

# **FOLLOW-UP STUDY ON SPECIAL FOUNDATION TRAINING COURSE**

Dr. Ekram Hossain  
Dr. Mohammad Tareque  
Nasiruddin Ahmed

Bangladesh Public Administration Training Centre  
Savar, Dhaka  
May, 1992

## ACKNOWLEDGEMENTS

This study was undertaken as a part of a research programme sponsored by Bangladesh Public Administration Training Centre (BPATC). The authors received help from many individuals in order to accomplish this venture. The authors have been immensely benefitted at different stages of this research work from the comments and suggestions of Dr. A. M. M. Shawkat Ali, Additional Secretary, Economic Relations Division, Dr. A. T. M. Shamsul Huda, Managing Director, Bangladesh Krishi Bank and Mohammad Safiur Rahman, Member, Directing Staff of BPATC. Valuable research assistance has been received from A.K.M. Mahbubuzzaman, Senior Research Officer and S.M. Zobayer Enamul Karim, Research Officer of BPATC and Amir Khasru, Junior Instructor, RPATC, Rajshahi. Syed Naquib Muslim, Deputy Director of BPATC took the pains of checking the final draft. Md. Elias Uddin and Md. Rafiqul Islam have done a wonderful job in word processing this report. Trainees of different foundation training courses, their supervisors, peers and subordinates extended wholehearted cooperation in collection of data. However, the responsibility of mistakes, if any, lies with the authors.

## ABSTRACT

This study has made an attempt to evaluate training outcomes of special foundation training courses (SFCs) conducted by Bangladesh Public Administration Training Centre (BPATC). Outcomes of the SFCs have been defined and measured at the individual, job, organizational and societal levels. The study is based on the test-results of the foundation trainees (13th SFC and 14th SFC), opinions of the trained officers, supervisors, peers and subordinates of the trained officers and on the opinions of some common people. Content analysis of the course objectives is also pursued.

The findings of the study have nullified our hypothesis that the inputs of SFCs did not fulfill the desired objectives of the course at the individual level but not at the job, organizational and societal levels. Very little of this individual improvement (in knowledge and skills) has been transferred to the job situation and none to organizational and societal levels. The picture is rather gloomy in case of attitudinal change of the trainees. In the key attitudinal variables (aptness in problem-solving, punctuality, self-confidence, patriotism, empathy for the poor and law-abidance) which are essential for organizational and societal development, SFCs seem to have failed to produce desired results. So the researchers have recommended for changes in the course curricula, innovation in training methodology and creating a pool of competent trainers to emphasize the key attitudinal variables.

Different sets of objectives were found in different course guidelines and other documents. The researchers recommended for setting two categories of objectives for the foundation training : broad objective and specific objectives. While broad objective should reflect the ultimate goal of the training, the specific objectives should reflect immediate and intermediate goal of training and should be amenable to measurement.

The researchers have also emphasized the need for conducting Refresher and Familiarization Course on Foundation Training to raise the effectiveness of training at different levels. Rationalization of scheduling of foundation training, minimization of age differentials of the trainees and pragmatization of course duration are also suggested.

So far, this study is a pioneering work in this area. It is hoped that future researchers would derive benefits from the theoretical framework developed in this study and from the findings of this study.

## TABLE OF CONTENTS

| CHAPTERS                                                         | <u>Page No.</u> |
|------------------------------------------------------------------|-----------------|
| I. INTRODUCTION                                                  |                 |
| a. Background of the Study                                       | 1               |
| b. Review of Literature                                          | 2               |
| c. Importance of the Study                                       | 3               |
| d. Hypothesis                                                    | 4               |
| II. THE CONCEPTUAL MODEL OF THE STUDY                            |                 |
| a. Training, Outcome and Evaluation                              | 5               |
| b. The Operational Model of Training Outcomes<br>: Key Questions | 6               |
| c. Measurement of Outcomes                                       | 10              |
| III. METHODOLOGY                                                 |                 |
| a. Methodological Design                                         | 15              |
| b. Criteria of Measurement                                       | 17              |
| c. Sample Structure of the Study                                 | 18              |
| d. Questionnaire Modeling                                        | 19              |
| e. Limitations                                                   | 21              |
| IV. FINDINGS                                                     |                 |
| a. Base-Line Information about the Respondents                   | 22              |
| b. Transfer of Knowledge and Skill                               | 29              |
| c. Attitudinal Change                                            | 30              |
| d. Success and Failure of the SFCs : Causes                      | 38              |
| e. Organizational Development                                    | 43              |
| f. Relevance of Course Objectives: Content Analysis              | 47              |
| V. CONCLUSION AND RECOMMENDATIONS                                |                 |
| a. Conclusion                                                    | 49              |
| b. Recommendations                                               | 51              |
| NOTATION                                                         | 54              |
| BIBLIOGRAPHY                                                     | 55              |
| ANNEXURES                                                        | 56              |



## LIST OF TABLES

|            |                                                                                                                                   | <u>Page No.</u> |
|------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Table 2.1  | A Schematic Chart Showing the Relationship between the Set Objectives and Expected Outcomes, Corresponding Variables and Measures | 12              |
| Table 3.1  | Phasewise Information on the Methods of Data Collection                                                                           | 16              |
| Table 4.1  | Coursewise Distribution of the On-the-Job Respondent Trained Officers                                                             | 22              |
| Table 4.2  | Cadrewise Distribution of the Respondent Trainees and the Respondent Trained Officers                                             | 23              |
| Table 4.3  | Highest Educational Qualification of the Respondent Trainees and the Respondent Trained Officers                                  | 25              |
| Table 4.4  | Length of Govt. Service of the Respondent Trainees and the Respondent Trained Officers                                            | 26              |
| Table 4.5  | Highest Educational Qualification of the Supervisors, Peers and Subordinates of the Respondent Trained Officers                   | 28              |
| Table 4.6  | Transfer of Knowledge and Skills of the Trainees Participated in Special Foundation Courses                                       | 29              |
| Table 4.7  | Programme Efficacy of the Special Foundation Training Courses                                                                     | 30              |
| Table 4.8  | Attitudinal Change of the Trained Officers                                                                                        | 31              |
| Table 4.9  | Degree of Success in Building the Foundation of the Trained Officers                                                              | 39              |
| Table 4.10 | Reasons for Failure in Laying the Foundation                                                                                      | 39              |
| Table 4.11 | Useful Areas of Special Foundation Training Courses                                                                               | 40              |
| Table 4.12 | Rating of Success of Special Foundation Training Course in Some Specific Areas                                                    | 42              |
| Table 4.13 | Adoption of Initiatives by the Trained Officers to Apply Acquired Knowledge, Skills and Techniques                                | 43              |
| Table 4.14 | Areas of Application of Acquired Knowledge, Skills and Techniques by the Trained Officers                                         | 44              |

|            |                                                                          |    |
|------------|--------------------------------------------------------------------------|----|
| Table 4.15 | Results of Initiation                                                    | 44 |
| Table 4.16 | Problems of Applicability Faced by the Trained Officers                  | 45 |
| Table 4.17 | Reasons for Non-utilization of Acquired Knowledge, Skills and Techniques | 46 |
| Table 4.18 | Causes of Attempts Not Being Effective                                   | 47 |
| Table 4.19 | Different Sets of Course Objectives                                      | 48 |

### LIST OF FIGURES

|                                                                                        | <u>Page No.</u> |
|----------------------------------------------------------------------------------------|-----------------|
| Figure 2.1a A Traditional Model of Training Cycle                                      | 5               |
| Figure 2.1b An Alternative Model of Training Cycle                                     | 6               |
| Figure 2.2 Chain of Training Outcomes                                                  | 8               |
| Figure 2.3 A Microscopic View of the Research Design                                   | 10              |
| Figure 3.1 Criteria of Measuring Outcomes                                              | 17              |
| Figure 4.1 Attitudinal Change of Trained Officers (Pre-14 and Post - 14)               | 32              |
| Figure 4.2 Attitudinal Change of Trained Officer (Pre-14 and Post-13)                  | 33              |
| Figure 4.3 Attitudinal Change of Trained Officers (Pre - 14, Post - 13 and On-the-job) | 36              |
| Figure 4.4 Attitudinal Change of Trained Officers (Pre - 14, On-the-job and Post - 14) | 37              |

# I. INTRODUCTION

## a. Background of the Study

Foundation training course is a basic training course on administration and development. This course is designed to meet the needs of entry-level civil servants belonging to all cadres. It is basically an induction course for the newly recruited officers of Bangladesh Civil Service (BCS) ; the broad objectives of the course are - to prepare them to face the challenges of the public service of problems-ridden Bangladesh, to help develop creativity and personality of the probationer officers and to develop right type of skill and attitude essential for a dynamic leadership in the arena of public management in Bangladesh.

1.2 Foundation training course is compulsory for all newly recruited officers of all BCS cadres (Bangladesh Civil Service Recruitment Rules, 1981). One of the major functions of Bangladesh Public Administration Training Centre (BPATC) is to provide foundation training to different BCS cadres and non-cadre officers (BPATC Ordinance XXVI of 1984). Erstwhile Civil Officers' Training Academy (COTA) set up in 1977 and then merged with BPATC, had been responsible previously for providing foundation training to the new entrants in the civil service and it conducted 6 foundation courses of about six month duration. Since its emergence in 1984, BPATC has so far conducted 8 foundation courses of four-month duration and 18 special foundation courses of two-month duration. How successful were these courses ?<sup>1</sup> This question was raised many times during the last fourteen years but no attempt was made to find an answer to it.

1.3 Training is a continuous process. It develops continuously through evaluation and re-evaluation of training programmes, and through assessment and reassessment of training needs. In this study an attempt has been made to undertake outcome evaluation of special foundation training courses. Are special foundation training courses effective? Are they fulfilling the objectives of the course? This study is an attempt to find answers to these questions. In addition to this, this study also tries to analyse and reformulate the objectives of the foundation training courses.

---

1. Special foundation courses have the same objectives as those of regular foundation courses. But these courses are special in the sense that they have condensed curricula and are of shorter duration.

## **b. Review of Literature**

1.4 Although we have been organising management training in Bangladesh for a long time, we had been unable to carry out meaningful research work on evaluation of management training programmes. Two studies have been conducted by BPATC so far on foundation training. These are --

- i) Post-entry Training in Bangladesh Civil Service: A Survey of the Problems and Potentials (Akbar Ali Khan and Mosharaf Hossain, 1986) and
- ii) Assessment of Training Needs at Foundation Level ( A. K. Fazlul Huq and Md. Safiullah, 1989).

Khan and Hossain's "Post-entry Training in Bangladesh Civil Service" is an outcome of a seminar designed to suggest measures for enhancing the effectiveness of post-entry training.

1.5 The major findings and recommendations of Khan and Hossain's paper regarding foundation training course are as follows:

- i) Course contents of the foundation course are relevant and useful.
- ii) Requirement of foundation training be waived in case of:
  - (a) All direct recruits to BCS Education (General & Technical) and Health Cadres.
  - (b) All direct recruits whose age is over 35 years or who have completed 5 years of service.
- iii) The course duration be extended from four to six months.

Although this study is a major work in the field of training, it suffers from a few shortcomings:

- (i) Their findings and recommendations, except ii(b), need to be research based and factual depending on continuous evaluation and assessment of the training programme.

- (ii) They have taken duration of the course as an independent variable. Conceptually, it should be linked to course-curriculum which in turn is linked to course objectives.
- (iii) They have not related their recommendations to the objectives of the foundation training course.

1.6 The second study entitled "Assessment of Training Needs at Foundation Level" has concluded that current course contents are satisfactory. One of the main shortcomings of the study is that the researchers have not defined 'training needs of foundation trainees'. Thus scientific research on public management training and particularly on 'foundation training' seems scanty. Theoretically, to make a training programme worthwhile, we need first of all to ensure that course curriculum is consistent with the course objectives; secondly, we have to evaluate the outcomes of the course programme to make sure that the course objectives are being fulfilled and lastly, course objectives are to be set and adjusted to reflect the changing training needs of the incumbents.

#### c. Importance of the Study

1.7 The approaches and styles adopted by authors and practitioners for evaluation of training are almost as varied as their exponents. But there is quite a high degree of consistency about what they consider to be the primary aim underlying their evaluative activities. These are -- learning, proving and improving.

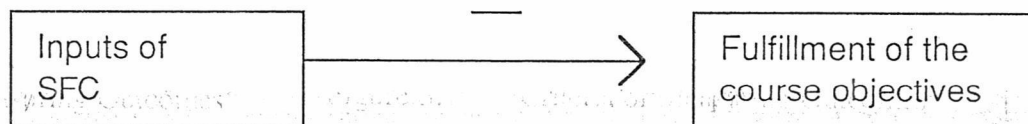
1.8 The findings of the study would help in validating the curriculum of the foundation course both internally and externally and provide inputs for further enrichment of the course. The researchers have been able to answer:

- i) Whether any change in their knowledge, skill and attitude has occurred in the trainees (learning)?
- ii) Whether this learning has been transferred to their job situation (proving) ?
- iii) Whether the organizations in which they work for have been affected in some way (proving) ?

- iv) Whether common people are getting expected behaviours (expected behaviours may be defined from the viewpoint of commoners as well as from the view point of the employer/government) from them (proving) ?
- v) Whether changed national and social climate (environment) demand any change in the set objectives (improving) ?
- vi) Whether course curriculum (course contents, duration and training methodologies) needs to be revised or reconstructed (improving) ? and,
- vii) Whether the composition of the trainees of the foundation training course should be changed (improving) ?

#### d. Hypothesis

1.9 Special foundation training courses (SFCs) retain the same objectives as those of regular foundation courses. But their curricula have been condensed and duration shortened. Therefore, it is natural to assume that special foundation training course is not fulfilling the declared objectives of the course, that is, inputs (course contents, methods, training aids) of the special foundation training course are not producing the desired output (fulfilment of the set objectives of the course). In a diagrammatic form the hypothesis is given below:



1.10 In order to prove this hypothesis we need to define 'fulfilment of the course objectives' or 'output' of the SFC both conceptually and operationally. It is also important to note that the relationship between inputs (independent variables) and output (dependent variable) is time-lagged. To put it mathematically,

$$O_{t_1} = g(I_{t_0})$$

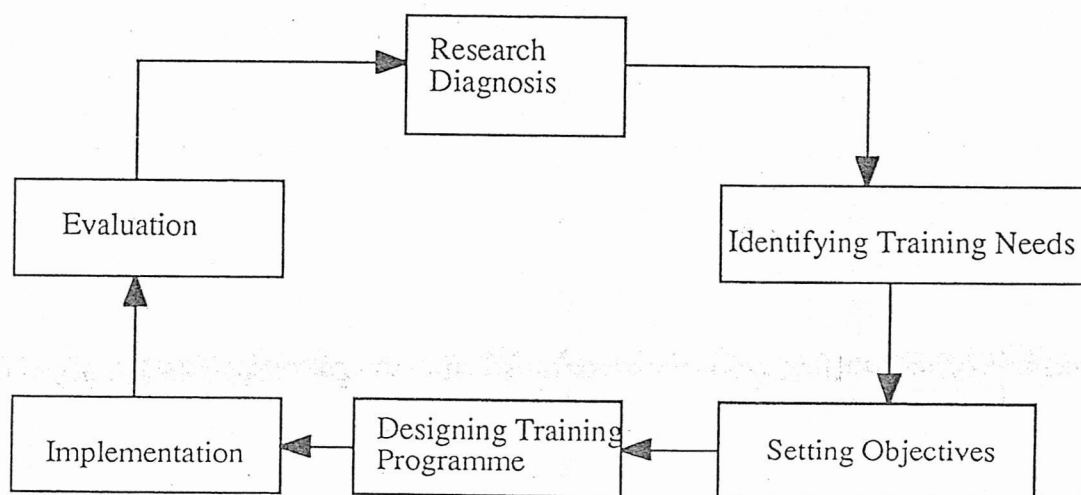
which shows inputs, (I), administered at the initial period, ( $t_0$ ), will result output, (O), in time,  $t_1$ . Therefore, it is possible to measure  $O_t$  ex post for each set of given values of  $I_{t_0}$ .

