordinate officers. Seven different attitudes which have been assessed as **not satisfactory** by the supervisors are- *leadership qualities, sense of humor, patience, self-criticism, perseverance in work, promptness in decision making, flexibility, and ethical firmness*. Levels of the rest nine attitudes have been assessed as **moderate**.

Considering the self-assessment of subordinate officers, their attitudinal level is **highly satisfactory** on *self-criticism* while it has been assessed as **not satisfactory** by the supervisors. Attitudinal level is **satisfactory** on *interest in performing duties* and *confidence* while these have been assessed as **moderate** by their supervisors. Subordinate officers themselves have assessed levels of the rest 13 attitudes as moderate. It is also observed that the assessment of the attitudinal level by supervisors and subordinate officers varies significantly.

Supervisors and subordinate officers have assessed the importance of 24 different topics for a training course, which can make an officer more successful. Supervisors have found six different topics as **highly important** for their subordinate officers. These are- *organisational management, organisational decision making process, note writing, techniques of inquiry, writing inquiry reports and general use of computer*. Importance of the rest 18 different topics has been assessed as **moderate**. These are- *Constitutional responsibility and rights for public servants, Rules of Business, relationship of university with other public and private organisations, Discipline and Appeal Rules applicable for university employees, Leave Rules applicable for university employees, Punctual Attendance Rules, General Financial Rules, duties of Drawing and*

Disbursement Officer, computing income tax, office records and file management, writing working paper and minutes of meetings, office inspection and writing inspection report, techniques of writing statement of complaints, duties of an Inquiry Officer, writing inquiry reports, Dress Code and Etiquette for an officer, E-mail, Inter-net, and Computer network.

According to subordinate officers, the two **very highly important** topics are- *office records and file management* and *note writing*; and two **moderately important** topics are- *rules of business* and *computing income tax*. The rest 20 topics are **highly important** for the training course. Considering the views of subordinate officers, it is understood that the said 24 topics may be included in the training course for university officers.

Officers have also mentioned 15 different training courses, which they like to attend. These are- Administration and Management Course, Senior Staff Course, Advance Course for, Administration and Development, Mass Communication Management Course (Written and Oral) Physical Education, Protocol and Communication, Archive Management, Personnel Management, On-the-Job Training, Language Training, Conduct and Discipline Course, Project Management, Evaluation, Preparation and Approval, Store Management and Procurement, Auditing, and Financial Rules for Government Offices and Universities.

Conclusion

Training is at the focal point of human development, which helps to minimise the gap between required performance and actual performance through increasing the level of knowledge, skills, and positive change of certain attitudes (Alam et al., 2000:42). Quality of university education mostly depends on teachers of the university indeed. Teachers also enjoy the power of university management, but the quality of management mostly depends on its officers' community. So, for better management, professionalism in the management is necessary.

It is evident that officers of the universities are lacking professionalism. It is also learned that both supervisors and subordinate officers have understood the importance of training for their professional development. Thus, authorities of the universities may institutionalise training activities for their officers.

Training needs assessment (TNA) is a very complex and gigantic task. Present study has attempted to assess the generic needs of training of university officers. Indeed, it has not cover all the issues of training needs assessment (TNA). Research may be continuing on the issues on TNA which were not covered under the purview of this study. However, authorities of the universities may consider the recommendations made by the study.

Recommendations

Training helps to minimize the gap between required performance and actual performance through increasing the level of knowledge, skills, and positive change of certain attitudes. It is evident that officers of the selected universities are lacking professionalism. So, it is the responsibility of the authorities of the concerned universities to train their officers accordingly.

Job description provides an outline of the duties and responsibilities involved. It is an integral part of any job. For better management of universities, each and every officer should have specific job description.

Training has no alternative for professional development. So, personnel department of universities should have training programmes for the professional development of their officers. Personnel department should also assess the training needs of its employees and prepare a training plan for employees. Both supervisors and subordinate officers have made their opinion in favour of training. Considering their opinion following training course is proposed:

Title of the course: Administrative Management Course

Proposed Duration: Two weeks

Proposed Course Curriculum

Constitutional Responsibilities and Rights of Public Servants.

Organisational Decision-Making Process.

Relationship of Universities with Public and Private Organisations.

Office Records and File Management

Note Writing

Writing Working Papers and Minutes of Meetings

Leave Rules Applicable for University Employees

Discipline and Appeal Rules Applicable for University Employees.

Public Servants (Special) Provisions Ordinance, 1979

The Public Employees Discipline (Punctual Attendance) Ordinance, 1982

Framing of Charges and Preparation of Statement of Allegations

Techniques of inquiry and Writing of Inquiry Report

Duties of an Inquiry Officer

General Financial Rules

Duties of Drawing and Disbursement Officer

Computing Income Tax

General Use of Computer

Dress Code and Etiquette for an Officer

Leadership Qualities

Qualities of a Good Officer

Interaction with Colleagues and Customers

Motivation and Counselling

This curriculum is prepared on the basis of the respondents' opinion, which is mentioned in Table-18 of this report.

