

Follow-up Study to know the Effectiveness of
Staff Development Course Conducted by
RPATC, 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 Staff Development Course (SDC) of Class IV Employees Conducted by RPATC, Dhaka. The pivotal objective of the study is to find out the effectiveness of staff development course for class IV 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 (NTP), Training Needs Assessment (TNA) of the government official of different levels to be determined before going for imparting the training. The present study intends to find out the real scenario of Staff Development 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 (SDC).

The Data have been collected on staff development course held at RPATC, 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. The views of the trained participants of the Staff Development 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 view of some researchers and concern persons were taken. Both open- ended and close ended questions were formulated to collect views of the respondents.

The study is an attempt to assess the educational background of the respondents. It is found that (Table-1) 54% of participants have only JSC

passed and 26% of participants have completed SSC exam, 10% of the respondents have completed HSC and 8% of the respondents have completed their bachelor degree. And 2% of participants have Masters degree also in fourth class employees. It revealed that those who have joined the service after completion of one or two academic degree are more interested and sincere in training and efficient in their works.

Regarding their working experience, It revealed that (Table-2) 44% of participants have received their training after more than 21 years services, 20% of the total participants have received their training during the 16-20 years services, 18% of participants have received their training within 11 to 15 years of services. Only 8% 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.

It is found that (Table-3) 88% of participants have informed that duration of the course is not appropriate. Only 12% of participants think that the present duration (1 week) of the course is appropriate.

~~It is noted that (Table-4) 60% respondents proposed 4 weeks duration,~~
27% of respondents projected 3 weeks duration and only 13% of respondents proposed 2 weeks duration course.

It is found that (Table-5) the respondents have given the highest importance (77%) that is 81% -100% effectiveness and applicability of their course. 18% of participants are think that 61%-80% effective and applicable in their work and only 1% of participants are agree that their course is 1%-40% effective and applicable in their works.

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 up to the marks.
- 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 Staff Development 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 Staff Development Course at RPATCs in future. Among the suggestions most important ones are:

- 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. More emphasis should be given computer classes & practices,
- IV. Class rooms should be well equipped with modern facilities (air conditioned, multimedia, sound system, flip charts, markers, easel board etc),

- V. Involve of participants by assigning takes like home work exercise,
- VI. Offer residential course and dormitory facility should be improved.
- VII. Training allowance should be increase, Sufficient financial support for refreshment and food should be given, Bags for carrying training materials a should be supplied,
- VIII. Study Tour programmers/Social events/ pleasure trip should b 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.

(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 (RPACT), 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 Public Administration. Since its inception on 28th April 1984, RPATC Dhaka has been conducting job related and skill oriented training course for class I and class II officers' including class IV employees of the Government. Semi-government and Autonomous bodies. It has conducted 960 training course till December 2014. Dhaka RPATC has been conducting 28-34 courses in years.

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 copy with the rapid changes in the society (Haddad, 1990). In order to increase professional knowledge and skills of Officers and Staff of the government, semi- government and autonomous bodies different course are being conducted in RPATC.

The Staff Development Course is only course which is treated as the foundation course for the class IV employees. Fourth class employees Earlier it was two week duration. Now RPATC is

conducting this course for only five days and it has only two modules. Details of the contents of the Modules are shown in the Annex-A. RPATC conduct only two courses in each calendar year. The List of the participants of Staff Development Course which was held on during 2014 at Dhaka RPATC are given in the Annex-B.

Main objectives of the training course are:

- I. To provide the participants with the basic idea of the working procedure of office and service rules.
- II. To brief the participants on etiquettes and manners to be followed in government offices.
- III. To provide the participants with knowledge regarding services to be rendered to the people.

Since its inception of the Staff Development Course for the class IV employees, there has been on survey conducted to evaluate the effectiveness of the course. Whether the curriculum of the course for the class IV 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 staff development course 07-11 December 2014 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 week to 2 or 3 weeks.

- 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 personas of prudence and expertise.

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. This staff development course is designed for class IV employees. The present study intends to find out the real scenario of Staff Development 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. The pivotal objective of this study is to find out the effectiveness of Staff Development course for class IV employees conducted by Dhaka RPATC. The specific objectives of this study are as placed here under:

- i) To examine and analysis the existing Staff Development Course for class IV.
- ii) To identify the strength and weakness (Module & Contents) of staff Development Course of RPATC, Dhaka.
- iii) To assess the impact of past Staff Development Training for class IV employees of RPATC, Dhaka as well as applicability of the knowledge learnt in training courses.
- iv) To provide some tentative suggestions in order to improve the quality training as well as training environment.

1.2 Rationale of the Study:

Dhaka RPATC is entrusted with responsibility of imparting 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 is 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 be 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 Staff Development Course- like any other training courses. 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 need based program for the members of the staff.

Staff Development Course for class IV 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 Staff Development 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 omnithoughtful on one all important issue whether or not Staff Development course is at all effective to the participants. So time now warrants an investigation into the matter to know the actual situation of this Staff Development course.

The present study intends to find out the real scenario of Staff Development 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 Staff Development Course.

1.3 Scope and Limitation of the Study:

Since its inception, Dhaka RPATC has been conducting Staff Development Course for class IV employees of the Government, Semi- government and Autonomous bodies of Dhaka Division. The study has been confined to find out the effectiveness of staff development course of Dhaka RPATC. An intensive study has been made to explore the ground centre realities of the participants of Staff Development Course conducted by Dhaka RPATC. The participants who attended the courses conducted by Dhaka RPATC are 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 numbers 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 impact by a synthesis of "before-after and with-without" comparisons. The proposed research would require collection of information and data of former participants of Staff Development Courses of Dhaka RPATC. Both primary and secondary information and data have been used for this study.