## II. THE CONCEPTUAL MODEL OF THE STUDY

### a. Training, Outcome and Evaluation

2.1 Before addressing the question of output evaluation of special foundation training course, the researchers consider it important to examine briefly what should be the training process in the context of a developing country trying to develop an administrative system effective for development. Writers have developed various models to systematise training activities. The one produced in Fig.2.1a is a synthesis of several models without losing any of the key elements (Stanley, 1984).

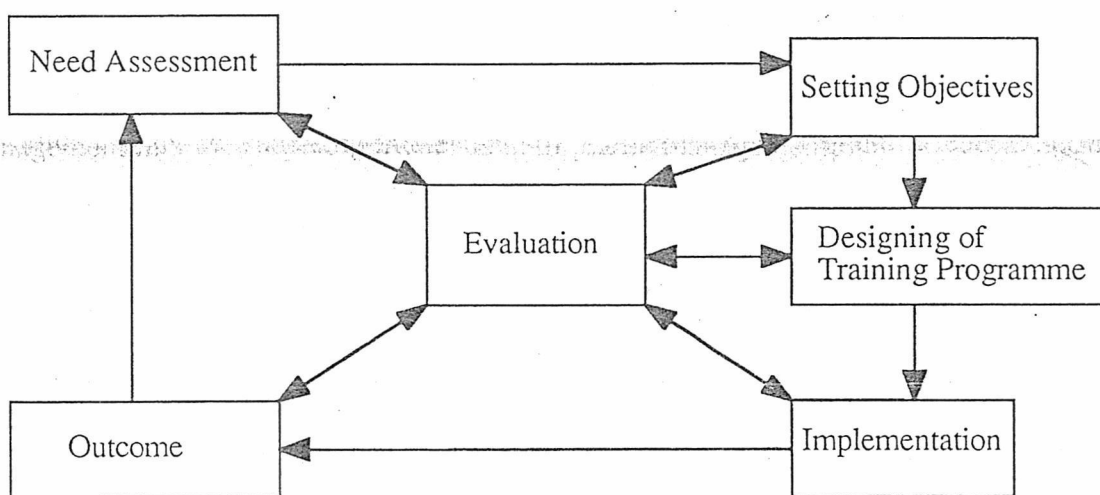
Figure 2.1a  
A Traditional Model  
of Training Cycle



2.2 This model with or without slight variation is conceptualised and applied in most of the developing countries including ours. However, to make training an important input to development and to harness human resource development as emphasised in the Fourth Five Year Plan (1990-95), training should be made a vehicle of change and development. If that is so, the emphasis of all the training programmes in our country should be on outcome (output) of the training programmes and this vital element is missing in Fig. 2.1a. And evaluation should be the analytical tool of assessing and reassessing the elements of the training process. These aspects of a training process meant for developing an incapable

administration capable are captured in a diagram (Fig. 2.1b). Here, evaluation is conceptualized as the hub of the training wheel.

**Figure 2.1b**  
**An Alternative Model**  
**of Training Cycle**



The success of a training programme depends on (i) how well and accurately needs are assessed, (ii) how precisely and concretely objectives are set and then set objectives reflect assessed needs, (iii) how prudently training programme is designed and to what extent course contents are consistent with the set objectives, (iv) with how much care training programme is implemented and (v) to what extent the outcome validates the assessed needs. On the other hand, the continual development of a training programme depends on how scientifically these five components of the training process are evaluated and reevaluated, and feedback/results are utilised for improvement.

#### **b. The Operational Model of Training Outcomes : Key Questions**

2.3 The notion of an 'outcome' is complex, and there are many different ways of perceiving outcomes. Notable amongst these are Kirkpatrick (1976) (reaction, learning, behaviour and results); Warr, Bird and Rackham (1970) (reaction, immediate, intermediate and ultimate outcomes) and Hamblin (1968/1974) (reaction, learning, job behaviour, organization and ultimate value).<sup>2</sup>

2. A table showing perceptions of different schools about the levels at which objectives can be set and the corresponding outcomes is given at Annexure A.

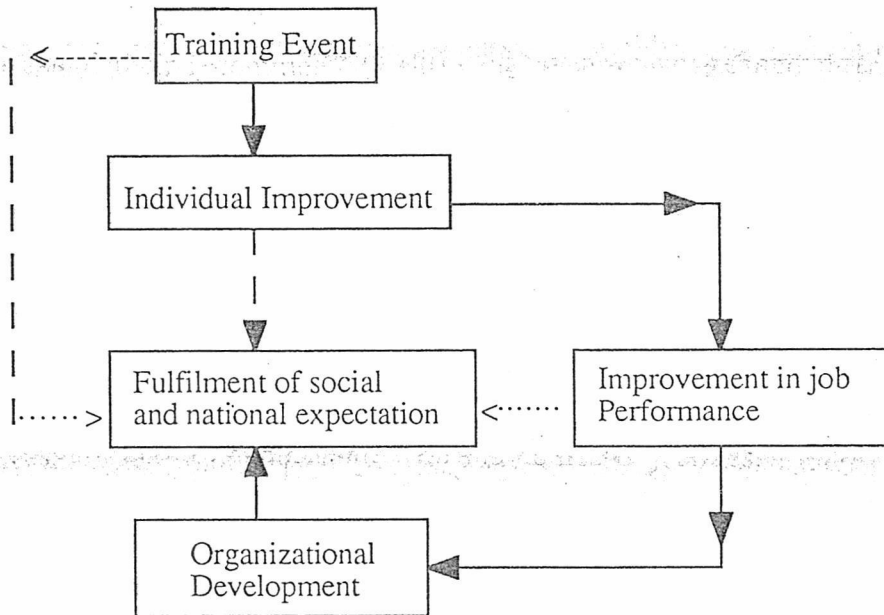


2.4 In Bangladesh the long term objective of public administration training, as highlighted in the Training Policy Guide of the National Training Council, is to develop training as an important input for economic development. Keeping this in mind, the researchers divided the set objectives of the foundation course into the following four causally related outcomes. These outcomes and the corresponding dimensions are :

| <u>Outcomes</u>                                   | <u>Dimensions of Outcomes</u>                                                                                                                                         |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Individual improvement                         | <ul style="list-style-type: none"> <li>- Did trainees learn it ?</li> <li>- What did they learn ?</li> <li>- How well did they learn ?</li> </ul>                     |
| 2. On-the-job improvement                         | <ul style="list-style-type: none"> <li>- How are trainees using it?</li> <li>- How well are they using it?</li> <li>- What part (s) of it are they using ?</li> </ul> |
| 3. Organizational development                     | <ul style="list-style-type: none"> <li>- What difference does it make using it ?</li> <li>- Have the organizational needs been met ?</li> </ul>                       |
| 4. Fulfilment of national and social expectations | <ul style="list-style-type: none"> <li>- Have the societal and national expectations been fulfilled ?</li> <li>- Was it worthwhile socially ?</li> </ul>              |

2.5 It is assumed that any public management training in a developing country facing the problem of managing development, leads to a chain of consequences, each of which may be seen as causing the next consequence (outcome). (This is shown schematically in Fig. 2.2. indicated by the solid line). However, there also exists indirect link between training events and fulfilment of societal goals, between individual improvement and fulfilment of societal expectation and between organizational development and fulfilment of societal goals each indicated by the dotted/broken lines.

**Figure 2.2**  
**Chain of Training Outcomes**



2.6 For a clear and precise understanding of the outcomes of a training activity and the relationship among these outcomes, let us define these outcomes in the form of mathematical functions. Individual improvement ( $I_i$ ) is defined as the increase in the level of knowledge(K), skill (S) and attitude (A) of the participants of the training programme. In algebraic form,  $I_i$  may be written as :

$$I_i = \Delta K(T) + \Delta S(T) + \Delta A(T) \dots\dots\dots(1)$$

where  $\Delta K(T)$  stands for a change ( $\Delta$ ) in the level of knowledge (K)<sup>3</sup> and this change is assumed to be a function of the training event (T).

---

3.  $\Delta K = k_{\text{pre-training}} - k_{\text{post-training}}$   
= Pre-training knowledge level minus post-training knowledge level.

2.7 Individual improvement ( $I_i$ ) will lead to an improvement of the participants' behaviour and their job-performance only if newly acquired knowledge, skill and attitude are transferred to on-the-job situation. On-the-job improvement ( $J_i$ ), therefore, is defined as the application of individual improvement in on-the-job situation. Functionally we can write:

$$J_i = J_i(I_i) \dots\dots\dots(2)$$

where  $J_i' > 0$

$J_i = 0$  when  $I_i = 0$

Nature of the function  $J_i$  is conditioned by the attitude of the supervisors of the trained officers and job-environment of the organizations in which the trainees are placed after the course is over. Keeping these exogeneous variables constant, a null individual improvement ( $I_i = 0$ ) surely will not lead to any improvement in on-the-job performance ( $J_i = 0$ ) and a positive change in  $I_i$  will result in a positive change in  $J_i$ .

2.8 If other things remain favourable, participants' improved performance on-the-job ( $J_i$ ) is expected to impact organizational development ( $O_d$ ). In algebraic form :

$$O_d = O_d(J_i) \dots\dots\dots(3)$$

where  $O_d' > 0$

$O_d = 0$  when  $J_i = 0$

In the simplest terms, organizational development ( $O_d$ ) may be defined as more qualitative job-output of the organizations.

2.9 What does the specific beneficiary expect out of a training programme designed for newly recruited officers of the civil service ? Certainly, the beneficiary assumes that there are training programmes for public managers and each training programme will ensure individual improvement ( $I_i$ ), on-the-job improvement ( $J_i$ ), organizational development ( $O_d$ ) as well as will help and expedite the overall development process of the country. Therefore, fulfilment of beneficiary's service from a training event may be defined mathematically as follows :

$$SE_f = T + I_i + J_i + O_d + SF_f(O_d) \dots\dots\dots(4)$$

Where  $SF_f' > 0$

$SE_f(O_d) = 0$  when  $O_d = 0$

In equation no. (4), fulfilment of social expectation is conceptualized to be composed of three parts : (i) pseudo fulfilment, (ii) direct fulfilment and (iii) indirect or ultimate (or long-run) fulfilment.

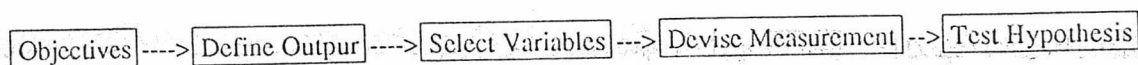
2.10 Sometimes, it is believed by the decision-makers that implementation of training programmes automatically meets inadequacy of the administration and galvanizes its response to development challenges. However, a training programme which does not initiate individual development and subsequently makes public administration responsible to public interest can only ensure pseudo fulfilment. On the other hand, when training programmes ensure individual development ( $I_i > O$ ), on-the-job improvement ( $J_i > O$ ) and organizational development ( $O_d > O$ ), they ensure direct fulfilment of social expectations.

2.11 However, the basic question is – what is the purpose of organizational development in a developing country like Bangladesh ? In most Third World countries, all national efforts are directed to promote rapid socio-economic development. How and how many various training programmes in the public management field are helping to fulfill this national and social goal ? The contribution of a training programme to fulfill this national goal is defined as the indirect fulfilment of social expectation  $\{SE_f(O_d)\}$ . This effect of training programmes is indirect but dynamic in character and can only ensure a self-sustained development. If other prerequisites are present but public management is poor, there will be less progress and perhaps none at all.

### c. Measurement of Outcomes

2.12 Therefore, the dimensions of the objectives of the special foundation training course have been translated into expected output and corresponding variables which could be observed and measured. Measurement scale has been developed and output measurement shows the effectiveness of the special foundation training course.

Fig 2.3  
A Microscopic View of the Research Design



2.13 Basing upon the conceptual model as outlined in Figure 2.3, a table detailing the objectives, corresponding levels, outcomes and dimensions of the objectives, and variables and measures of variables is given in Table 2.1<sup>4</sup>.

---

4. A comparative picture of the objectives of the foundation course offered by COTA and BPATC is given at Annexure B. Both sets of objectives have been quoted from M. Anisuzzaman et al's Bangladesh Public Administration Training Centre Phase - II Project : An Evaluation, July, 1990, BPATC, Savar (Mimeo).