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Appendix-I: Questionnaire-1

Bangladesh Public Administration Training Centre
Savar, Dhaka

A study on Training Needs Assessment (TNA) of Officers
Working at Selected Universities

[This questionnaire is prepared for Training Needs Assessment of officers working at selected universities. The questionnaire will delimit on the officers of the equivalent rank and status of Deputy Registrars and Assistant Registrars. The identity of officers involved in the survey will never be disclosed. Collected data will only be used in research. You are requested to participate in the survey. – Md. Shafiqul Haque]

1.0 Please write your name:

2.0 Please mention your designation.:

3.0 Please identify your type of recruitment in class-1 job at university (put ✓ mark):

☐ Direct recruitment ☐ Promotion

4.0 Please identify your length of service in class-1 job at university (put ✓ mark):

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years

5.0 Please identify your length of service at the present position (put ✓ mark):

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years

6.0 Please identify your Scale of Pay (put ✓ mark):

☐ 10,700-13,100 ☐ 9,500-12,100 ☐ 7,200-10,840
☐ 6,150-9,750 ☐ 4,800-8,160 ☐ 4,300-7,740

7.0 Please identify your age (put ✓ mark):

☐ 25-29 years ☐ 30-34 years ☐ 35-39 years ☐ 40-44 years
☐ 45-49 years ☐ 50-54 years ☐ 55-59 years

8.0 Please identify your sex (put ✓ mark):

☐ Male ☐ Female

- 16.0 If response is *Yes*, please identify the types of training you have received (Please put ✓ mark): ☐ In-country ☐ Overseas ☐ Both

- 17.0 If you have received any in-country or overseas training, please mention the title of training course(s) and name of the training institute(s) in the following table:

Title of training course(s)	Training Institute (s)

- 18.0 Please make your opinion on relevancy of the topics to an officer mentioned in the following table and assess your level:

Relevance <i>Scale</i> 1 = very low; 6 = very high;						Topics	Self-Assessment <i>Scale</i> 1 = very low; 6 = very high;					
1	2	3	4	5	6	Knowledge on the Constitutional responsibility and rights for public servants.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Rules of Business.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on power and functions of different authorities of the university i.e. Senate, Syndicate, Academic Council, Financial Body etc.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on organisational management.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on relationship of university with public and private organisations.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on organisational decision making process.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on recruitment rules and promotion procedures of teachers and employees of the university.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Discipline and Appeal Rules applicable for university employees	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Leave Rules applicable for university employees	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on admission of students, readmission, examination and publication of result procedures.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Punctual Attendance Rules	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on the duties of Drawing and Disbursement Officer	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on the techniques of inquiry	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on General Financial Rules	1	2	3	4	5	6

21.0 Please Identify the level of importance of the following topics that make you a more successful officer.

Topics	Level of Importance Scale					
	1 = very low; 6 = very high;					
Constitutional responsibility, rights and facilities for public servants.	1	2	3	4	5	6
Rules of Business.	1	2	3	4	5	6
Organisational management.	1	2	3	4	5	6
Organisational decision making process.	1	2	3	4	5	6
Relationship of university with the government, autonomous and non-government organisations.	1	2	3	4	5	6
Discipline and Appeal Rules applicable for university employees	1	2	3	4	5	6
Leave Rules applicable for university employees	1	2	3	4	5	6
Punctual Attendance Rules	1	2	3	4	5	6
General Financial Rules	1	2	3	4	5	6
Duties of Drawing and Disbursement Officer	1	2	3	4	5	6
Computing income tax	1	2	3	4	5	6
Office records and file management	1	2	3	4	5	6
Note writing	1	2	3	4	5	6
Writing working paper and minutes of meetings	1	2	3	4	5	6
Office inspection and writing inspection report	1	2	3	4	5	6
Framing of charges and preparation of statement of allegations	1	2	3	4	5	6
Techniques of inquiry.	1	2	3	4	5	6
Duties of an Inquiry Officer.	1	2	3	4	5	6
Writing inquiry reports	1	2	3	4	5	6
Dress Code and Etiquette for officer	1	2	3	4	5	6
General use of computer	1	2	3	4	5	6
E-mail	1	2	3	4	5	6
Inter-net	1	2	3	4	5	6
Computer network	1	2	3	4	5	6

Signature of the respondent

Thank you for your kind and sincere cooperation – Md. Shafiqul Haque, Senior Research Officer, BPATC.