2.1 Preparation and Formulation of Questionnaire:

The views of the trained participants of the Staff Development Course have been taken through a structured questionnaire survey. A questionnaire survey has been conducted for adoption 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 is annexed at the end (Annex-D). Before finalizing the questionnaire opinions and views of some researchers and concern persons were identified and taken. 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 collection information on the effectiveness of the training inputs. To assess the impact of Staff Development 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 asked on their participation in the previous course. The size of the population was 85. The respondents were being selected among the former participants of the Staff Development 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 organizations including some district headquarter of Dhaka division.

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 build 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 course.
 - II. Use of related research reports already conducted by RPATC for core courses,
 - III. Use of textbooks, journals, articles and internet etc in the relevant field.
-
- 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 potential participants of future courses. 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 response were rejected. A rough or dummy table was prepared before completion of the questionnaire survey. Questionnaires were distributed among 60. A total of 54 participants were responded and out of 54, 04 questionnaires were rejected for not getting complete information. Informal discussion with the officials at the organization and in-depth interviews were conducted with concern 18 supervisors of participants to know

the impact before and after training program. Exhibit 2.1 shows the converge of the questionnaires.

Exhibit 2.1: the coverage of the questionnaires

Total number of population	85 (60+25)
Questionnaire sent	60
Questionnaire received	54
Questionnaire rejected	04
Questionnaire accepted	50
In- depth interview	18
Total valid Responded	68

The existing curricula and module of the Staff Development Course of RPATC have been analyzed. Finally, the findings of questionnaire, comments and suggestions obtained from interviews have been analyses for recommendations.

2.5 Methods of Analysis

The study has used both simple and cross-tabulation for its analysis. Graphical representations like bar diagram, 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.

2.6 Frame of the Study

The study report is divided into five Chapters. Chapter I (One) deals with the introductory aspects of Staff Development Course i.e. objective, justification and scope and information 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 Staff Development courses and relevant literature have been reviewed.

“No matter how long you train someone to be brave, you never know if they are or not until something real happens.”

— Veronica Roth, 2009. 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)

“Practice is the hardest part of learning, and training is the essence of transformation.” (Ann Voskamp, 2013)

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 to some event, such as:

- ▣ The installation new equipment or techniques which require new improved skill.
- ▣ A change in working methods.
- ▣ A change I product, which may necessitate training not only in production methods, but also in the marketing functions of the company.
- ▣ A realization that performance is inadequate.
- ▣ 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 recognized 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 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 evaluation programs and services.

3.2.1 Establishing Competencies

Once organization's training goals are established, the next is to write competencies for various staff positions and for 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.

3.2.2 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 than as a group.

3.2.3 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 organization and storing lessons plans, handouts, etc. and how will they be made available to all trainers? How often will the curriculum be updated?

3.2.4 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 classes. An additional training 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?

3.2.5 Evaluating Training Programs & Impact Assessment

Training is an on -going process that evolves and improves over time. It can consist of evaluation 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 response 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 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 have 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, lists, job breakdowns, and performance standards as a lesson plan.

3.3.3 Demonstration

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

3.3.4 Role Playing

During a role play, the trainees assume roles and act out situations connected to the training 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 solution 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 in problem- solving in creative ways, but it's also commonly used in training sessions as leading 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 visits 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 and designers need to consider a number of factors when deciding on what training and learning activities should be included. Choosing 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 play 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. Other 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 Staff Development 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 Staff Development Course have been taken thorough a structured questionnaire survey. As the participants are fourth class employees, their minimum education qualification is only grade Eight and the majority of the participants are found Eight pass only. One week Staff Development Course for class IV employees is treated as foundation training for the staffs. This course is designed to impart basic knowledge and decorum of office and service as supporting staffs of the various organizations of the government. This staffs are not so much qualified to fill the questionnaire. However with the support of our team they did it. The findings were analyzed to assess the degree and level of level of linkage with training.

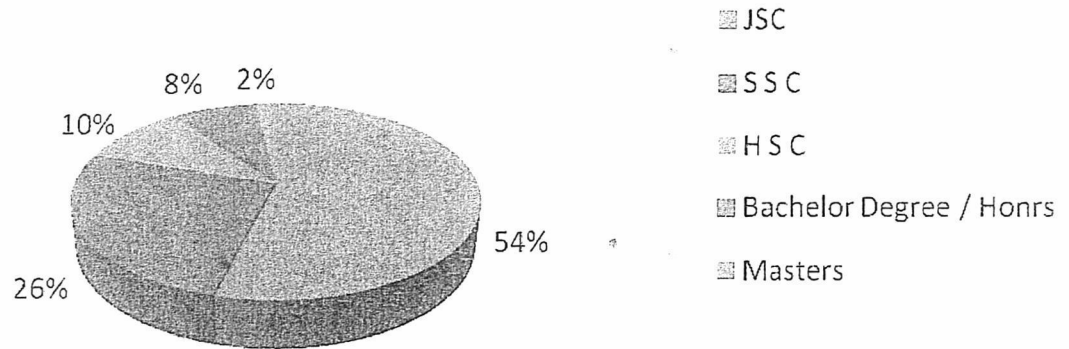
4.1 Personal Information (Survey Result)

4.1.1 Educational qualification of the participants

The study is an attempt to assess the background to the respondents i.e. education, service experiences, nature of the office/ organization they work etc. The total number of respondents was 50. It has been observed that out 50 participants 27 participants are Eight Pass (JSC) i.e 54%. Out of 50 participants, respondents 13 have completed their Secondary School Certificate (SSC), 5 respondents have completed Higher Secondary Certificate (HSC), 4 respondents have completed Graduation/Degree and only one participant have completed Masters degree.

It revealed that those who have joined the service without any academic certificate or education qualification i.e. SSC or HSC are not fit for intensive training and they are fit for basic knowledge for work. The educational qualifications of the participants are shown in the Exhibit 4.1 and the Table-1 is given in the Annex- E.