Table 2.1

**A Schematic Chart Showing the Relationship between the Set Objectives  
and Expected Outcomes, Corresponding Variables and Measures**

| Objectives of<br>the Foundation<br>Course                                                                                                   | The levels at<br>which the impact<br>could be measured | Output                                    | Corresponding<br>variables                              | Measures/<br>Methods                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|
| 1. To help conceptualise<br>the constitutional<br>and legal role of<br>a civil servant                                                      | 1. Within training<br>(individual level)               | Individual<br>development                 | Increase in<br>knowledge                                | Gain ratio                                            |
|                                                                                                                                             | 2. At the job                                          | Improvement<br>in job-perfor-<br>mance    | Retention<br>of knowledge                               | Surveys, gain<br>ratio and opinion<br>ratings         |
|                                                                                                                                             | 3. Organizational                                      | Organizational<br>development             | Application<br>of knowledge                             | Observations<br>and system<br>polling                 |
|                                                                                                                                             | 4. Societal                                            | Fulfilment of<br>national<br>expectations | Law-abiding<br>officers                                 | Observation,<br>job analysis<br>and system<br>polling |
| 2. To help enhance<br>their knowledge and<br>skill on development<br>issues, important<br>policies and existing<br>administrative<br>system | 1. Within training                                     | Individual<br>development                 | 1. Increase in<br>knowledge<br>2. Increase in<br>skill  | Gain ratio<br>Gain ratio                              |
|                                                                                                                                             | 2. Job-behavior                                        | Organizational<br>development             | Change in<br>attitude                                   | Semantic<br>scale                                     |
|                                                                                                                                             | 3. Organizational                                      | Organizational<br>development             | Change in<br>methods,<br>procedures and<br>and response | Organization<br>and human<br>analysis                 |
|                                                                                                                                             | 4. Societal                                            | Fulfilment of<br>societal goal            | Pro-peopleness<br>in adminis-<br>tration                | People's and<br>public represen-<br>tatives' ratings  |
| 3. To help practise hard<br>manual and mental<br>labour                                                                                     | 1. Within<br>training                                  | Individual<br>improvement                 | 1. Job performed<br>2. Hours Spent                      | Gain ratio                                            |
|                                                                                                                                             | 2. Job-situation                                       | Better perfor-<br>mance                   | Attitude<br>towards<br>hard work                        | Semantic<br>Scales,<br>Interview                      |
|                                                                                                                                             | 3. Organizational                                      | Organizational<br>improvement             | 1.No. of activities<br>2. Job output                    | Organizational<br>analysis and<br>surveys             |
|                                                                                                                                             | 4. Societal                                            | Fulfilment of<br>societal goals           | 1. Quality<br>2. Timing of<br>output                    | Ordinal<br>rating                                     |

(Table 2.1 contd.)

| Objectives of the Foundation Course                                                                     | The levels at which the impact could be measured | Output                                                                                     | Corresponding variables                                | Measures/ Method                                                    |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------|
| 4. To create positive outlook and law abiding attitude                                                  | 1. Within training                               | Individual improvement                                                                     | 1. Outlook<br>2. Attitude                              | Semantic Scaling                                                    |
|                                                                                                         | 2. On-the-job                                    | Improvement in job-performance                                                             | 1. Outlook<br>2. Attitude                              | -Do-                                                                |
|                                                                                                         | 3. Organizational                                | Organizational development                                                                 | Organizational responsiveness to societal needs        | Interviews, surveys, observation, organizational and human analysis |
|                                                                                                         | 4. Societal                                      | Fulfilment of societal goals                                                               | 1. People's responses<br>2. Representatives' responses | -Do-                                                                |
| 5. To develop analytical decision making capacity and problem identification and problem solving skill; | 1. Within training                               | 1. Individual improvement<br>2. Skill in identification<br><br>3. Skill in problem solving | 1. Analytical skill                                    | Gain Ratio                                                          |
|                                                                                                         | 2. Job-situation                                 | Job-performance/improvement                                                                | Application of analytical skill                        | Job-analysis and system polling                                     |
|                                                                                                         | 3. Organizational                                | Organizational development                                                                 | 1. Pragmatic decision making<br><br>2. Objectivity     | Organizational audit, job and product analysis<br>-do-              |
| 6. To encourage effective interpersonal relationship among the members of different cadres              | 1. Within training                               | Individual development                                                                     | 1. Cooperation<br>2. Friendship                        | Gain-ratio                                                          |
|                                                                                                         | 2. Organizational                                | 1. Organizational development<br>2. Coordination                                           | 1. Inter departmental                                  | Semantic scale                                                      |
|                                                                                                         | 3. Societal                                      | Societal goals                                                                             | 1. Services in time<br>2. Quality services             | Semantic scale                                                      |

(Table 2.1 contd.)

| Objectives of the Foundation Course                                                 | The levels at which the impact could be measured | Output                            | Corresponding variables                                                 | Measures Method                                                   |
|-------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------|
| 7. To encourage participation in extra-curricular activities to develop personality | 1. Within training                               | Individual improvement            | 1. Participation<br>2. Group-feelings<br>3. Leadership<br>4. Admiration | Gain ratio (pre- & post-test) and semantic scaling                |
|                                                                                     | 2. Job level                                     | Improvement in job-performance    | 1. Social-skill<br>2. Attitude<br>3. Participation<br>4. Team-spirit    | Self, peer, superior/subordinates' reports, semantic differential |
|                                                                                     | 3. Organizational                                | Organizational improvement        | 1. Vitalizing,<br>2. Energizing and<br>3. Activating initiatives        | Documents review, records analysis, organizational audits         |
|                                                                                     | 4. Societal                                      | Fulfilment of social expectations | 1. Actualizing and<br>2. Renewing activities                            | People's rating, beneficiaries surveys                            |



### III . METHODOLOGY

#### a. Methodological Design

3.1 This study may be characterized as a mixed type of research. When a training course is frequently repeated, several options are available for evaluators. A widely used cost-effective method of data collection is what Mark Easterby-Smith (1986) calls quasi-longitudinal design. This involves selecting several groups of trainees: one group before attending the course; one currently attending it; and a few groups some time after completing the course. The rationale behind such method is that it enables the evaluator to gather data at different stages of the training course. Some authors have mentioned that the follow-up study should be undertaken within one year after the training course, otherwise the effects may become blurred and diluted as a result of other influences.

3.2 Keeping this in mind, the study was carried out in two phases. In phase - I, post training evaluation of the trainees of the 13th Special Foundation Course (September 23, 1990 - November 22, 1990) was made through structured questionnaire. Then the evaluation of individual improvement of the trainees of the 14th SFC (December 1, 1990 - January 30, 1991) was made through pre-training test and post-training evaluation. An attempt was also made to measure pre-and post-training knowledge, skill and attitude level (learning) of the trainees of the 14th SFC and thus estimate the gain due to training. The gain ratio is defined as follows :

$$\text{Gain Ratio} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Possible score} - \text{Pre-test score}} \times 100\%$$

3.3 Phase- II evaluation was undertaken for evaluating on-the-job performance, organizational development and fulfilment of national and social expectations by the trainees of those courses who completed their courses within one year of undertaking the study. Trainees of the 9th SFC ( 237), 10th SFC (202), 11th SFC (196), 12th SFC (204) and 13th SFC (211) fall within this purview. Data on them were collected by the trainees of the 14th SFC. Besides the trainees, data were collected from their supervisors, peers and subordinates, concerned public representatives and beneficiaries. Structured questionnaire,

observations and record/documents analysis were adopted as methods of data collection. Table 3.1 shows detailed phasewise information on the methods of data collection.

**Table 3.1**  
**Phasewise Information on the Methods of Data Collection**

| Outcome                                           | Respondents                                                         | Methods of Data Collection                                                                                                                        |
|---------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Phase -I</u>                                   |                                                                     |                                                                                                                                                   |
| 1. Individual improvement                         | i) Trainees of the 13th SFC<br>ii) Trainees of the 14th SFC         | - Post training evaluation through structured questionnaire<br>- Pre-training test<br>- Post-training evaluation through structured questionnaire |
| <u>Phase - II</u>                                 |                                                                     |                                                                                                                                                   |
| 2. On-the-job improvement                         | i) Trainees of 9th, 10th, 11th, 12th and 13th SFC                   | Structured questionnaire, Interviews                                                                                                              |
| 3. Organizational development                     | ii) Their supervisors<br>iii) Their peers<br>iv) Their subordinates | Observations                                                                                                                                      |
| 4. Fulfilment of national and social expectations | v) People's representatives<br>vi) Common people                    | Records/documents analysis.                                                                                                                       |

## b. Criteria of Measurement

3.4 In the phase-wise design of data collection as enunciated in table 3.1, criteria of output measurement are implicit. These criteria are made explicit in Fig. 3.1.

**Fig. 3.1**  
**Criteria of Measuring Outcomes**

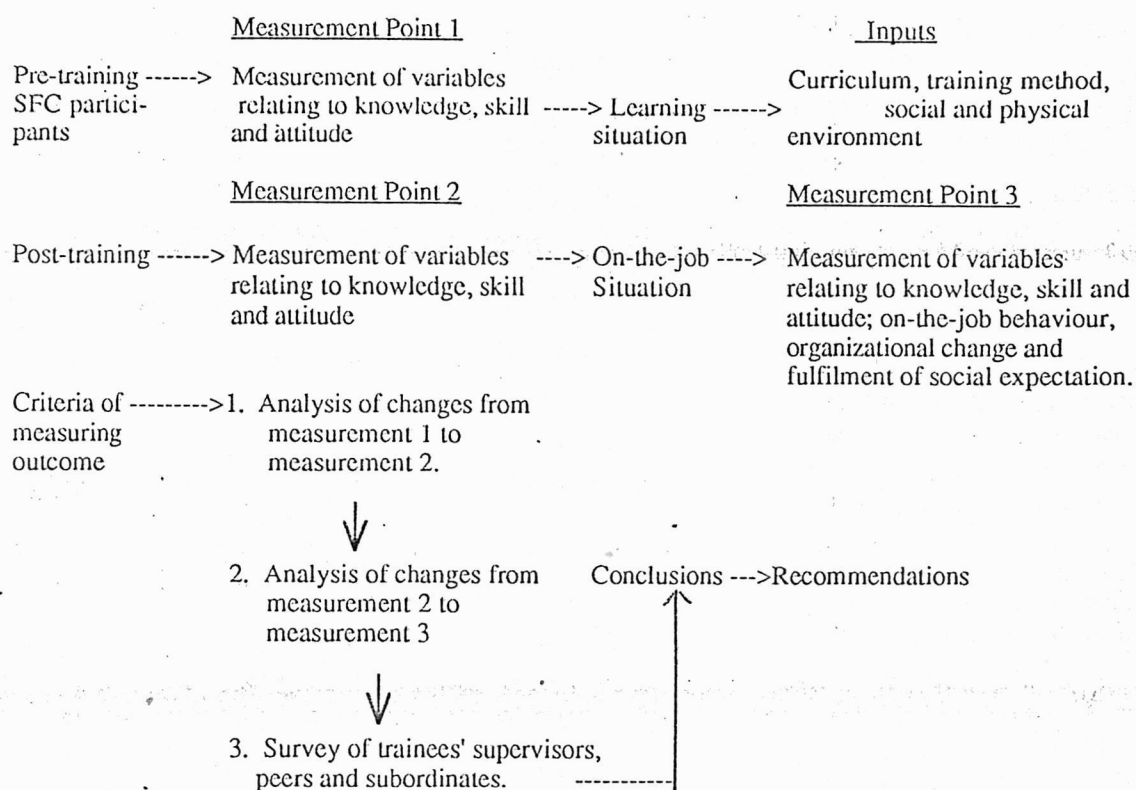


Fig. 3.1 shows that knowledge, skill and attitude related variables are measured at three different points. These variables are measured just before the initiation of the programme, just after the completion of the training programme and some time after the training programme is over in on-the-job situation. Comparison of measurements between point 1 and point 2, reveals individual improvement and comparison of measurements between point 2 and point 3 shows the extent of on-the-job improvement.

3.5 In addition to this quasi-longitudinal measurement, a system polling was conducted. Trainees' supervisors, peers and subordinates were interviewed to check

participants' on-the-job improvement and to see whether any organizational change occurred and to measure fulfilment of social expectations.

### c. Sample Structure of the Study

3.6 In this study the respondents are divided into five broad categories. Their break-up is as follows :

|       |                                  |                |
|-------|----------------------------------|----------------|
| (i)   | trainee officers                 | 356 (22.18%)   |
| (ii)  | trained officers                 | 320 (19.94%)   |
| (iii) | supervisors of trained officers  | 304 (18.94%)   |
| (iv)  | peers of trained officers        | 321 (20.00%)   |
| (v)   | subordinates of trained officers | 304 (18.94%)   |
| Total |                                  | 1605 (100.00%) |

#### (i) Trainee Officers

3.7 A total of 356 trainee officers covering all the participants of the 13th SFC and the 14th SFC were included in the study. Post-training test of 211 trainees of the 13th SFC and pre and post-training test of 145 trainees of the 14th SFC was also made with the same questionnaire. Then an attempt was also made to estimate immediate gain due to the special foundation training applying both longitudinal and quasi-longitudinal technique.

#### (ii) Trained officers

3.8 Trainees from the 9th SFC to the 13th SFC who completed their course within one year of the study were also chosen for the study. An attempt was made to evaluate performance of officers at their job, organisational and societal levels. A total of 1050 officers were trained in those courses of which 320 (30.48%) officers were selected randomly. The respondent trained officers belong to 13 cadres and non-cadre (BPATC). The trainees of the 14th SFC collected data under close supervision of the BPATC faculty members .

iii) Supervisors of trained officers

3.9 Three hundred and four supervisors of the trained officers were interviewed. Only those supervisors who had seen the officers before and after the training were selected for interviewing. The supervisors had on average 1.53 years of service with trained officers. The reasons for inclusion of supervising officers in the sample are as follows : Firstly, these officers act as appraisers of trained officers and as such they have a clear perception of the on-the-job performance of the trained officers before and after the special foundation training course. Secondly, since these officers generally have long and varied experience, their response is likely to be more mature than others. They were administered structured questionnaire.

iv) Peers of the trained officers

3.10 Peers mean colleagues of the trained officers holding equal rank. A total of 321 peers who have knowledge about the work of trained officers before and after training were also interviewed. Peers had, on average, 1.79 years of service with trained officers. Since the peers have, in general, intimate relationship with the trained officers, their opinions were taken with structured questionnaire.

v) Subordinates of the trained officers

3.11 Subordinates mainly included office assistants who provide different support services. Opinions of 304 subordinates having knowledge about the work of trained officers during pre and post-training period were obtained by administering structured questionnaire. The respondent peers had on average 1.85 years of service with the trained officers.

d. Questionnaire Modeling

3.12 Questionnaires have been constructed with the provision of cross-checking the responses more than once. Draft questionnaires have been pre-tested as well as reviewed by members of the Evaluation Committee. Three sets of questionnaires have been devised for the study : (i) Questionnaire-1 (Annexure - C) for holding pre- and post-training test of the trainees (13th and 14th SFC); (ii) Questionnaire-2 (Annexure - D) for collecting on-the-job data from trained officers and (iii) Questionnaire-3 (Annexure - E) for obtaining opinions of supervisors, peers and subordinates of the trained officers.

3.13 Questionnaire-1 was structured covering the following :

1. Questions relating to knowledge of the trainees
2. Questions relating to skill development of the trainees
3. Questions relating to attitude of the trainees and
4. Opinion of the trainees on the objectives of the foundation training course

3.14 Questionnaire-2 designed for the trained officers covers the following :

- A. Personal information of the trained officers
- B. Outcome of special foundation training course on :
  1. (i) On-the-job improvement
  - (ii) Organizational development
  - (iii) Fulfilment of social expectations
2. Retentive power of knowledge
3. Attitudinal change
- C. Opinion of the trained officers on the objectives of the foundation training course
- D. Opinion of the interviewers about the trained officers.

3.15 Questionnaire-3 designed for supervisors, peers and subordinates of the trained officers includes the following information :

1. Personal information of the supervisors, peers and subordinates
2. Opinion about the trained officers regarding :
  - (i) extent of success in enhancing knowledge, skill and attitude of the trained officers
  - (ii) attempts made by the trained officers to introduce acquired knowledge, skill and strategy
  - (iii) extent of success of their efforts
  - (iv) reasons for success or failure
3. Opinion of the supervisors, peers and subordinates on the objectives of the foundation training course.

#### e. Limitations

3.16 The study made an attempt to evaluate the training outcomes at the individual, at the job, organizational and societal levels. But sufficient information at societal level could not be collected due to financial and time limitations. The researchers and the data collectors informally talked to some public representatives and common people. However, to measure training outcomes at the societal level needs extensive survey and participatory involvement of the researchers which, in fact, may be a separate study.

3.17 Since the effects of training may be blurred and diluted as a result of other influences, the study included only those officers who had completed their training courses at BPATC within one year of the study. Out of 1050 officers trained within that period, only 320 (30.48%) officers were included in the sample of the study. However, the opinions of the supervisors, peers and subordinates of the trained officers were collected to substantiate the findings of the study.