Relevance <u>Scale</u> 1 = very low; 6 = very high;						Topics	Assessment <u>Scale</u> 1 = very low; 6 = very high;					
1	2	3	4	5	6	Knowledge on Discipline and Appeal Rules applicable for university employees	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Leave Rules applicable for university employees	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on admission of students, readmission, examination and publication of result procedures.	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Punctual Attendance Rules	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on the duties of Drawing and Disbursement Officer	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on the techniques of inquiry	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on General Financial Rules	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on general use of computers	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on E-mail	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Inter-net	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on computer network	1	2	3	4	5	6
1	2	3	4	5	6	Knowledge on Dress Code and Etiquette applicable for officers	1	2	3	4	5	6
1	2	3	4	5	6	Skills of computing income tax	1	2	3	4	5	6
1	2	3	4	5	6	Skills of office records and file management	1	2	3	4	5	6
1	2	3	4	5	6	Skills of writing notes	1	2	3	4	5	6
1	2	3	4	5	6	Skills of writing working paper and minutes of meetings.	1	2	3	4	5	6
1	2	3	4	5	6	Skills of office inspection.	1	2	3	4	5	6
1	2	3	4	5	6	Skills of framing of charges and preparation of statement of allegations.	1	2	3	4	5	6
1	2	3	4	5	6	Skills in performing as an Inquiry Officer.	1	2	3	4	5	6
1	2	3	4	5	6	Skills of writing inquiry reports.	1	2	3	4	5	6
1	2	3	4	5	6	Skills of examination management.	1	2	3	4	5	6
1	2	3	4	5	6	Skills of time management.	1	2	3	4	5	6
1	2	3	4	5	6	Interest in performing duties.	1	2	3	4	5	6
1	2	3	4	5	6	Leadership qualities as officer.	1	2	3	4	5	6
1	2	3	4	5	6	Relationship with students/teachers.	1	2	3	4	5	6
1	2	3	4	5	6	Sense of humor.	1	2	3	4	5	6
1	2	3	4	5	6	Patience.	1	2	3	4	5	6
1	2	3	4	5	6	Interaction with colleagues.	1	2	3	4	5	6
1	2	3	4	5	6	Confidence as officer.	1	2	3	4	5	6
1	2	3	4	5	6	Motivation as officer.	1	2	3	4	5	6
1	2	3	4	5	6	Self-criticism.	1	2	3	4	5	6
1	2	3	4	5	6	Sincerity on solving problems of students.	1	2	3	4	5	6
1	2	3	4	5	6	Perseverance in work.	1	2	3	4	5	6
1	2	3	4	5	6	Enthusiasm.	1	2	3	4	5	6
1	2	3	4	5	6	Promptness in decision making.	1	2	3	4	5	6
1	2	3	4	5	6	Adaptability to office environment.	1	2	3	4	5	6
1	2	3	4	5	6	Flexibility as officer.	1	2	3	4	5	6
1	2	3	4	5	6	Ethical firmness as officer.	1	2	3	4	5	6
1	2	3	4	5	6	Ability to make interpersonal relationship.	1	2	3	4	5	6
1	2	3	4	5	6	Ability to the impress students/ teachers.	1	2	3	4	5	6
What are the other qualities you think that makes an officer more successful? Please mention these qualities with relevance and assess your levels.												

Relevance <u>Scale</u> 1 = very low; 6 = very high;						Topics						Assessment <u>Scale</u> 1 = very low; 6 = very high;					
1	2	3	4	5	6							1	2	3	4	5	6
1	2	3	4	5	6							1	2	3	4	5	6
1	2	3	4	5	6							1	2	3	4	5	6

- 6.0 Please identify the level of importance of the following topics that make your subordinate officers more successful.

Topics						Level of Importance <u>Scale</u> 1 = very low; 6 = very high;					
Constitutional responsibility, rights and facilities for public servants.						1	2	3	4	5	6
Rules of Business.						1	2	3	4	5	6
Organisational management.						1	2	3	4	5	6
Organisational decision making process.						1	2	3	4	5	6
Relationship of university with the government, autonomous and non-government organisations.						1	2	3	4	5	6
Discipline and Appeal Rules applicable for university employees						1	2	3	4	5	6
Leave Rules applicable for university employees						1	2	3	4	5	6
Punctual Attendance Rules						1	2	3	4	5	6
General Financial Rules						1	2	3	4	5	6
Duties of Drawing and Disbursement Officer						1	2	3	4	5	6
Computing income tax						1	2	3	4	5	6
Office records and file management						1	2	3	4	5	6
Note writing						1	2	3	4	5	6
Writing working paper and minutes of meetings						1	2	3	4	5	6
Office inspection and writing inspection report						1	2	3	4	5	6
Framing of charges and preparation of statement of allegations						1	2	3	4	5	6
Techniques of inquiry.						1	2	3	4	5	6
Duties of an Inquiry Officer.						1	2	3	4	5	6
Writing inquiry reports						1	2	3	4	5	6
Dress Code and Etiquette for officer						1	2	3	4	5	6
General use of computer						1	2	3	4	5	6
E-mail						1	2	3	4	5	6
Inter-net						1	2	3	4	5	6
Computer network						1	2	3	4	5	6

Signature of the respondent

Thank you for your kind and sincere cooperation – Md. Shafiqul Haque, Senior Research Officer, BPATC.