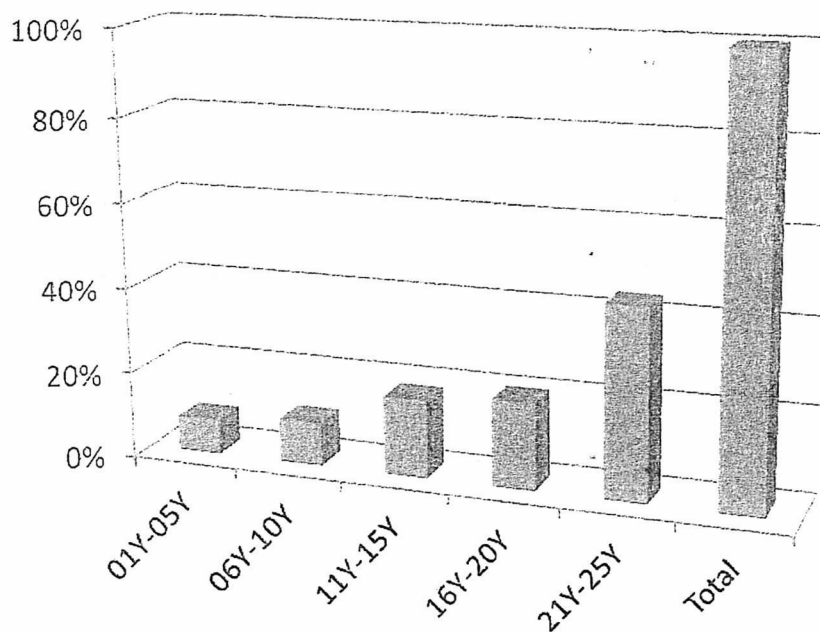
Exhibit: 4.1 Educational Qualification of Respondents



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

Exhibit: 4.2 Working Experience of respondents



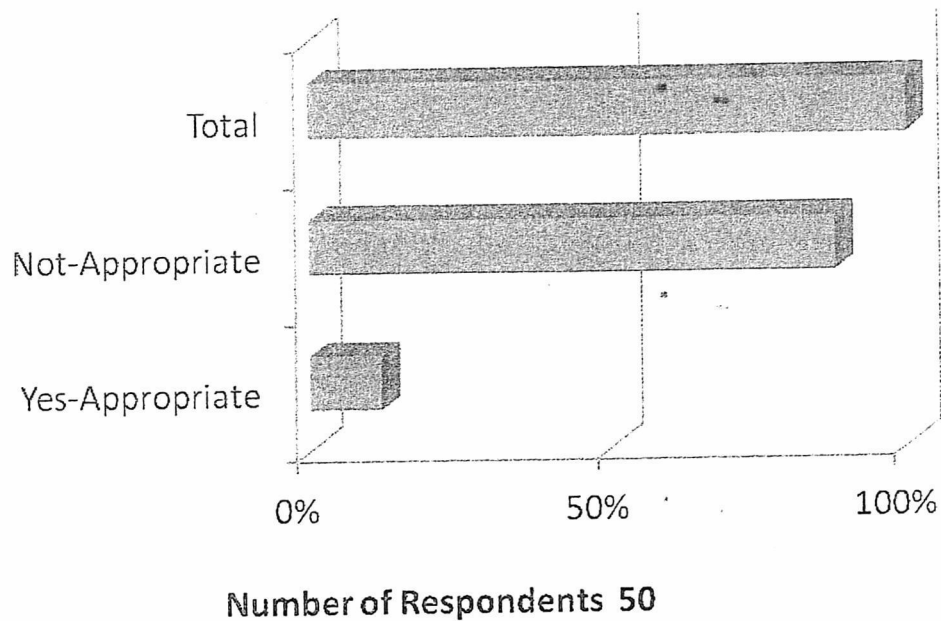
Number of Respondents 50

It revealed that out of 50 participants 22 participants have received their training after more than 21 years services. It is 44% of total respondents. Only 2 participants out of 50 have taken training within five years of joining, which is 8% of the total respondents. 10% of total participants have received their training during the 6-10 years service, 18% during 11 - 15 years services and within 16 to 20 years services 20% participants have received their training.

4.1.3 Duration of the Course

In a question 'Whether the duration of the Staff Development Course is appropriate- 44 participants out of 50 have informed that duration of the course is not appropriate. 5 days or one week is not enough for the participants to full fill their requirements. It is 88% of the total. Out of 68 participants only 6 have given consent with the question i.e. they think that the present duration (one week) of the course is appropriate. Exhibit; 4.3 demonstrate the observations of the participants regarding the duration of the tainting course and the Table -3 are given in the Annex-E.

Exhibit: 4.3 Duration of the Training Course

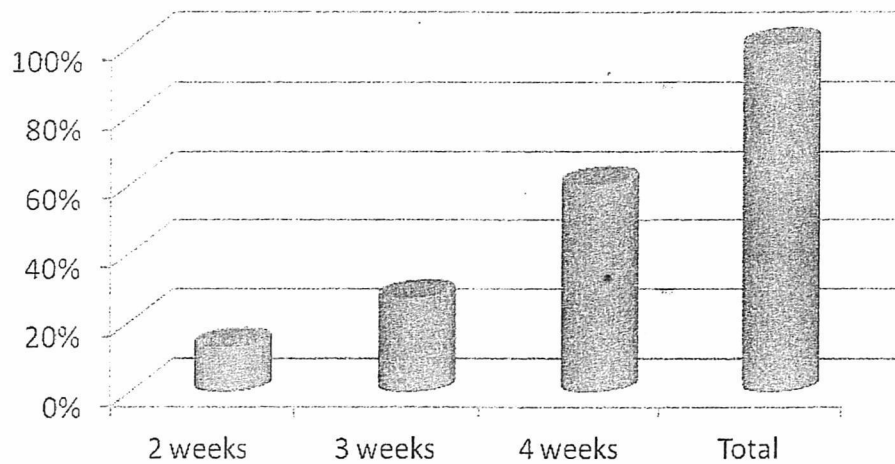


4.1.4 Proposed Course Duration

During the survey using questionnaires, participants were asked to propose appropriate duration the course. About 60% respondents proposed that the duration the Staff Development Course should be 4 week. 27% respondents projected that the duration of the Staff Development Course should be 3 week and