3.18 The study is primarily based on test-results, and on the opinions of the respondents (trainee officers, trained officers, supervisors, peers and subordinates of the trained officers and common people). To some extent, previous end-of-course evaluation reports were reviewed. Job analysis of the trained officers in pre-and post-training situations would have enriched the study.

3.19 Since training is a service-oriented activity, it is difficult to measure outcomes of training. Moreover, standard measures of training outcomes are not developed yet in the literature. The researchers have tried to develop some measures of training outcomes showing relationship between the objectives of SFC and expected outcomes, corresponding variables and measures.. No doubt, there is scope for improving the outcome measurement.

3.20 Opinions were sought from the trainees, trained officers supervisors and peers on the objectives of the SFC. But because of the loopholes that remained in the questionnaire and moreover, because of the methodological inadequacy of this study, no meaningful information was found from the respondents on the objectives of the SFC. However, this inadequacy of the study, in no way, has thwarted the researchers' quest for answers of the main research-questions posed in this study.

## IV. FINDINGS

### a. Base-Line Information about the Respondents

4.1 At on-the-job level, 320 officers trained in 5 courses were interviewed. Majority of them (34.69%) belonged to the 12th SFC. This is followed by the respondent trained officers of the 13th SFC (27.50%), the percentage of the respondent trained officers in the 9th, the 10th and the 11th SFC being 4.69, 12.19 and 18.75 respectively. Only 2.18% of the respondent trained officers could not be identified. Detailed information is presented in table 4.1.

Table 4.1  
Coursewise Distribution of the On-the-job Respondent Trained Officers

| Foundation Training Course    | Trained Officers | Percentage |
|-------------------------------|------------------|------------|
| 9th Special Foundation Course | 15               | 4.69       |
| 10th " " "                    | 39               | 12.19      |
| 11th " " "                    | 60               | 18.75      |
| 12th " " "                    | 111              | 34.69      |
| 13th " " "                    | 88               | 27.50      |
| Not Identified                | 7                | 2.18       |
| Total                         | 320              | 100.00     |

4.2 The respondent trainee officers (13th and 14th SFC) and the respondent trained officers totalled 676. Among them 211 (31.21%) were trainees of the 13th SFC and 145 (21.45%) were trainees of the 14th SFC, while the remaining 320 (47.34%) officers were trained in courses ranging from the 9th to the 13th SFC. The respondents belonged to 13 cadres and BPATC. Majority of the respondents (43.19%) were members of BCS (Health). Other major cadres to which the respondents belonged are as follows :

|                                 |        |
|---------------------------------|--------|
| BCS (Admn.)                     | 26.18% |
| BCS (Judicial)                  | 6.21%  |
| BCS (Information : Engineering) | 5.77%  |
| BCS (Secretariat)               | 4.73%  |
| BCS (Economic)                  | 4.44%  |

An insignificant portion (0.30%) of the respondents were non-cadre officers (Table 4.2).



**Table 4.2**  
**Cadrewise Distribution of the Respondent Trainee and the Respondent Trained Officers**

| Cadre                            | Trainee Officers<br>(13th SFC) | Trainee Officers<br>(14th SFC) | Trained Officers | Total           |
|----------------------------------|--------------------------------|--------------------------------|------------------|-----------------|
| BCS (Admn.)                      | 43<br>(20.38)                  | 33<br>(22.76)                  | 101<br>(31.56)   | 177<br>(26.18)  |
| BCS (Health)                     | 115<br>(54.50)                 | 52<br>(35.86)                  | 125<br>(39.06)   | 292<br>(43.19)  |
| BCS (Economic)                   | 7<br>(3.32)                    | 6<br>(4.14)                    | 17<br>(5.31)     | 30<br>(4.44)    |
| BCS (Judicial)                   | 17<br>(8.06)                   | 13<br>(8.96)                   | 12<br>(3.75)     | 42<br>(6.21)    |
| BCS (Food)                       | 5<br>(2.37)                    | 4<br>(2.76)                    | 3<br>(0.94)      | 12<br>(1.78)    |
| BCS (Information<br>Engineering) | 8<br>(3.79)                    | 15<br>(10.34)                  | 16<br>(5.00)     | 39<br>(5.77)    |
| BCS (Ansar)                      | 7<br>(3.32)                    | -                              | 8<br>(2.50)      | 15<br>(2.22)    |
| BCS (Secretariat)                | 8<br>(3.79)                    | 10<br>(6.90)                   | 14<br>(4.38)     | 32<br>(4.73)    |
| BCS (Audit and<br>Accounts)      | -                              | -                              | 10<br>(3.13)     | 10<br>(1.48)    |
| BCS (Livestock)                  | -                              | -                              | 1<br>(0.31)      | 1<br>(0.15)     |
| BCS (Taxation)                   | -                              | 11<br>(7.59)                   | 3<br>(0.94)      | 14<br>(2.07)    |
| BCS (Postal)                     | -                              | -                              | 5<br>(1.56)      | 5<br>(0.74)     |
| BCS (Police)                     | -                              | -                              | 5<br>(1.56)      | 5<br>(0.74)     |
| Non-Cadre<br>(BPATC's Officers)  | 1<br>(0.47)                    | 1<br>(0.69)                    | -                | 2<br>(0.30)     |
| Total                            | 211<br>(100.00)                | 145<br>(100.00)                | 320<br>(100.00)  | 676<br>(100.00) |

[Figures in the parenthesis indicate percentage]

4.3 The highest educational qualifications possessed by the respondent trainee and respondent trained officers have broadly been divided into six categories : (i) general, (ii) medical, (iii) agricultural, (iv) engineering, (v) law and (vi) accounting / business administration. Of the respondents surveyed, the percentage distribution of them by categories of education is as follows :

|      |                                    |          |
|------|------------------------------------|----------|
| i)   | Medical                            | (43.20%) |
| ii)  | General                            | (41.27%) |
| iii) | Law                                | (7.10%)  |
| iv)  | Agricultural                       | (5.03%)  |
| v)   | Engineering                        | (2.96%)  |
| vi)  | Accounting/Business Administration | (0.44%)  |

Therefore, we find that most of the respondents had medical and general education.

4.4 Among the respondents having medical education, majority (64.38%) had MBBS degree, 34.25% had higher education in medicine / surgery (FCPS, M. S., etc.) and only 1.37% had BDS degree. Of the respondents with general education, majority (79.93%) had Masters degree, 16.13% had graduation and only 3.94% passed HSC. Of the Master degree holders, majority (41.26%) had Masters in social science (table 4.3).

**Table 4.3**  
**Highest Educational Qualification of the Respondent Trainee and the Respondent Trained Officers**

| Educational Qualification                     | Trainee Officers<br>(13th SFC) | Trainee Officers<br>(14th SFC) | Trained Officers | No. & Percentage              |                 |                  | Total           |
|-----------------------------------------------|--------------------------------|--------------------------------|------------------|-------------------------------|-----------------|------------------|-----------------|
|                                               |                                |                                |                  | 13th SFC                      | 14th SFC        | Trained Officers |                 |
| HSC                                           | 6<br>(2.84)                    | 1<br>(0.69)                    | 4<br>(1.25)      | G e<br>n e<br>r a l           |                 |                  |                 |
| B.A, B.Sc.<br>B. Com                          | 12<br>(5.69)                   | 11<br>(7.59)                   | 12<br>(3.75)     |                               |                 |                  |                 |
| B. A., B.S.S.,<br>B. Com.,<br>B. Sc.(Hons.)   | 3<br>(1.42)                    | 4<br>(2.76)                    | 3<br>(0.94)      |                               |                 |                  |                 |
| M. A., M. S.S<br>M. Com., M.Sc                | 47<br>(22.28)                  | 47<br>(32.41)                  | 128<br>(40.00)   |                               |                 |                  |                 |
| M. Phil                                       | -                              | 1<br>(0.69)                    | -                | 68<br>(32.23)                 | 64<br>(44.14)   | 147<br>(45.94)   | 279<br>(41.27)  |
| M. B. B. S                                    | 81<br>(38.39)                  | 24<br>(16.55)                  | 83<br>(25.94)    | M e<br>d i<br>c a l           |                 |                  |                 |
| B. D. S                                       | -                              | 4<br>(2.76)                    | -                |                               |                 |                  |                 |
| Higher Educa-<br>tion in medicine<br>/surgery | 34<br>(16.11)                  | 24<br>(16.55)                  | 42<br>(13.13)    |                               |                 |                  |                 |
| B. Sc.(Ag.)                                   | 2<br>(0.95)                    | 3<br>(2.07)                    | 12<br>(3.75)     | A g r i<br>c u l<br>t u r a l |                 |                  |                 |
| M. Sc. (Ag.)                                  | 2<br>(0.95)                    | 5<br>(3.45)                    | 10<br>(3.12)     |                               |                 |                  |                 |
| B. Sc. (Engg.)                                | 3<br>(1.42)                    | 4<br>(2.76)                    | 12<br>(3.75)     | E n g i<br>n e e<br>r i n g   |                 |                  |                 |
| M. Sc.(Engg.)                                 | -                              | -                              | 1<br>(0.31)      |                               |                 |                  |                 |
| L. L. B.                                      | 10<br>(4.74)                   | 9<br>(6.20)                    | 3<br>(0.94)      | L a<br>w                      |                 |                  |                 |
| L. L. M/<br>M. Jur.                           | 11<br>(5.21)                   | 7<br>(4.83)                    | 8<br>(2.50)      |                               |                 |                  |                 |
| I. C. M. A                                    | -                              | 1<br>(0.69)                    | 1<br>(0.31)      | B u s i<br>n e s s            |                 |                  |                 |
| M. B. A                                       | -                              | -                              | 1<br>(0.31)      |                               |                 |                  |                 |
| Total                                         | 211<br>(100.00)                | 145<br>(100.00)                | 320<br>(100.00)  | 211<br>(100.00)               | 145<br>(100.00) | 320<br>(100.00)  | 676<br>(100.00) |

(Figures in parentheses indicate percentage)

4.5 As regards length of government service of the respondent trainees and the respondent trained officers, 30.03% were in the service for 2 years, 13.76% for 3-4 years, 14.35% for 9-10 years and 12.13% for 11-12 years. Only 1.48% of the respondents were in the service for over 20 years. Thus most of the respondent trainee and the respondent trained officers (43.79%) were in the service for 4 years (table 4.4).

**Table 4.4**  
**Length of Govt. Service of the Respondent Trainees and the Respondent Trained Officers**

| Length of Govt. Service<br>(in year) | Trainee Officers<br>(13th SFC) | Trainee Officers<br>(14th SFC) | Trained<br>Officers | Total           |
|--------------------------------------|--------------------------------|--------------------------------|---------------------|-----------------|
| Upto 2 years                         | 58<br>(27.49)                  | 62<br>(42.76)                  | 83<br>(25.94)       | 203<br>(30.03)  |
| 3 - 4 years                          | 14<br>(6.64)                   | 8<br>(5.52)                    | 71<br>(22.19)       | 93<br>(13.76)   |
| 5 - 6 years                          | 9<br>(4.26)                    | 1<br>(0.69)                    | 5<br>(1.56)         | 15<br>(2.22)    |
| 7 - 8 years                          | 27<br>(12.80)                  | 16<br>(11.03)                  | 13<br>(4.06)        | 56<br>(8.28)    |
| 9 -10 years                          | 60<br>(28.44)                  | 5<br>(3.45)                    | 32<br>(10.00)       | 97<br>(14.35)   |
| 11 - 12 years                        | 30<br>(14.22)                  | 9<br>(6.21)                    | 43<br>(13.44)       | 82<br>(12.13)   |
| 13 - 14 years                        | 9<br>(4.26)                    | 25<br>(17.24)                  | 23<br>(7.19)        | 57<br>(8.43)    |
| 15 - 20 years                        | 4<br>(1.89)                    | 19<br>(13.10)                  | 40<br>(12.50)       | 63<br>(9.32)    |
| 21 - 25 years                        | -                              | -                              | 9<br>(2.81)         | 9<br>(1.33)     |
| 26 - 30 years                        | -                              | -                              | 1<br>(0.31)         | 1<br>(0.15)     |
| Total                                | 211<br>(100.00)                | 145<br>(100.00)                | 320<br>(100.00)     | 676<br>(100.00) |

(Figures in parenthesis indicate percentage).

4.6 Like the trainee and the trained officers surveyed, the highest educational qualification of the supervisors, peers and subordinates of the respondent trained officers have been divided into the following six broad categories : (i) general, (ii) medical, (iii) agricultural, (iv) engineering, (v) law and (vi) business administration. The percentage distribution of the above mentioned respondents by categories of education is as follows :

|      |                         |          |
|------|-------------------------|----------|
| i)   | General                 | (60.93%) |
| ii)  | Medical                 | (28.09%) |
| iii) | Law                     | (6.14%)  |
| iv)  | Engineering             | (2.8%)   |
| v)   | Business Administration | (0.64%)  |
| vi)  | Agricultural            | (0.22%)  |

Therefore, most of the supervisors, peers and subordinates of the respondent trained officers (60.93%) had general education followed by medical education (28.09%).

4.7 Of the supervisors surveyed (304), 34.87% had Masters degree, 21.38% had higher education in medicine/surgery, 15.78% had MBBS degree, 10.53% had graduation and 8.55% had LMM/M. Jur. degree. Among the peers studied (321), 36.77% had Masters degree, 31.46% had MBBS degree, 10.59% had graduation, 8.10% had LLM/M.Jur, 7.79% had higher education in medicine/surgery. Of the subordinates surveyed (304), 29.93% passed HSC, 25.99% had graduation, 25% passed SSC and 6.25% had Masters degree. Other details are presented in table 4.5.