2 weeks duration course proposed only 13%. 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



Number of Respondents 68

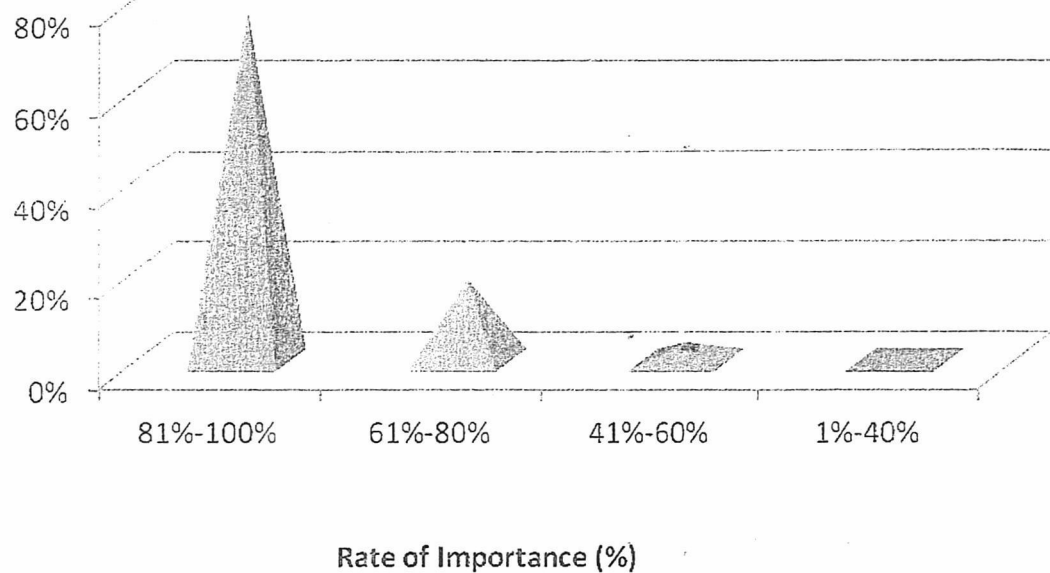
4.2 Effectiveness and Applicability of the Course Module

The respondents were asked to assess the effectiveness and applicability of Staff Development Course in their workplace in terms of rate of importance given in the questionnaire. It revealed that 77% the participants of Staff Development Course agree that 81% -100% effectiveness and applicability of their course. 18% of participants are think that 61%-80% effective and applicable in their work and only 1% of participants is agreed that their course is 1%-40% effective and applicable in the field. The effectiveness and applicability in the workplace of the course have shown in the Exhibit 4.5 and the Table-5 is given in the Annex-E.

Table- 5: Effectiveness and Applicability of the Course Importance.

Weight age of Importance (Effective & Applicable)	Rate of Importance (Respondents %)
81% -100%	77%
61% - 80%	18%
41% -60%	4%
1% - 40%	1%

Exhibit: 4.5 Effectiveness and Applicability of the Wight Importance



4.3 Weakness of the Course

The respondents were asked to identify the weakness of the Staff Development 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 meager
 - VII. Monetary support for refreshments and food are not also adequate.

These are the limitations of the Staff Development Course identified by the respondents, which are almost policy matter to solve problems.

4.4 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 course 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 were over. Their views and suggestions have been incorporated in the findings of the study. Informal discussion and in-depth interview were held with 18 supervisors concern of participants to know the impact of the training (before and after training performance). In reply to the question whether s/he is in favor of extension of the course or not- out of 18 supervisors, 16 have their positive response (88%) and only 2% have not agree for extending the duration of the course. Table-6. Shows the views and comments of the supervisors of the participants.

Table-6: Supervisors' comments regarding proposal for course duration:

Course duration	Number of Respondents	Percentage
In Favor of Extension	16	88%
Not extension	2	12%
Total	18	100%

In reply to question -whether the efficiency and quality of works have improved after the training 96% of supervisors have positive

response to the question. Table 7. Shows the observation of the supervisors regarding the improvement of efficiency and quality of works.

Table-7: Supervisors' comments regarding improvement of efficiency and quality of works.

Quality has Improve after training	Number of Respondents	Percentage
Yes, Improved	17	94%
Not improved	1	6%
Total	18	100%

In reply to another question- awareness has been built in respect to maintaining rules and regulations after training- 83% of supervisors have assured that participants are very much aware and acquainted with the rules and regulations of the office. Table-8 shows the observation of the supervisors regarding rules and regulation of the office.

Table-8: Supervisors' observation regarding awareness of Rules and Regulations:

Awareness of Rules and Regulations after Training	Number of Respondents	Percentage
Yes, has built	15	83%
Not built	3	17%
Total	18	100%

4.5 Analysis of Course End Evaluation Report.

RPATC, Dhaka usually arranged the course end evaluation before closing ceremony of each and every course. Accordingly the Staff Development Course which was held 07-12-2015 to 11-12-2015 has reviewed analyzed course end evaluation report. About 40 participated has been targeted to attend the course but 47 participants were participated. It disclosed that fourth class employees are very much interested to participate in training. Out of 47 participants 6 participants were from different ministries, 34 from departments and 7 from autonomous bodies. To measure how far the Staff Development Course has been effective, the participants were asked to give their opinion. Their comments regarding four aspects of the Staff Development Course are shown in the Table 9.

Table 9. Course End Evaluation Report

Serial	Comments regarding course by the participants	Effectiveness (%)
1	How much, helpful for present office work	86.37%
2	Knowledge increase in general official works	90.30%
3	Efficiency increase in official works	76%
4	Attitude change	95%

All participants (47) form the Staff Development Course, which was held 7-12-15 to 11-12-05 remarked that duration of the course is not sufficient and their recommendations and suggestions of the closing ceremony of the course are as follows:

- Duration of the course should be extended.
 - Training allowance should be increased.
 - Related and relevant handouts should furnish during classes.
 - Quality of refreshment should be improved.
 - Bags for carrying materials should be supplied.
 - Number of the seats at the dormitory should be increased.
 - Participants should be give 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

One week long Staff Development Course for class IV employees is treated as foundation training for the staffs. This course is designed to impart basic knowledge and orientation to participants who are working as supporting staffs of the various organizations. 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 Staff Development 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 though most of the participants are under SSC i.e. JSC passed. 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) 54% of participants have only JSC passed and 26% of participants have completed SSC exam, 10% of the respondents have completed HSC and 8% of the respondents have completed their bachelor degree. And 2% of participants have also Masters Degree in fourth class employees. It revealed that those who have joined the service after completion of one or two academic degree are more interested and sincere in training and efficient in their works.

- Working Experiences

It revealed that (Table-2) 44% of participants have received their training after more than 21 years services, 20% of the total participants have received their training during the 16-20 years services, 18% of participants have received their training within 11 to 15 years of services. Only 8% 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) 88% of participants have informed that duration of the course is not appropriate. Only 12% of participants think that the present duration (1 week) of the course is appropriate.

- Proposed of the Course

It is noted that (Table-4) 60% respondents proposed 4 weeks duration, 27% of respondents projected 3 weeks duration and only 13% of respondents proposed 2 weeks duration course.

- Effectiveness and Applicability of the Course

It is found that (Table-5) the respondents have given the highest importance (77%) that is 81% -100% effectiveness and applicability of their course. 18% of participants are think that 61%-80% effective and applicable in their work and only 1% of participants are agree that their course is 1%-40% effective and applicable in their works.

- 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 up to the marks.
 - 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 Staff Development 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 Staff Development 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 some course. Individual need vary from participants to participants. It has been noticed from the analysis that there is no recommendation for changing existing contents of the course. The respondents have given some suggestions for further improvements 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. More emphasis should be given computer classes & practices,
- IV. Class rooms should be well equipped with modern facilities (air conditioned, multimedia, sound system, flip charts, markers, easel board etc),
- V. Involve participants by assigning tasks like home work exercise,
- VI. Offer residential course and dormitory facility should be improved.
- VII. Training allowance should be increased,
- VIII. Sufficient financial support for refreshment and food should be given,
- IX. Bags for carrying training materials should be supplied,
- ~~X. Study Tour programmes/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 be addressed 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 objective of training is to transfer certain knowledge and skill to the trainees and influencing their attitude to improve their performance of the works. The Staff Development Course is conducted for the fourth class employee. The fourth class employees are basically engaged to carry out order of officers and mostly they are doing physical work (not file work). The reasons as to why training was not liked 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 interdependent 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 to training needs assessment to job description of a post. RPATC should have some authority to modify or redesign the program if necessary as per the evaluation feedback. The follow up study on Staff Development 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 depend on some variables and the short coming may overcome to a great extent by establishing a system of interactive problem solving device through follow up process and training consultancy. The authority can review and incorporate as suggested through this study.

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আঞ্চলিক লোক প্রশাসন প্রশিক্ষণ কেন্দ্র

৪৯, নিউ ইন্সটন, ঢাকা-১০০০।

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কোর্সের নাম

স্টাফ উন্নয়ন প্রশিক্ষণ পাঠ্যক্রম

০৭ থেকে ১১ ডিসেম্বর ২০১৪

পাঠ্যক্রম উপদেষ্টা

এ, কে, এম, শামীম আক্তার

উপ- পরিচালক (উপসচিব)

ফোনঃ ৯৩৬১১৫০।

পাঠ্যক্রম পরিচালক

মোঃ জসীম উদ্দীন

সহকারী পরিচালক

ফোনঃ ৯৩৬১৭৯৫

পাঠ্যসূচী

মডিউলঃ ১	চাকরির গুরুত্বপূর্ণ বিধিসমূহে
পাসু'১.১	ঃ চাকরির সাধারণ শর্তাবলী,
পাসু'১.২	ঃ নিয়োগ, জ্যেষ্ঠতা এবং পদোন্নতি
পাসু'১.৩	ঃ সরকারী কর্মচারী (আচারণ বিধি) অধ্যাদেশ, ১৯৭৯
পাসু' ১.৪	ঃ সরকারী কর্মচারী (শৃঙ্খলা ও আপীল বিধিমালা, ১৯৮৫
পাসু'১.৫	ঃ গণকর্মচারী শৃঙ্খলা (নিয়মিত উপস্থিতি) অধ্যাদেশ ১৯৮২
পাসু'১.৬	ঃ সরকারী কর্মচারী (বিশেষ বিধান) অধ্যাদেশ, ১৯৭৯
পাসু' ১.৭	ঃ ছুটি বিধি ১৯৫৯
পাসু'১.৮	ঃ পেনশন বিধি
পাসু' ১.৯	ঃ সরকারী কর্মচারীদের কল্যাণমূলক কার্যক্রম
পাসু' ১.১০	ঃ ৪র্থ শ্রেণির কর্মচারীদেও পোশাক ও লিভারিজ সংক্রান্ত নিয়মকানুন
পাসু' ১.১১	ঃ ৪র্থ শ্রেণির কর্মচারীদেও দায়িত্ব ও কর্তব্য
পাসু' ১.১২	ঃ জনসাধারণ ও উর্দ্ধতন কর্মকর্তাদেও সংঙ্গে ব্যবহারের নিয়মাবলী
পাসু' ১.১৩	ঃ শিষ্টাচার, ভদ্রতা এবং মানবিক সম্পর্ক
পাসু' ১.১৪	ঃ দুর্নীতি