**Table 4.5**  
**Highest Educational Qualification of the Supervisors, Peers and Subordinates of the Respondent Trained Officers**

| Educational Qualification                     | Supervisors (N=304) | Peers (N=321)   | Subordinates (n=304) | No. & percentage                                         |                 |                 | Total           |
|-----------------------------------------------|---------------------|-----------------|----------------------|----------------------------------------------------------|-----------------|-----------------|-----------------|
|                                               |                     |                 |                      | Seniors                                                  | Peers           | Subordinates    |                 |
| Below SSC                                     | -                   | -               | 4<br>(1.32)          | G<br>e<br>n<br>e<br>r<br>a<br>l                          |                 |                 |                 |
| S. S. C                                       | 1<br>(0.33)         | 1<br>(0.31)     | 76<br>(25.00)        |                                                          |                 |                 |                 |
| H. S.C                                        | 1<br>(0.33)         | 3<br>(0.93)     | 91<br>(29.93)        |                                                          |                 |                 |                 |
| B.A., B. Sc.,<br>B. Com                       | 32<br>(10.53)       | 34<br>(10.59)   | 79<br>(25.99)        |                                                          |                 |                 |                 |
| M. A. M. Sc.,<br>M. Com, MSS                  | 106<br>(34.87)      | 118<br>(36.77)  | 19<br>(6.25)         |                                                          |                 |                 |                 |
| Ph. D                                         | 1<br>(0.33)         | -               | -                    |                                                          |                 |                 |                 |
|                                               |                     |                 |                      | 141<br>(46.38)                                           | 156<br>(48.60)  | 269<br>(88.48)  | 566<br>(60.93)  |
| Nursing Diploma                               | -                   | -               | 10<br>(3.29)         | M<br>e<br>d<br>i<br>c<br>a<br>l                          |                 |                 |                 |
| Diploma in<br>Pharmacy                        | -                   | -               | 2<br>(0.66)          |                                                          |                 |                 |                 |
| Diploma in<br>Health                          | -                   | -               | 1<br>(0.33)          |                                                          |                 |                 |                 |
| M. B. B. S                                    | 48<br>(15.78)       | 101<br>(31.46)  | 9<br>(2.96)          |                                                          |                 |                 |                 |
| Higher Educa-<br>tion in Medicine<br>/Surgery | 55<br>(21.38)       | 25<br>(7.79)    | -                    | 113<br>(37.17)                                           | 126<br>(39.25)  | 22<br>(7.24)    | 261<br>(28.09)  |
| B. Sc.(Ag.)                                   | 1<br>(0.33)         | -               | -                    | A<br>g<br>r<br>i<br>c<br>u<br>l<br>t<br>u<br>r<br>a<br>l |                 |                 |                 |
| M. Sc. (Ag.)                                  | 1<br>(0.33)         | -               | -                    |                                                          |                 |                 |                 |
|                                               |                     |                 |                      | 2<br>(0.66)                                              | -               | -               | 2<br>(0.22)     |
| B.Sc. (Engg.)                                 | 8<br>(2.63)         | 4<br>(1.25)     | -                    | E<br>n<br>g<br>i<br>n<br>e<br>e<br>r<br>i<br>n<br>g      |                 |                 |                 |
| Diploma in<br>Engineering                     | -                   | 6<br>(1.87)     | 8<br>(2.63)          |                                                          |                 |                 |                 |
|                                               |                     |                 |                      | 8<br>(2.63)                                              | 10<br>(3.12)    | 8<br>(2.63)     | 26<br>(2.80)    |
| L. L. B                                       | 2<br>(0.66)         | -               | 3<br>(0.98)          | L<br>a<br>w                                              |                 |                 |                 |
| LLM/M. Jur.                                   | 26<br>(8.55)        | 26<br>(8.10)    | -                    |                                                          |                 |                 |                 |
|                                               |                     |                 |                      | 28<br>(9.21)                                             | 26<br>(8.10)    | 3<br>(0.99)     | 57<br>(6.14)    |
| B u s i n e s s A d m i n i s t r a t i o n   |                     |                 |                      |                                                          |                 |                 |                 |
| M. B. A                                       | 4<br>(1.32)         | 2<br>(0.62)     | -                    | 4<br>(1.32)                                              | 2<br>(0.62)     | -               | 6<br>(0.64)     |
| N o t I d e n t i f i e d                     |                     |                 |                      |                                                          |                 |                 |                 |
| Not identified<br>(No response)               | 8<br>(2.63)         | 1<br>(0.31)     | 2<br>(0.66)          | 8<br>(2.63)                                              | 1<br>(0.31)     | 2<br>(0.66)     | 11<br>(1.18)    |
| Total                                         | 304<br>(100.00)     | 321<br>(100.00) | 304<br>(100.00)      | 304<br>(100.00)                                          | 321<br>(100.00) | 304<br>(100.00) | 929<br>(100.00) |

(Figures in parenthesis indicate percentage)

b. **Transfer of Knowledge and Skill**

4.8 Have SFCs been able to increase the levels of knowledge and skill of the participants ? Table 4.6 clearly answers in the affirmative. Table 4.7 shows longitudinal gain in knowledge and skill for the 14th SFC is 48.09 and 43.30 respectively. Quasi-longitudinally (post-test of the 13th SFC over pre-test of the 14th SFC) this gain ratio in knowledge and skill is 47.19 and 54.96 respectively (Table 4.7).

4.9 How much of this gain has been transferred to on-the-job situation ? Data have been collected on knowledge only. Table 4.7 shows that gain is still positive (gain ratio is 26.98) but much of the initial gain is evaporated.

**Table 4.6**  
**Transfer of Knowledge and Skills of the Trainees Participated in the Special Foundation Courses**

| Name of the Training Course                                     | Average marks obtained per trainee out of 100. |       |                                     |       | On-the-Job Knowledge |
|-----------------------------------------------------------------|------------------------------------------------|-------|-------------------------------------|-------|----------------------|
|                                                                 | Pre-training<br>(beginning of the trng.)       |       | Post-training<br>(end of the trng.) |       |                      |
|                                                                 | Knowledge                                      | Skill | Knowledge                           | Skill |                      |
| 14th Special Foundation Training Course                         | 44.37                                          | 38.41 | 71.12                               | 65.08 | *                    |
| 13th Special Foundation Training Course                         | *                                              | *     | 70.62                               | 72.26 | *                    |
| 9th, 10th, 11th, 12th & 13th Special Foundation Training Course | *                                              | *     | *                                   | *     | 59.38                |

\* These information were not collected

**Table 4.7**  
**Programme Efficacy of the Special Foundation Training Courses**

| Nature of the measurement                                                                     | Gain Ratio (in) |       |
|-----------------------------------------------------------------------------------------------|-----------------|-------|
|                                                                                               | Knowledge       | Skill |
| Longitudinal (post-test over pre-test of the 14 SFC)                                          | 48.09           | 43.30 |
| Quasi-longitudinal (Post-test of the 13th SFC over pre-test of the 14th SFC)                  | 47.19           | 54.96 |
| Quasi-longitudinal (Follow-up test of the 9th to the 13th SFCs over pre-test of the 14th SFC) | 26.98           | *     |

[ Computed on the basis of Table 4.6 ]

#### c. Attitudinal Change

4.10 To measure whether the SFCs had been able to make attitudinal changes, the researchers have adopted a self-reporting technique known as the Semantic Differential. The participants were asked to rate selected attitudinal inputs emphasized by the course on scale between 1 to 6. For each attitudinal input (trait/attitude) minimum score was 1 and maximum was 6.

4.11 Data were taken just before the beginning of the training programme, just after the ending of the training programme and on-the-job some time after the training programme is over. A comparison between these three scenario on key attitudinal inputs will clearly show attitudinal change of the participants over the training period and how much of this change has been carried over on-the-job level.

4.12 In the case of foundation trainees, the researchers collected data on the following attitudinal variables : analytical bending, aptness in problem-solving, objectivity, punctuality, responsibility, activeness, work-manlike ability, participatory attitude, self-confidence, accessibility, patriotism, empathy for the poor, studiousness, belief in the necessity of study, optimism, planned habit, disciplined life-style and law-abiding spirit.



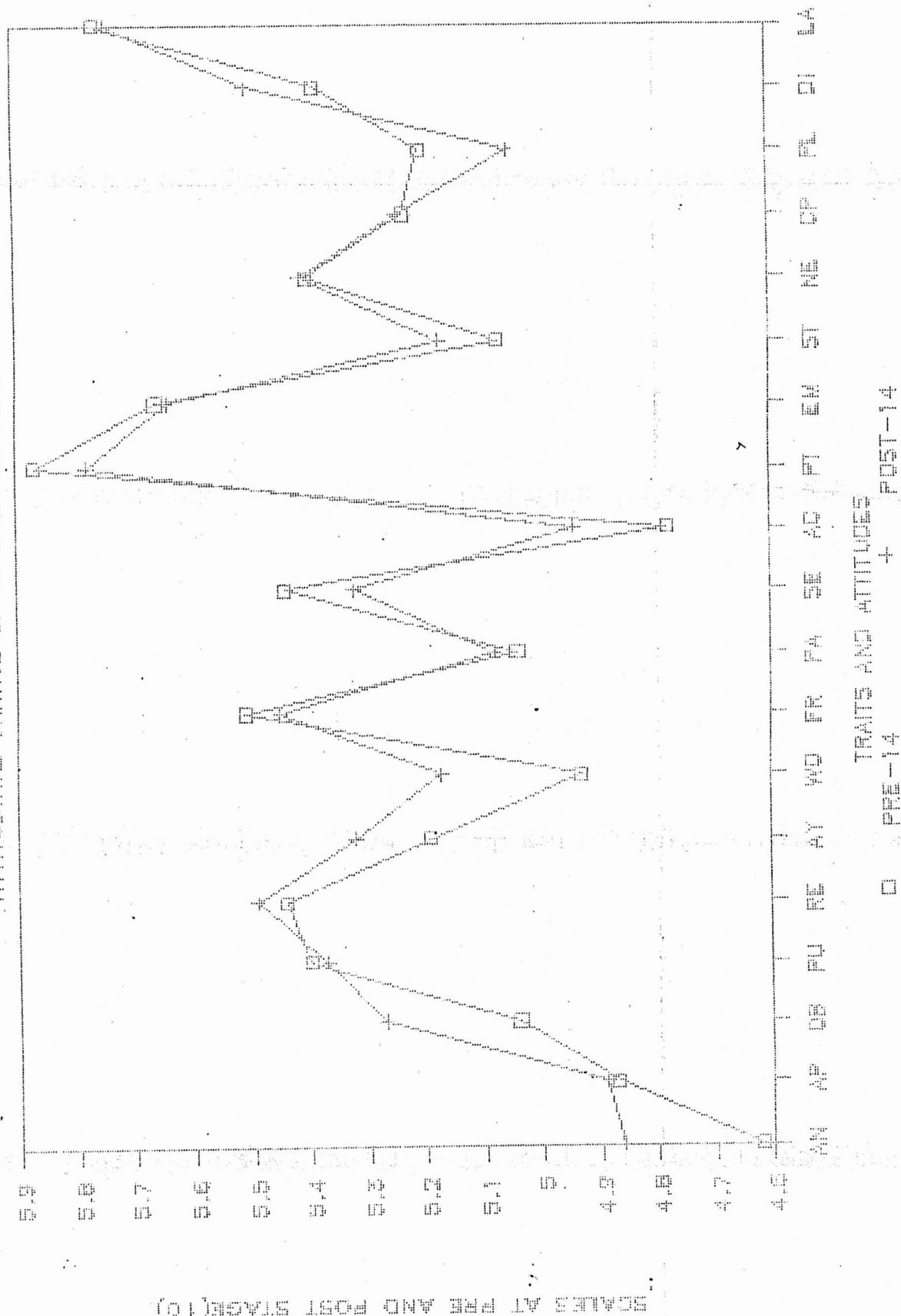
**Table 4.8**  
**Attitudinal Change of the Trained Officers**

| Traits and Attitudes                | Average Score                      |                                       |                                      |                                             |
|-------------------------------------|------------------------------------|---------------------------------------|--------------------------------------|---------------------------------------------|
|                                     | ( Respondents )                    |                                       |                                      |                                             |
|                                     | Pre-training<br>level (14th<br>SFC | Post-training<br>level (13th<br>SFC ) | Post-training<br>level (14th<br>SFC) | On-the-Job<br>level<br>(9th to<br>13th SFC) |
| Analytical bending (AN)             | 4.62                               | 4.49(-)                               | 4.86                                 | 4.75                                        |
| Aptness in problem-solving (AP)     | 4.87                               | 4.97                                  | 4.89                                 | 4.84(-)                                     |
| Objectivity (OB)                    | 5.04                               | 5.57                                  | 5.27                                 | 5.32                                        |
| Punctuality (PU)                    | 5.40                               | 5.42                                  | 5.37(-)                              | 4.24(-)                                     |
| Responsibility (RE)                 | 5.44                               | 5.57                                  | 5.49                                 | 5.45                                        |
| Activeness (AY)                     | 5.19                               | 5.34                                  | 5.32                                 | 5.22                                        |
| Workmanlikeness (WO)                | 4.93                               | 5.03                                  | 5.17                                 | 5.08                                        |
| Fraternity (FR)                     | 5.51                               | 5.52                                  | 5.45(-)                              | 4.00(-)                                     |
| Participatory mentality (PA)        | 5.04                               | 5.46                                  | 5.08                                 | 5.10                                        |
| Self-confidence (SE)                | 5.44                               | 5.45                                  | 5.32(-)                              | 5.26(-)                                     |
| Accessibility (AC)                  | 4.78                               | 4.91                                  | 4.94                                 | 4.94                                        |
| Patriotism (PT)                     | 5.87                               | 5.83(-)                               | 5.78(-)                              | 5.78(-)                                     |
| Empathy for the poor (EM)           | 5.66                               | 5.75                                  | 5.64(-)                              | 5.65(-)                                     |
| Studiosness (ST)                    | 5.07                               | 5.22                                  | 5.17                                 | 5.19                                        |
| Believer in necessity of study (NE) | 5.40                               | 5.60                                  | 5.41                                 | 5.56                                        |
| Optimism (OP)                       | 5.23                               | 5.31                                  | 5.24                                 | 5.22(-)                                     |
| Planned habit (PL)                  | 5.20                               | 5.25                                  | 5.05(-)                              | 5.14(-)                                     |
| Disciplined life style (DI)         | 5.38                               | 5.55                                  | 5.50                                 | 5.40                                        |
| Law-abidance (LA)                   | 5.76                               | 5.75(-)                               | 5.74(-)                              | 5.70(-)                                     |