মডিউল : ২ : কম্পিউটার এ্যাপ্লিকেশন

- পাসু'২.১ : কম্পিউটারের মৌলিক দিকঃ হার্ডওয়্যার সমূহ
পাসু' ২.২ : কী-বোর্ড এবং টাইপিং টিউটর
পাসু'২.৩ : এমএসওয়ার্ড
-

List of Participants

ক্র. নং	নাম	পদবী	অফিসের ঠিকানা	মোবাইল
১	মোঃ ইমান আলী	অফিস সহায়ক	তিতাস গ্যাস ভবন, কাজী নজরুল ইসলাম এভিনিউ, ঢাকা	০১৮১৩-১৬৮০৯৬
২	মোঃ আমিনুল ইসলাম	নিরাপত্তা গ্রহরী	বিস্ফোরক পরিদপ্তর, সেগুনবাগিচা, ঢাকা-১০০০	০১৭২৬-২২৮৭২৮
৩	বেগম জুলেখা আক্তার	সাধারণ সহগামী -২	বাংলাদেশ পরমানু শক্তি কমিশন, আগারগাও, শেরেবাংলা নগর, ঢাকা।	০১৭২০-৮৩৪৮৭৬
৪	কে,এম, কামাল হোসেন	অফিস সহায়ক	আরকাইভস ও গ্রন্থাগার অধিদপ্তর, ৩২ বিচারপতি এস,এম, মোর্শেদ সরণী, আগারগাও, শেরেবাংলা নগর, ঢাকা	০১৯৪০-৬৪৯১৭৮
৫	মোঃ আলী হোসেন	বুক স্টার	প্রত্নতত্ত্ব অধিদপ্তর, এফ ৪/এ, আগারগাও, প্রশাসনিক এলাকা, শেরেবাংলা নগর, ঢাকা	০১৮১৭-৬৩৬১৪৩
৬	মোঃ আবু হানিফ	নিরাপত্তা গ্রহরী	বাংলাদেশ ভূতাত্ত্বিক জরিপ অধিদপ্তর, ১৫৩ পাইওনিয়ার রোড, সেগুনবাগিচা, ঢাকা।	০১৭৭৫৫৩৮০৬৮
৭	রতন চন্দ্র দাস	রেকর্ড কিপার	ইস্টার্ন কেবলস লিমিটেড, ঢাকা অফিস	০১৭২৬৫৯৬৮৯৮
৮	মোঃ সেলিম হাওলাদার	অফিস সহায়ক	পুলিশ হেডকোয়ার্টার্স, ৬ ফিনিক্স রোড, ঢাকা	০১৯১৫৫১১২৪৪
৯	মোঃ ফরিদ হোসেন	অফিস সহায়ক	বিআইডব্লিউটিএ, মতিঝিল বা/এ, ঢাকা	০১৭২২৮৪৪২৯৮
১০	মিজানুর রহমান	অফিস সহায়ক	সরকারী যানবাহন অধিদপ্তর, সচিবালয় লিংক রোড, ঢাকা-১০০০	০১৯২১৩৯৭৯৮৫
১১	যতীন্দ্র নাথ দাস	অফিস সহায়ক	ভূমি বেকর্ড জরিপ অধিদপ্তর, ঢাকা	০১৬২০১২৬৯৬৫
১২	মোঃ আলম উদ্দিন	প্যাকার	পোস্ট মাস্টার জেনারেল এর দপ্তর, কেন্দ্রীয় সার্কেল, ঢাকা-১০০০	০১৭১৯৭৬০৮৮১
১৩	সবুজ হোসেন	অফিস সহায়ক	পরিবেশ অধিদপ্তর, সদর দপ্তর, ঢাকা-১২০৭	০১৯১৭১৯১৫৯৪
১৪	মোঃ সাখাওয়াত হোসেন	অফিস সহায়ক	বাংলাদেশ কেমিক্যাল ইন্ডাস্ট্রিজ কর্পোরেশন, ৩০-৩১ দিলকুশা, মতিঝিল বা/এ, ঢাকা	০১৮১১২১২১২১
১৫	মোছাঃ কেশোয়ারা	অফিস সহায়ক	যুব ও ক্রীড়া মন্ত্রণালয়, বাংলাদেশ	০১৯২০৮১৩২৬১

	লিপি		সচিবালয়, ঢাকা।	
১৬	বিউটি আক্তার	অফিস সহায়ক	বাংলাদেশ পল্লী উন্নয়ন বোর্ড	০১৭৮৩২৭৯৬৮১
১৭	মোঃ মোহাম্মদ বেগম	অফিস সহায়ক	বাংলাদেশ জাতীয় যাদুঘর, শাহবাগ, ঢাকা-১০০০	০১৭৪৪৩৬৮৬১২
১৮	মোঃ মিজানুর রহমান	অফিস সহায়ক	সাভার গণপুতু বিভাগ, শেরেবাংলা নগর, ঢাকা	০১৭১০০১৩০৫৫
১৯	আব্বাহ আলী	অফিস সহায়ক	তথ্য মন্ত্রণালয়, , বাংলাদেশ সচিবালয়, ঢাকা।	০১৮১৩৫২৫৩৭২
২০	মোঃ হেলাল উদ্দিন আকন্দ	অফিস সহায়ক	মুদ্রণ ও প্রকাশনা অফিস, তেজগাঁও, ঢাকা-১২০৮	০১৭৩১৫১১৪৪৭
২১	মোঃ শহিদুল্লাহ খাঁন	অফিস সহায়ক	ডাক, টেলিযোগাযোগ, বিজ্ঞান ও নিরাপত্তা অধিদপ্তর, সেগুনবাগিচা, ঢাকা	০১৮৬৮১৮২৮৯৩
২২	মোঃ জাহির হাসান	অফিস সহায়ক	জাতীয় রাজস্ব বোর্ড, সেগুনবাগিচা, ঢাকা	০১৭২৬৪২৩৪৭০
২৩	গৌতম চন্দ্র সরকার	অফিস সহায়ক	ইউনিয়ন ভূমি অফিস, বড়বিহিত ইউনিয়ন ভূমি অফিস, ইশ্বরগঞ্জ ময়মনসিংহ।	০১৭৩৯৮৬৮৩৬৬
২৪	মোঃ আঃ হান্নান মিয়া	অফিস সহায়ক	বাংলাদেশ ফরম ও প্রকাশনা অফিস, তেজগাঁও, ঢাকা	০১৭১৫৫৯৩১৭৪
২৫	বাহির মিয়া বশির	অফিস সহায়ক	বাংলাদেশ নিরাপত্তা মন্ত্রণালয়	০১৯১৫৫৭৮০২৬
২৬	ফারাহ জাহান চৌধুরী	অফিস সহায়ক	আনসার ও গ্রাম প্রতিরক্ষা বাহিনী, সদর দপ্তর, খিলগাঁও, ঢাকা	০১৭৫৯৯৭৫৭৯১
২৭	মোঃ আঃ আজিজ	অফিস সহায়ক	শিশু কল্যাণ ট্রাস্ট, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়, শিঙ্গা ভবন, ঢাকা।	০১৭১৪২৩৭২৭০
২৮	আবু বকর সিদ্দিকী	কাউন্টার (কন্সাল্টার)	বিআরটিসি	০১৯১২২৭৪৭৪৮
২৯	মোঃ মাহাবুব আলম	অফিস সহায়ক	বাংলাদেশ এনার্জি রেগুলেটরী কমিশন, টিসিবি ভবন (৪র্থ তলা) কাওরান বাজার, ঢাকা।	০১৯২৪৬৫৭২৭৮
৩০	মোঃ খাইরুল করিম	অফিস সহায়ক	বাংলাদেশ শিল্পকলা একাডেমী, সেগুনবাগিচা, রমনা, ঢাকা-১০০০	০১৯১২-১১০৭৪৫
৩১	শওকত আলী	অফিস সহায়ক	কারা অধিদপ্তর, ৩০/৩ উম্মেদদত্ত রোড, বকসি বাজার ঢাকা।	০১৮৫৭২০৮৮৬৬
৩২	কনিকা রানী দাস	অফিস সহায়ক	তথ্য অধিদপ্তর, ভবন নং-৯ বাংলাদেশ সচিবালয়, ঢাকা।	০১৬৭০২১৬৯৫৩
৩৩	তাহেরা সিদ্দিকা	অফিস সহায়ক	বি.সি. এস (কর) একাডেমী, রাশেদখান মেনন সড়ক, ঢাকা-১০০০	০১৭৩১১১৮৫৮৮
৩৪	শ্যামলী চাকমা	অফিস সহায়ক	মহিলা ও শিশু বিষয়ক মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা।	০১৯১২৫৮২৬৭১

৩৫	মোঃ আলাউদ্দিন	অফিস সহায়ক	গ্রাফ গ্রাম, সিভিআরপি প্রকল্প, প্রজেক্ট ম্যানেজমেন্ট ইউনিট ভূমি মন্ত্রণালয়, নীলডোত বাবুপুয়া।	০১৯১৩৭২৫৪০৩
৩৬	মোঃ রফিকুল ইসলাম	অফিস সহায়ক	ভূমি প্রশাসন প্রশিক্ষণ কেন্দ্র	০১৯১৩৭২৫৪০৩
৩৭	মোঃ আনিসুজ্জামান (রিপন)	অফিস সহায়ক	গভর্নমেন্ট প্রিন্টিং প্রেস, তেজগাঁও, ঢাকা- ১২০৮।	০১৭১৭২৪১১৪৭
৩৮	মোঃ মোমিনুল হক	অফিস সহায়ক	কৃষি তথ্য সার্ভিস, খামারবাড়ী, ঢাকা- ১২১৫।	০১৭১০৬০৫১০৯
৩৯	আঃ রহিম	অফিস সহায়ক	বাংলাদেশ জরিপ অধিদপ্তর, প্রতিরঙ্গা মন্ত্রণালয়, ঢাকা-১২০৮	০১৯৩৬৩৭৩৫৩৬
৪০	শংকর চাকমা	অফিস সহায়ক	সড়ক পরিবহন ও মহাসড়ক বিভাগ, সড়ক পরিবহন ও সেতু মন্ত্রণালয়, ঢাকা	০১৮২৮৭৮৪০৮০
৪১	মোঃ ফজলুর রহমান	নিরাপত্তা প্রহরী	তুলা উন্নয়ন বোর্ড, খামারবাড়ী, ফার্মগেট, ঢাকা	০১৭৪৭৮১৭৫৮৪
৪২	মোঃ মোমিনুল হক	অফিস সহায়ক	পানি সম্পদ মন্ত্রণালয় ভবন-৬, বাংলাদেশ সচিবালয়, ঢাকা।	০১৭৩২১৪৭৪৮২
৪৩	মোঃ শরিফুল ইসলাম	অফিস সহায়ক	বাংলাদেশ পাটকল করপোরেশন, আদমজী গেট, মতিঝিল, ঢাকা-১০০০	০১৭২৫২৮৪১২৫
৪৪	মোঃ জাহাঙ্গীর আলম	বার্তা বাহক	তথ্য মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা-১০০০	০১৯১৮৭৭৩১৬৬
৪৫	মোঃ ওয়াসিম শেখ	অফিস সহায়ক	গণপুর্ত বিভাগ(পিডব্লিউডি) গোপালপুর	০১৭২৮০৬৭০১৬
৪৬	মোঃ তছলিম উদ্দিন আহমেদ	ফটোকপি অপারেটর	পাট অধিদপ্তর, বস্ত্র ও পাট মন্ত্রণালয়, ১০ বীর উত্তম শহীদ আশফাকস সামাদ সড়ক, ঢাকা।	০১৭২০-২৭৪১২১
৪৭	মোঃ শহিদুল ইসলাম চৌধুরী	অফিস সহায়ক	বেসামরিক বিমান পরিবহন ও পর্যটন মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা- ১০০০	০১৫৫৪৬০০৩৫৩
৪৮				
৪৯				
৫০				