Maximum score is 6, minimum score is 1.  
(-) shows negative attitudinal change

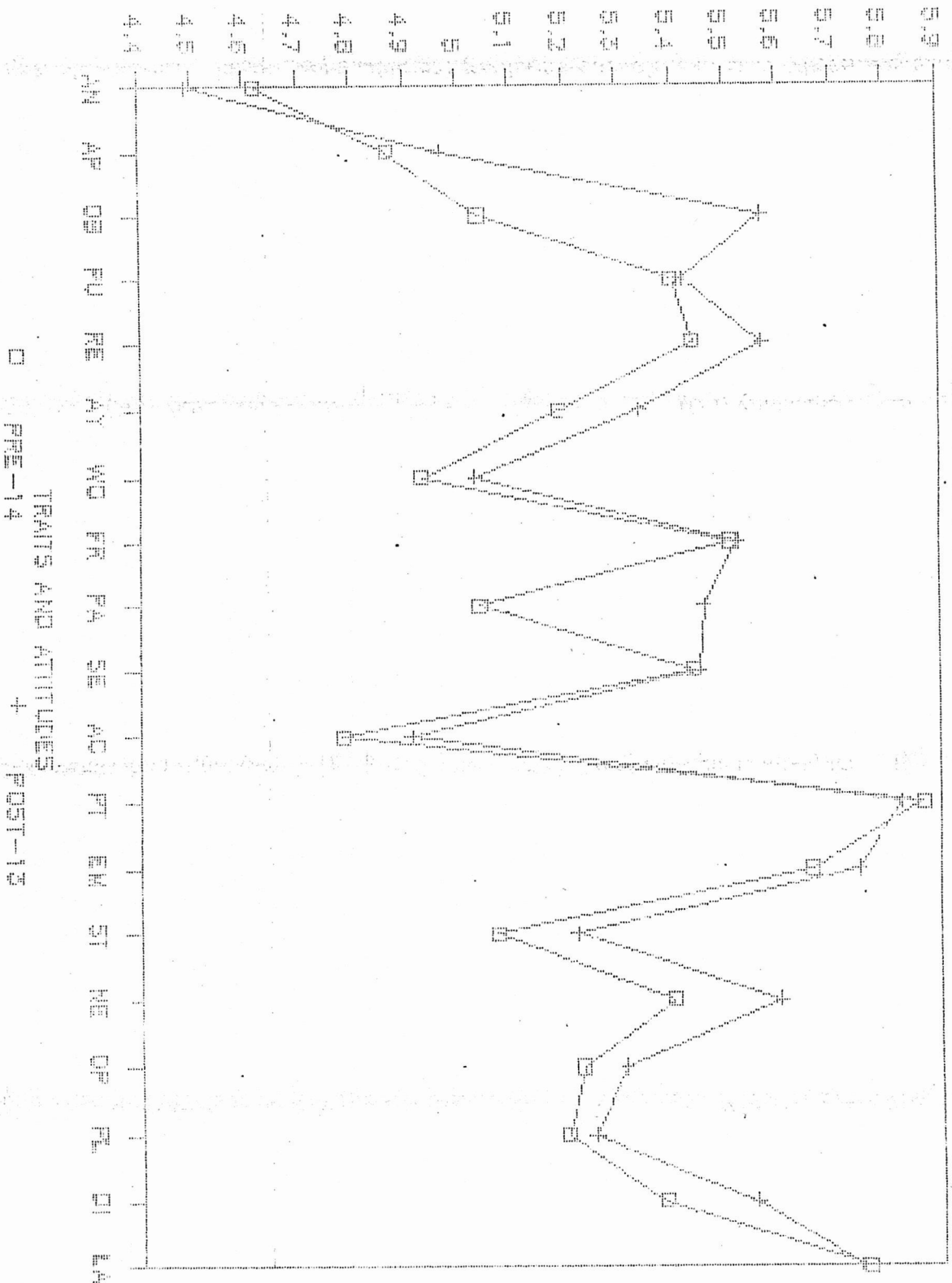
# FIGURE 4.1: SEMANTIC DIAGRAM--1

ATTITUDINAL CHANGE OF TRAINED OFFICERS



SCALES AT PRE AND POST STAGE(10)

FIGURE 4.2: SEMANTIC DIAGRAM-2  
ATTITUDINAL CHANGE OF TRAINED OFFICERS



4.13 Longitudinal change from pre-training to post-training level of the 14th SFC on the selected variables is portrayed in semantic diagram 1 (Fig. 4.1) . From this diagram and Table 4.8, it is evident that no positive improvement has occurred on the following attitudinal variables:

- i. Punctuality (PU)
- ii. Fraternity (FR)
- iii. Self-confidence (SE)
- iv. Patriotism (PT)
- v. Empathy for the poor (EM)
- vi. Planned habit (PL)
- vii. Law-abidance (LA)

4.14 On the other hand, positive change has been found on the other selected variables. These are :-

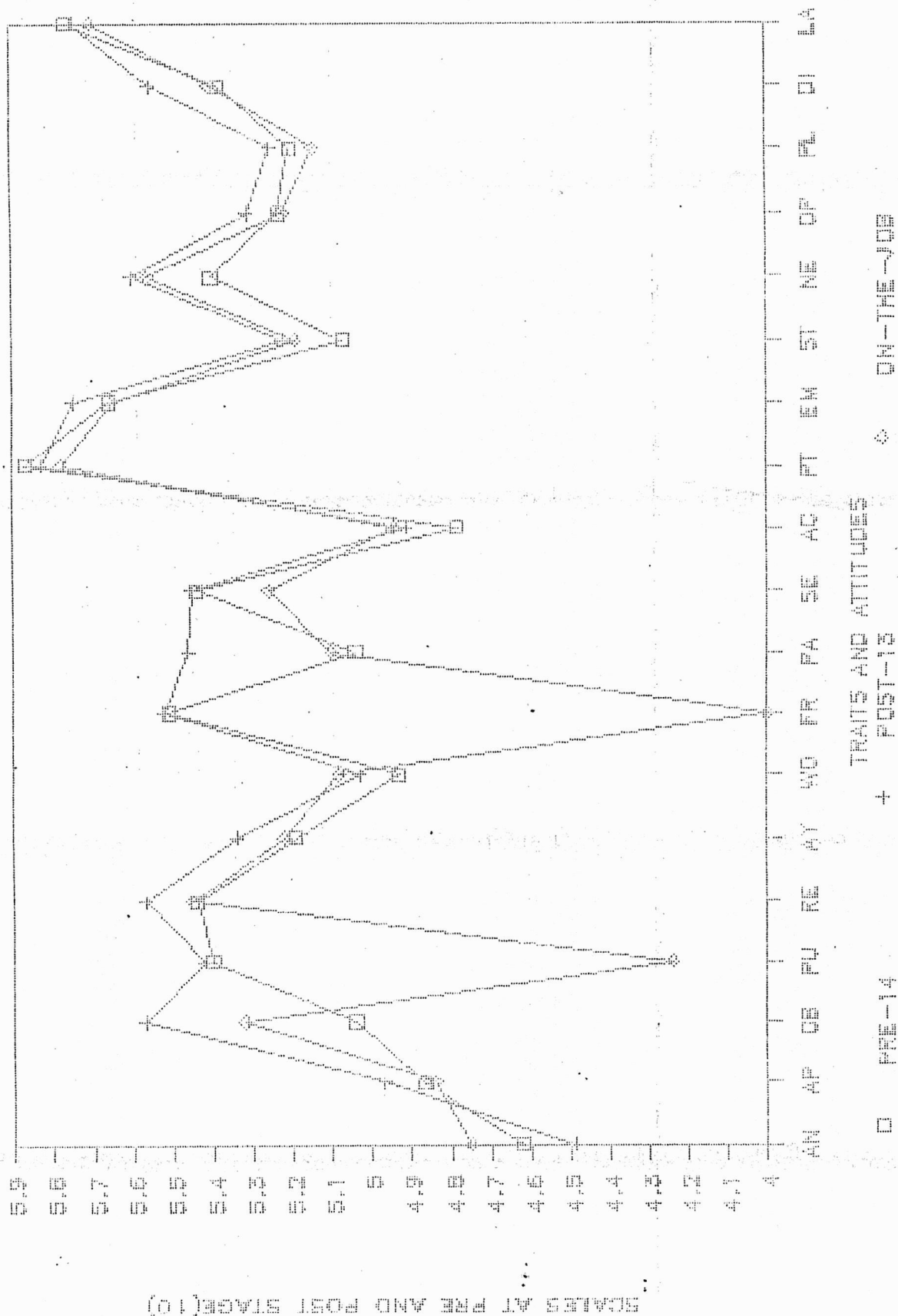
- i. Analytical bending (AN)
- ii. Aptness in problem-solving (AP)
- iii. Objectivity (OB)
- iv. Responsibility (RE)
- v. Activeness (AY)
- vi. Workmanlikeness (WO)
- vii. Participatory mentality (PA)
- viii. Accessibility (AC)
- ix. Studiousness (ST)
- x. Belief in the necessity of study (NE)
- xi. Optimism (OP) and
- xii. Disciplined life-style (DI)

4.15 However, if we look into the quasi-longitudinal change, that is, the change between pre-training level of the 14th SFC and post-training level of the 13th SFC of the selected attitudinal variables, we find negative change in the following three traits only (Fig. 4.2 : Semantic Diagram 2 and Table 4.8) :

- i. Analytical bending (AN)
- ii. Patriotism (PT)
- iii. Law-abidance (LA)

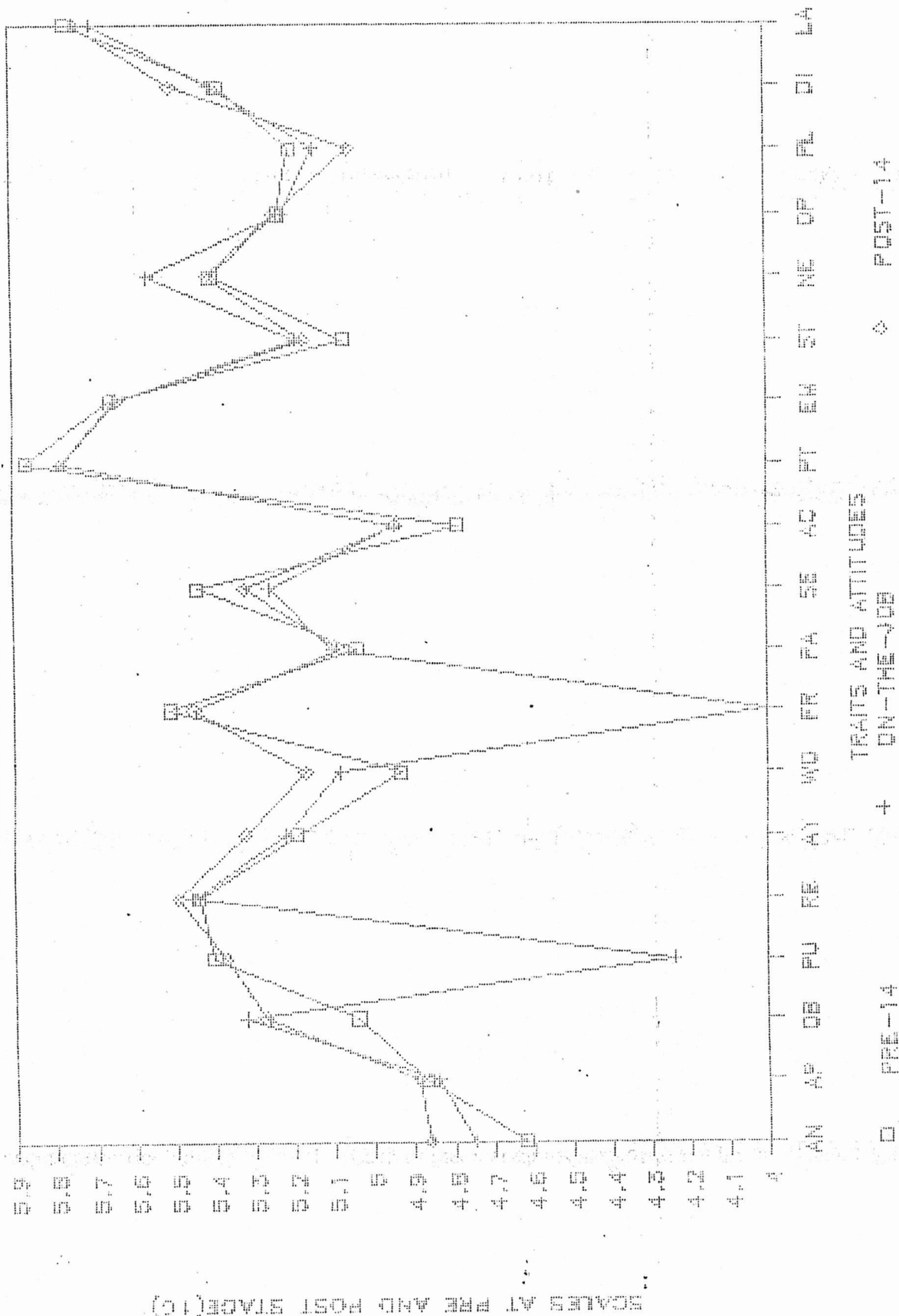
# FIGURE 4.3: SEMANTIC DIAGRAM-3

ATTITUDINAL CHANGE OF TRAINED OFFICERS



# FIGURE 4.4: SEMANTIC DIAGRAM--4

ATTITUDINAL CHANGE OF TRAINED OFFICERS



- iv. Activeness (AY)
- v. Workmanlikeness (WO)
- vi. Participatory mentality (PA)
- vii. Accessibility (AC)
- viii. Studiousness (ST)
- ix. Belief in necessity of study (NE)
- x. Disciplined life-style (DI)

4.19 Therefore, we see that the SFCs have been successful in making a foundation trainee analytical, objective, responsible, active, workmanlike, participatory, accessible, studious and disciplined. However, the SFCs have been failed to make him/her apt in problem-solving, punctual, fraternal, self-confident, patriotic, empathetic to the poor, optimist, systematic and law-abiding.

4.20 So far we have looked into the transfer of knowledge, skill and attitude from the training event to on-the-job situation. Now we cast glance at the causes of success and failure of the SFCs and also to organizational development aspect of the special foundation training programmes.

#### **d. Success and Failure of the SFCs : Causes**

4.21 Going back to their jobs, do the trainees still believe that SFC was successful in laying the foundation of Bangladesh-appropriate dynamism in them ? Table 4.9 summarizes opinions of the trained officers. Out 320 trained officers interviewed, 242 officers (75.62%) believe that SFC has succeeded to fulfil this goal. Only 72 trained officers (22.50%) believe that SFC has not succeeded and 4 officers (1.25%) opine that SFC is not necessary at all.

**Table 4.9**  
**Degree of Success in Building the Foundation of the Trained Officers**

| Response of the Trained Officers | No. of Trained Officers | Percentage |
|----------------------------------|-------------------------|------------|
| Succeeded                        | 242                     | 75.62      |
| Not succeeded                    | 72                      | 22.50      |
| Partially succeeded              | 2                       | 0.63       |
| No need of foundation training   | 4                       | 1.25       |
| Total                            | 320                     | 100.00     |

4.22 The reasons revealed by the trained officers who opine that SFC fails to achieve its cherished goal are as follows : duration of SFC is insufficient (22.17%), SFC is not being imparted at the right time of service career (20.20%), curriculum of the SFC is not need based (14.78%), age difference of the participants (13.30%), trainers are not highly calibrated and devoted enough (9.85%), training techniques used in the SFC are not accurate and appropriate (9.36%) and too much trainees in a batch (.49%).

**Table 4.10**  
**Reasons for Failure in Laying the Foundation**

| Reasons                                           | Trained Officers<br>(N=72) | Percentage of<br>total responses | Rank |
|---------------------------------------------------|----------------------------|----------------------------------|------|
| Non-need based curriculum                         | 30                         | 14.78                            | 3    |
| Trainers not highly calibrated and devoted enough | 20                         | 9.85                             | 5    |
| Training technique not accurate                   | 19                         | 9.36                             | 6    |
| Inadequacy of duration                            | 45                         | 22.17                            | 1    |
| Training not imparted in time                     | 41                         | 20.20                            | 2    |
| Mix of aged and young officers                    | 27                         | 13.30                            | 4    |
| Lack of indigeneous elements                      | 19                         | 9.36                             | 6    |
| Lack of medical inputs in the curriculum          | 1                          | 0.49                             | 7    |
| Too many trainees in a batch                      | 1                          | 0.49                             | 7    |
| Total                                             | *203                       | 100.00                           |      |

\*(Multiple answers were recorded)



4.23 What are the areas in which SFCs have been found useful ? Table 4.11 illustrates these areas with rankings. In descending order of ranking, these areas are : to foster friendship among cadres (average score (AS 5.14), to explore latent potentiality (AS 4.83), to develop appropriate personality (AS 4.71), to conceptualize the role of the constitution and laws of the land as a civil servant (AS 4.63), to know the problems and prospects of socio-economic development of Bangladesh (AS 4.60), to make oneself a development administrator (4.58), to know Bangladesh deeply (AS 4.48), to build positive outlook (AS 4.46), to make quick decision (AS 4.30), to acquaint with practice/aspects of administrative management technique (AS 4.26), to analyze problems (AS 4.15) and to prepare and implement projects (AS 3.88).