**Questionnaire for a follow up study on Staff Development Course
for the Class IV employees**

১। উত্তর দাতার সাধারণ তথ্যঃ

ক. নাম (ঐচ্ছিক).....

খ. চাকুরির মেয়াদ.....বৎসর

গ. প্রশিক্ষণ গ্রহণের সন.....

২। শিক্ষাগত যোগ্যতাঃ (ঠিক চিহ্ন দিন)

এসএস সি		এইচ এস সি		ডিগ্রী-অনার্স		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 ঠিক চিহ্ন দিন।

৬ সপ্তাহ		৮ সপ্তাহ		৯ সপ্তাহ	
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৬। প্রশিক্ষণের মডিউল আপনার কর্মক্ষেত্রের সাথে সম্পর্কযুক্ত কিনা?

হ্যাঁ		না	
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৭। পাঠ্যসূচীসমূহের কার্যকরী ও কর্মজোড়ে প্রয়োগ ক্ষেত্রে প্রকাশ করুন

৮১%-১০০%		৬১%-৮০%		৪১%-৬০%		১%-৪০%	
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৮। আপনার মতে এ কোর্সের দুর্বল দিকসমূহ কি কি? (According to you which are the weak points of the Course):

১.

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৩.

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

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

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১১. এ প্রশিঙাণে কোর্সটি উন্নয়নের জন্য আপনার অন্য কোন সুপারিশ (Any others Suggestion to improve to the Course):

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আঞ্চলিক লোক- প্রশাসন প্রশিক্ষণ কেন্দ্র

৪৯ নিউ ইন্সটন, ঢাকা-১০০০।

A Post Training Utilization Survey Questionnaire to Assess to Effectiveness and Application of “Staff Development Course for the Class IV employees” Conducted by RPATC, Dhaka: A Case Study.

প্রশিক্ষণ গ্রহণকারী সুপারভাইজারদের জন্য প্রশ্নপত্র

(স্টাফ উন্নয়ন 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 প্রশ্নপত্র প্রস্তুত করা হয়েছে। প্রশ্নপত্রের মাধ্যমে প্রাপ্ত উপাত্ত কেবল কেন্দ্রের গবেষণা কাজ ব্যবহার করা হবে। কোন অবস্থাতেই প্রশ্নপত্র জরীপে অংশগ্রহণকারীর পরিচয় প্রকাশ করা হবে না। গবেষণা হতে প্রাপ্ত ফলাফল কেন্দ্রের প্রশিক্ষণ কোর্সের মানবোন্নয়নে 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 (প্রিন্ট).....

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. স্টাফ উন্নয়ন প্রশিক্ষণ কোর্সের বর্তমান মেয়াদ ১ সপ্তাহ থেকে বাড়ানোর জন্য প্রশিক্ষণার্থীগণ সুপারিশ করেছেন। আপনি কি মেয়াদ বাড়ানোর পক্ষে?

হ্যাঁ		না	
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২. স্টাফ উন্নয়ন প্রশিক্ষণ 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?

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৪. স্টাফ উন্নয়ন প্রশিক্ষণ 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?

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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?

হ্যাঁ		না	
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৮. এই কোর্সটিতে আরো কার্যকরী করার লক্ষ্যে আপনার সুপারিশ

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তারিখঃ

তথ্য প্রদানকারীর স্বাক্ষরঃ

(আপনার সহযোগিতার জন্য অমূল্যবোধ ও কৃতজ্ঞতা জানাই)

DATA FROM PRIMARY SOURCY

Table-: Educational Qualification of the Respondents

Name of the Degree	Number of respondents	Percentage
JSC	27	54%
SSC	13	26%
HSC	5	10%
Bachelor Degree/Honrs.	4	8%
Masters	1	2%
Total	50	100%

Table - 2: Working Experience of the Respondents

Years	Number of Respondents	Percentage
01-05	4	8%
06-10	5	10%
11-15	9	18%
16-20	10	20%
21-25	22	44%
Total	50	100%

Table-3: Duration of the course.

Course duration	Number of Respondents	Percentage
Yes-Appropriate	8	12%
Not-Appropriate	60	88%
Total	68	100%

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

Proposed Duration	Number of Respondents	Percentage
2 Weeks	9	13%
3 Weeks	18	27%
4 Weeks	41	60%
Total	68	100%

Table- 5: Effectiveness and Applicability of the Course Importance.

Weight age of Importance (Effective & Applicable)	Rate of Importance (Respondents %)
81% -100%	77%
61% - 80%	18%
41% -60%	4%
1% - 40%	1%