**Table 4.11**  
**Useful Areas of Special Foundation Training Courses**

| Areas                                                                               | Score | Average | Rank |
|-------------------------------------------------------------------------------------|-------|---------|------|
| Problems analysis                                                                   | 1328  | 4.15    | 11   |
| Speedy decision-making skill                                                        | 1375  | 4.30    | 9    |
| Project preparation and implementation                                              | 1242  | 3.88    | 12   |
| Building positive outlook                                                           | 1427  | 4.46    | 8    |
| Exploring latent potentiality                                                       | 1547  | 4.83    | 2    |
| Developing appropriate personality                                                  | 1507  | 4.71    | 3    |
| Making oneself a development administrator                                          | 1465  | 4.58    | 6    |
| Knowing Bangladesh thoroughly                                                       | 1432  | 4.48    | 7    |
| Knowledge of problems and possibilities of socio-economic development of Bangladesh | 1472  | 4.60    | 5    |
| Espirit de corps among cadres                                                       | 1645  | 5.14    | 1    |
| Acquaintance with the practical aspects of the administrative management technique  | 1364  | 4.26    | 10   |
| Conceptualizing the significance of constitution and law                            | 1481  | 4.63    | 4    |

(Maximum Possible Score = 1920 & Maximum Possible Average = 6.00)

4.24 How the supervisors, peers and subordinates are rating degree of success of SFCs ? From their view points whether trainees of the SFCs have developed ? Table 4.12 has cited some such areas of development. In terms of ranking, these are :

- i. To enhance interest in work,
- ii. To know how to behave with the seniors,
- iii. To enhance work-efficiency,
- iv. To fulfil the aspiration of people,
- v. To develop positive attitudes,
- vi. To develop problem-solving skills,
- vii. To develop leadership,
- viii. To enhance organizational mobility
- ix. To be able to take and implement decision quickly,
- x. To acquire skill to tackle unexpected events and
- xi. To initiate in introducing new ideas.

**Table 4.12**  
**Rating of Success of Special Foundation Training Course in Some Specific Areas**

| Areas of Success                                               | Average Score given by the respondents covered |                                |                                       |         | Rank |
|----------------------------------------------------------------|------------------------------------------------|--------------------------------|---------------------------------------|---------|------|
|                                                                | Supervisors<br>(N <sub>1</sub> = 304)          | Peers<br>(N <sub>2</sub> =321) | Subordinates<br>(N <sub>3</sub> =304) | Average |      |
| To fulfil the aspiration of people                             | 4.56                                           | 4.87                           | 5.09                                  | 4.84    | 4    |
| To initiate in introducing new ideas                           | 4.25                                           | 4.55                           | 4.67                                  | 4.49    | 11   |
| To enhance interest in work                                    | 4.77                                           | 5.09                           | 5.28                                  | 5.05    | 1    |
| To enhance work-efficiency                                     | 4.67                                           | 5.00                           | 5.16                                  | 4.94    | 3    |
| To develop leadership                                          | 4.56                                           | 4.80                           | 4.89                                  | 4.75    | 7    |
| To know how to behave with supervisors, peers and subordinates | 4.94                                           | 4.63                           | 5.41                                  | 4.99    | 2    |
| To acquire skills to tackle unexpected events/circumstances    | 4.44                                           | 4.73                           | 4.79                                  | 4.65    | 10   |
| To be able to take and implement decision quickly              | 4.41                                           | 4.70                           | 4.89                                  | 4.67    | 9    |
| To be firm to solve problems                                   | 4.48                                           | 4.83                           | 4.99                                  | 4.77    | 6    |
| To develop positive attitudes                                  | 4.61                                           | 4.84                           | 4.93                                  | 4.79    | 5    |
| To enhance organizational mobility                             | 4.52                                           | 4.76                           | 4.91                                  | 4.73    | 8    |

(Maximum score is 6, minimum score is 1)

If we carefully scrutinize the above areas of success and their ranking, it will be obvious that the chain of outcomes of the SFCs becomes loose as it moves on. Some individual improvements of the foundation trainees have definitely occurred. But the link between individual improvement and job-performance improvement is weak and the link between job-performance improvement and organizational improvement is even weaker.

e. Organizational Development

4.25 Whether initiative was taken by the trained officers to apply acquired knowledge, skills and techniques ? Table 4.13 shows an overwhelming percent of the trained officers (88.13%), supervisors (95.72%), peers (92.53%) and subordinates (95.08%) opined that initiatives were taken. However, it is important to note that where only 88.13% of the trained officers said that they had taken initiative; 95.72% of supervisors, 92.53% of peers and 95.08% of subordinates are of the opinion that the trained officers had taken initiatives. Therefore, certainly there are exaggerations and biases in these opinions.

Table 4.13  
Adoption of Initiatives by the Trained Officers to Apply Acquired Knowledge, Skills and Techniques

| Initiatives taken | Trained Officers | Supervisors    | Peers          | Subordinates   |
|-------------------|------------------|----------------|----------------|----------------|
| Yes               | 282<br>(88.13)   | 291<br>(95.72) | 297<br>(92.53) | 290<br>(95.08) |
| No                | 38<br>(11.87)    | 13<br>(4.28)   | 24<br>(7.47)   | 14<br>(4.92)   |
| Total             | 320<br>(100)     | 304<br>(100)   | 321<br>(100)   | 304<br>(100)   |

[Figures in parentheses indicate percentage]

4.26 However, it is important to sort out the areas in which attempts were made to introduce acquired knowledge, skills and techniques. Opinions of seniors, peers and subordinates are summarized in table 4.14. These areas are ranked (in descending order) in terms of responses as follows :

- i. Quick decision-making
- ii. Staff management
- iii. Delegation of authority
- iv. Organizational development
- v. Office management and
- vi. Project management.

**Table 4.14**  
**Areas of Application of Acquired Knowledge, Skills and Techniques by the Trained Officers**

| Areas                      | Respondents (in %)                   |                                |                                       |         | Ranking |
|----------------------------|--------------------------------------|--------------------------------|---------------------------------------|---------|---------|
|                            | Supervisors<br>(N <sub>1</sub> =291) | Peers<br>(N <sub>2</sub> =297) | Subordinates<br>(N <sub>3</sub> =290) | Average |         |
| Organizational development | 72.85                                | 67.00                          | 74.83                                 | 71.53   | 4       |
| Staff management           | 71.13                                | 75.08                          | 83.79                                 | 76.65   | 2       |
| Project management         | 54.98                                | 53.20                          | 59.66                                 | 55.92   | 5       |
| Office management          | 54.98                                | 53.20                          | 59.66                                 | 55.92   | 5       |
| Quick decision-making      | 76.63                                | 77.44                          | 84.14                                 | 79.38   | 1       |
| Delegation of authority    | 73.88                                | 73.06                          | 76.21                                 | 74.36   | 3       |

[Multiple answers were recorded]

4.27 What were the results of initiatives taken by the trained officers ? Table 4.15 says, these initiatives were not successful in most of the cases. Only 22.34% of the trained officers, 20.62% of supervisors, 26.26% of peers and 35.52% of subordinates believe that these initiatives were successful.

**Table 4.15**  
**Results of Initiation**

| Results              | Trained Officers | Supervisors    | Peers          | Subordinates   |
|----------------------|------------------|----------------|----------------|----------------|
| Successful           | 63<br>(22.34)    | 60<br>(20.62)  | 78<br>(26.26)  | 103<br>(35.52) |
| Partially successful | 206<br>(73.05)   | 223<br>(76.63) | 205<br>(69.03) | 181<br>(62.4)  |
| Not successful       | 13<br>(4.61)     | 8<br>(2.75)    | 14<br>(4.71)   | 6<br>(2.08)    |
| Total                | 282<br>(100)     | 291<br>(100)   | 297<br>(100)   | 290<br>(100)   |

[Figures in parentheses indicate percentage]

However, an average around 70% of the respondents are of the opinion that these initiatives were partially successful and 3% are of the opinion that these initiatives were not successful at all. Therefore, we can safely conclude that the rate of success of the initiatives taken by the foundation trainees is very low.

4.28 However, it is important to identify --

- i. the problems faced by the trained officers in implementing the acquired knowledge and skill (Table 4.16) ;
- ii. the reasons why some officers could not use acquired knowledge and skill (Table 4.17) and
- iii. the causes of failures of initiators (Table 4.18).

**Table 4.16**  
**Problems of Applicability Faced by the Trained Officers**

| Prevailing Problems                                       | Trained Officer<br>(N = 320) | Percentage of<br>total responses | Rank |
|-----------------------------------------------------------|------------------------------|----------------------------------|------|
| Lack of cooperation from higher authority                 | 81                           | 17.05                            | 3    |
| Lack of mutual confidence in the<br>place of posting      | 63                           | 13.26                            | 4    |
| Lack of consistency between training<br>and the real work | 173                          | 36.43                            | 1    |
| Adverse environment                                       | 134                          | 28.21                            | 2    |
| Other problems                                            | 24                           | 5.05                             | 5    |
| Total Response                                            | 475                          | 100.00                           |      |

[Multiple answers were recorded]

4.29 Table 4.16 portrays the problems faced by the trained officers in implementing the acquired knowledge and skill and ranking of these problems. These problems in terms of descending importance are as follows :

- i. lack of consistency between training and real work ;
- ii. adverse environment ;
- iii. lack of cooperation from higher authority ;
- iv. lack of mutual confidence in the place of posting and some other minor problems.

**Table 4.17**  
**Reasons for Non-utilization of Acquired Knowledge, Skills and Techniques**

| Causes                                       | Respondents (in %)                  |                               |                                      |
|----------------------------------------------|-------------------------------------|-------------------------------|--------------------------------------|
|                                              | Supervisors<br>(N <sub>1</sub> =13) | Peers<br>(N <sub>2</sub> =24) | Subordinates<br>(N <sub>3</sub> =14) |
| Lack of initiation                           | 46.15                               | 16.67                         | 14.29                                |
| Inconsistency between training and real work | 46.15                               | 37.50                         | 28.57                                |
| Adverse environment                          | 30.77                               | 62.50                         | 71.43                                |

[Multiple answers were recorded]

4.30 Table 4.17 shows from the viewpoint of supervisors, peers and subordinates the reasons why some trained officers could not use acquired knowledge and skill. These are ---

- i. lack of initiation
- ii. inconsistency between training and real work and
- iii. adverse environment.

However, it is important to note here that where the seniors are giving more weightage to lack of initiation and inconsistency between training and real work, peers and subordinates are putting the highest weightage to adverse environment, the second highest weightage to inconsistency between training and real work and lower weightage to lack of initiation.

4.31 Those among supervisors, peers and subordinates pointed out that the initiatives taken by the trained officers were fully unsuccessful cited the following two causes of failures (Table 4.18) :

- i. Adverse attitude of peers, subordinates and seniors and
- ii. Overall hostile environment.

**Table 4.18**  
**Causes of Attempts Not Being Effective**

| Causes                                               | Respondents                         |                                |                                      |
|------------------------------------------------------|-------------------------------------|--------------------------------|--------------------------------------|
|                                                      | Supervisors<br>(N <sub>1</sub> = 8) | Peers<br>(N <sub>2</sub> = 14) | Subordinates<br>(N <sub>3</sub> = 6) |
| Adverse attitudes of peers, subordinates and seniors | 12.50                               | 14.29                          | 33.33                                |
| Overall hostile environment                          | 50.00                               | 50.00                          | 16.67                                |
| No response                                          | 37.50                               | 35.71                          | 50.00                                |
| Total                                                | 100.00                              | 100.00                         | 100.00                               |

**f. Relevance of Course Objectives : Content Analysis**

4.32 The objectives of foundation course are multiple and fuzzy. Different sets of objectives were found in different course guidelines. Even the one used by researchers is inconsistent with those of course guidelines and the one quoted in Post-entry Training in Bangladesh Civil Service : A Survey of the Problems and Potentials (Khan and Hossain). An analysis of these different sets of objectives reveals that not only the course objectives are numerically different from one another but also the meaning of the same objective is different. Training scholars think that the objectives of a course only should be modified or reformulated by the training institution in consultation with the beneficiary organizations and clientele. Though it began from June, 1987, SFC retained the same objectives of regular foundation course and no deliberate attempt was made to reset these objectives. New objective is added and meaning of the objective is changed, and this is not done institutionally. It clearly points out institutional non-involvement and lack of proper guidance in designing and directing the training course.

4.36 Based on the course guidelines of the 4th and the 7th regular foundation course and the 14th SFC and Post-entry Training in Bangladesh Civil Service, BPATC Phase-II Project : An Evaluation and course guidelines of COTA foundation training, content analysis of the course objectives has been made. It shows that in different documents not only the number of objectives is different but the meaning of the same objective is also made different. Detailed information is presented in Table 4.19.



**Table 4.19**  
**Different Sets of Course Objectives**

| 4th Foundation<br>(1985-86)                                                                                                                                 | Post-entry<br>Training in BCS<br>(1986)                                                      | 7th Foundation<br>(1986-87)            | Phase-II Project<br>Evaluation<br>(1990-91)                                                  | 14th SFC<br>(1990-91)                                                                                                | Foundation<br>at COTA                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                                           | 2                                                                                            | 3                                      | 4                                                                                            | 5                                                                                                                    | 6                                                                                                                          |
| 1. To motivate the trainees to find out their inherent skills & abilities                                                                                   | Habituate the trainees to hard physical & mental exercises                                   | Same as col. 1                         | Help practise hard manual & mental labour                                                    | Same as col. 1                                                                                                       | ----                                                                                                                       |
| 2. To create appropriate mentality to enhance the analytical & quick decision making & problem-solving capabilities of the trainees                         | To enhance the analytical & decision making capabilities of the trainees                     | Same as col. 1                         | Develop analytical decision making capacity & problem identification & problem-solving skill | Same as col. 1                                                                                                       | Enhance analytical and decision making skills in general admn.                                                             |
| 3. To encourage intimate interpersonal relationship & cooperation & empathy among the trainees for cooperation among members of all cadres of civil service | To promote esprit de corps among various cadres of civil service                             | Same as col. 1                         | Encourage effective interpersonal relationship among the member of different cadres          | To create intimate inter personal relationship, cooperation, sympathy & empathy among trainees of different cadres   | Encourage effective inter personal relationship among the members of various cadres of civil service                       |
| 4. To enhance theoretical & practical knowledge on admn. & dev. & change the impractical, segmented and narrow outlook                                      | To enhance theoretical and practical knowledge of admn.                                      | Same as col. 1                         | To help enhance knowledge & skill on development issues, policies & existing admn. system    | To give ideas to the participants on different aspects of the development important policies & existing admn. system | Develop a personality for commitment to people-oriented admn.                                                              |
| 5. To familiarize with general admn. system and conduct and etiquette                                                                                       | To familiarise with conduct, etiquette & norms of admn.                                      | Same as col. 1                         | ----                                                                                         | To familiarise the participants with the practical aspects of admn. management techniques                            | Develop spontaneous attitude for problem identification & problem-solving skill                                            |
| 6. To encourage participation in extra-curricular activities to develop personality                                                                         | Well rounded development of personality                                                      | Same as col. 1                         | Same as col. 1                                                                               | Same as col. 1                                                                                                       | Same as col. 1                                                                                                             |
| 7. ----                                                                                                                                                     | ----                                                                                         | Create positive & law-abiding attitude | Same as col. 3                                                                               | Same as col. 3                                                                                                       | Develop a base for civil service professionalism                                                                           |
| 8. ----                                                                                                                                                     | ----                                                                                         | ----                                   | To help conceptualize constitutional & legal role of a civil servant                         | Same as col. 4                                                                                                       | ----                                                                                                                       |
| 9. ----                                                                                                                                                     | To impart suitable training in :<br>a. Bangladesh Studies<br>b. Economics<br>c. Public Admn. | ----                                   | ----                                                                                         | To help enhance knowledge and skills in specific fields                                                              | Broaden theoretical and practical knowledge base among various cadres of civil service for developing a common perception. |

lack of cooperation from higher authority and lack of mutual confidence in on-the-job situation.

5.10 This is perhaps the first study of its kind. Therefore, there remains much scope for improvement. The analysis of training needs is beyond the scope of the study. It is hoped that future researchers would derive benefits from the theoretical framework developed in this study and the findings of the study. The researchers believe that research and research can only find out and help to solve our socio-economic, political and administrative problems and can save us from the ugly clutches of poverty, encapsulation, incompetence and incapability.

#### **b. Recommendations**

5.11 The inputs of the foundation training course are mainly knowledge and skill oriented. Due emphasis should be given to attitudinal inputs. Course curricula, training methodology demand thorough revision and committed trainers be inducted to emphasise specially the following key attitudinal variables : aptness in problem-solving, punctuality, self-confidence, patriotism, empathy for the poor and law-abidance.

5.12 Promotees should be exempted from undergoing foundation training. Why is Ministry of Establishment nominating them for foundation training ? Officers who are in government service for more than 5 years should also be exempted from the requirement of the foundation training. This is because the basic principle of the foundation training is that it should be imparted at the beginning of the career of a civil servant. Government should prepare a career development plan for the civil servants so that the new entrants to the civil service can undergo the foundation training before moving to their real job situations.

5.13 More care should be taken by the foundation course management to develop problem-analyzing and decision-making skills in the trainees, to help them explore their latent potentialities, to let them know Bangladesh, acquire administrative/management techniques and issues of development administration.

5.14 The objectives of any training course should not be too many and should not be vague. In case of an administrative training like foundation training the course objectives should be divided into two categories : broad objectives and specific objectives. Broad objectives should reflect the ultimate goal of the training and these objectives need not be measurable. But the specific objectives should be expressed in clear and unambiguous terms and should reflect immediate and intermediate goal of training and also should be amenable to measurement. Keeping this in mind, the researchers have reformulated the course objectives as shown below :

**Broad Objective :**

- a. To create a vast pool of public administrators with positive outlook who are committed to public service appropriate to Bangladesh situation.

**Specific Objectives :**

- a. To help the trainees explore their dormant potentials through intensive physical and mental labour
- b. To assist them in enhancing capacity for making speedy, pragmatic and analytical decisions
- c. To promote esprit de corps in the members of the civil service participating in the course
- d. To develop a common and uniform civil service behaviour through increasing theoretical and practical knowledge on Bangladesh and administration and development of Bangladesh, and
- e. To help them develop practical skills and acquire techniques of managing development.

5.15 Since training is a continuous process, evaluation of training outcomes should be continuous as well. At present the centre evaluates the training outcomes at the individual level. But no steps have been taken for evaluating outcomes at the job, organizational and societal level. For this Refresher Course on Foundation Training should be conducted regularly so that the trained officers may join the refresher course within one year of the completion of their training.

5.16 At present, the arena of public administration is characterised by non-cooperation and distrust. This hostile and non-placid environment is hampering transfer of acquired knowledge, skills and attitude to the job situations. To ameliorate this adverse work environment, short on-the-job Familiarization Course should be conducted on intra as well as inter-departmental basis at the district level. Strengthening of the relationship between the training institution and client organizations is also suggested to narrow down information gap.

5.17 In the erstwhile Civil Officers' Training Academy (COTA), duration of foundation courses was about six months. Bangladesh Public Administration Training Centre (BPATC) started with four-month long foundation course. On the other hand, the SFCs were of two-month duration. Insufficient duration was found to be the major shortcoming of the SFCs in laying the foundation of Bangladesh-specific dynamism among the trained officers. BPATC has already gone back to four-month long foundation course since April, 1992. Theoretically, duration of a training programme follows from its curriculum and its curriculum flows from its objectives. On the basis of the suggested specific objectives, course curriculum for the on-going four-month long foundation course was developed by the researchers. For this original version of foundation curriculum, one can consult training calendar 1991-92 of the BPATC. In the process of curriculum development, the researchers found four months were not long enough to accommodate all the elements followed from the suggested specific objectives. Six months would have been a rational time span to suit all the elements as demanded by the suggested specific objectives of a foundation course.

5.18 The main goal (defined as broad objective in the study) of foundation training is to create a pool of public managers with positive outlook who are committed to public service appropriate to Bangladesh situation. Findings of this study obviously point out that to succeed in the development efforts and to achieve development goals and to create a pool of committed public managers foundation training should be imparted both to general and technical cadres. Socio-political and economic realities of Bangladesh demand foundation training for the newly recruited officers of the technical cadres like Health, Agriculture and Engineering.

## NOTATION

|       |   |                                                  |
|-------|---|--------------------------------------------------|
| SFC   | = | Special Foundation Course                        |
| BPATC | = | Bangladesh Public Administration Training Centre |
| RPATC | = | Regional Public Administration Training Centre   |
| BCS   | = | Bangladesh Civil Service                         |
| COTA  | = | Civil Officers' Training Academy                 |
| O     | = | Output                                           |
| I     | = | Inputs                                           |
| t     | = | time                                             |
| K     | = | Knowledge                                        |
| S     | = | Skills                                           |
| A     | = | Attitude                                         |
| T     | = | Training event                                   |
| li    | = | Individual improvement                           |
| Ji    | = | On-the-job improvement                           |
| Od    | = | Organizational development                       |
| SFf   | = | Fulfilment of societal needs                     |
| AN    | = | Analytical bending                               |
| AP    | = | Aptness in problem-solving                       |
| OB    | = | Objectivity                                      |
| PU    | = | Punctuality                                      |
| RE    | = | Responsibility                                   |
| AY    | = | Activeness                                       |
| WO    | = | Workmanlikeness                                  |
| FR    | = | Fraternity                                       |
| PA    | = | Participatory mentality                          |
| SE    | = | Self-confidence                                  |
| AC    | = | Accessibility                                    |
| PT    | = | Patriotism                                       |
| EM    | = | Empathy for the poor                             |
| ST    | = | Studiosness                                      |
| NE    | = | Believer in necessity of study                   |
| OP    | = | Optimism                                         |
| PL    | = | Planned habit                                    |
| DI    | = | Disciplined life style                           |
| LA    | = | Law-abidance                                     |
| AS    | = | Average score                                    |

## BIBLIOGRAPHY

- Annisuzzaman, M. et al, Bangladesh Public Administration Training Centre Phase - II Project : An Evaluation (Mimeo), Savar ; BPATC, July, 1990.
- Bramley, Peter, Evaluation of Training : A Practical Guide. London : British Association for Commercial and Industrial Education, 1986.
- Brinkeshoff, Robert O., Achieving Results from Training. San Francisco : Jossey - Bass Publishers, 1987.
- Easterby -Smith, Mark, Evaluation of Management Education, Training & Development. England : Gower, 1986.
- French, Wendell L. and Bell, Cecil H., Jr., Organization Development (Third Edition). New Jersey : Prentice-Hall, Inc., 1984.
- Hossain, Mosharraf and Schaffer, BB, "Evaluation of Post-Training Utilization - An Action Plan for COTA", COTA Bulletin, Vol.4, No.2, July-December, 1982.
- Huq, A. K. Fazlul and Safiullah, Md., Assessment of Training Needs at Foundation Level. Savar : Bangladesh Public Administration Training Centre, 1989.
- Khan, Akbar Ali and Hossain, Mosharraf, "Post-entry Training in Bangladesh Civil Service : A Survey of the Problems and Potentials " in Post-entry Training in Bangladesh Civil Service: The Challenge and Response. Savar : Bangladesh Public Administration Training Centre, 1986.
- Kirkpatrick, Donald L (Compiled), Evaluating Training Programs. Madison : American Society for Training and Development, 1975.
- Laird, Dugan, Approaches to Training and Development (Second Edition). Reading : Addison-Wesley Publishing Company, Inc., 1985.
- Rae, Leslie, How to Measure Training Effectiveness. England : Gower, 1987.
- Stanley, Lloyd A (Edited), Guide to Evaluation of Training. Ljubljana : International Centre for Public Enterprises, 1984.
- Warr, P. et al, Evaluation of Management Training. Wales : Gower Press Limited, 1970.
- Warren, Malcom W., Training for Results (Second Edition). Reading : Addison-Wesley Publishing Company, 1985.
- Watson, Charles E, Managing Development Through Training. Reading : Addison-Wesley Publishing Company, Inc, 1985.

Perceptions of Different Schools about the Levels of Training Objectives and  
Corresponding Variables

| Areas                           | Componets                                                                                                                                 | Suchman<br>(1967) | Kirkpatrick<br>(1967)<br>(1970) | Warr, Bird<br>& Rackham<br>(1970) | Glossary<br>(1971)     | Hamblin<br>(1974) |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------|-----------------------------------|------------------------|-------------------|
| Within the<br>training          | 0 Judgements of the<br>quality of trainees<br>experiences                                                                                 |                   | Reactions                       | Reactions                         |                        | Reaction          |
|                                 | 0 Feedback to trainees<br>about learning                                                                                                  |                   |                                 |                                   |                        |                   |
|                                 | 0 Measures of gain or<br>change                                                                                                           | Immediate         | Learning                        | Immediate                         | Internal<br>validation | Learning          |
|                                 | 0 Feedback to trainers<br>about methods                                                                                                   |                   |                                 |                                   |                        |                   |
| At the Job,<br>after training   | 0 Relevance of the<br>learning goals<br>0 Measures of use<br>of learning or change<br>of behaviour<br>0 Retrospective back<br>to trainers | Intermediate      | Behaviour                       | Intermediate                      | External<br>Validation | Job<br>behaviour  |
| Organisational<br>effectiveness | 0 Measures of change<br>Organisation<br>in organisational<br>performance<br>0 Implementation of<br>individual/action<br>plans or projects | Ultimate          | Results                         | Ultimate                          | Evaluation             |                   |
| Social or<br>cultural<br>values | 0 Measures of social<br>cost and benefits<br>0 Human resources<br>accounting                                                              |                   |                                 |                                   | Evaluation             | Ultimate          |

Source : Peter Bramley, Evaluation of Training : A Practical Guide (1986), p.10.

Comparative Picture of Objectives of Foundation CourseAt COTA

1. To develop a base for civil service professionalism;
2. To develop a personality for commitment to people oriented administration ;
3. To enhance analytical and decision making skills in general administration ;
4. To develop spontaneous attitude for problem identification and problem solving skills ;
5. To broaden theoretical and practical knowledge base among the various sub-cadres of civil service for developing common perception ;
6. To encourage effective inter-personal relationship among the members of various cadres of civil services ;

At BPATC

1. To help conceptualise the constitutional and legal role of a civil servant ;
2. To help enhance their knowledge and skill on development issues, important policies and existing administrative system ;
3. To help practise hard manual and mental labour ;
4. To create positive outlook and law abiding attitude ;
5. To develop analytical decision making capacity and problem identification and problem solving skill;
6. To encourage effective inter-personal relationship among the members of different cadres ;
7. To encourage participation in extra-curricular activities to develop their personality



বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র

সাভার, ঢাকা

বিশেষ বুনিয়াদী প্রশিক্ষণ কোর্সের প্রশিক্ষণোত্তর সমীক্ষা

( প্রশিক্ষণার্থীদের প্রাক-প্রশিক্ষণ ও প্রশিক্ষণোত্তর মূল্যায়ন )

প্রশ্নমালা - ১

[এ প্রশ্নমালায় আপনার প্রদত্ত উত্তর কেন্দ্রের গবেষণা কার্যক্রমে ব্যবহার করা হবে। গবেষণা কার্যক্রমটির উদ্দেশ্য বুনিয়াদী প্রশিক্ষণকে উন্নততর করা।]

নামঃ----- ক্যাডারঃ-----

চাকুরীতে যোগদানের তারিখ-----

ক। সঠিক উত্তরটির সামনে টিক দিনঃ

১। বাংলাদেশের সংবিধান অনুযায়ী সমস্ত ক্ষমতার উৎস-

- ক। রাষ্ট্রপতি
- খ। সংসদ
- গ। জনগন
- ঘ। রাজনৈতিক দল

২। সংবিধান অনুযায়ী প্রজাতন্ত্রের কর্মে নিযুক্ত প্রত্যেক ব্যক্তির (সরকারী কর্মচারী) কর্তব্য-

- ক। আইন শৃঙ্খলা মেনে চলা
- খ। দাপ্তরিক কাজ ঠিকমত করা
- গ। সৎ থাকা
- ঘ। জনগণের সেবা করা

৩। সরকারের কার্যক্রম বন্টন ও সম্পাদন নির্ধারিত হয়-

- ক। সচিবালয় নির্দেশমালা অনুযায়ী
- খ। কার্যবিধিমালা অনুযায়ী
- গ। রাষ্ট্রপতির নির্দেশ অনুযায়ী
- ঘ। অন্য কোন আইন/অধ্যাদেশ/বিধি অনুযায়ী

৪। বিভিন্ন মন্ত্রণালয়/বিভাগ-এর মধ্যে সমন্বয়ের দায়িত্ব

- ক। রাষ্ট্রপতির সচিবালয়ের
- খ। সংস্থাপন মন্ত্রণালয়ের
- গ। মন্ত্রী পরিষদ বিভাগের
- ঘ। পরিকল্পনা কমিশন

৫। সরকারী কর্মচারী (শৃঙ্খলা ও আপীল) বিধি, ১৯৮৫ অনুযায়ী 'যুক্তিসঙ্গত কারণ ছাড়া বিভাগীয় পরীক্ষায় অংশগ্রহণ করতে ব্যর্থ হওয়া -

- ক। অদক্ষতা
- খ। ডিজারশন
- গ। অসদাচরণ
- ঘ। দুর্নীতি

৬। সরকারী কর্মচারী (শৃঙ্খলা ও আপীল) বিধি, ১৯৮৫ অনুযায়ী লঘু দণ্ড হলো-

- ক। নিম্নপদে বা নিম্ন টাইম স্কেলে নামিয়ে দেয়া
- খ। বাধ্যতামূলক অবসরদান
- গ। চাকুরি থেকে অপসারণ
- ঘ। টাইম স্কেলের নিম্নস্তরে নামিয়ে দেয়া।

৭। অর্থনৈতিক উন্নয়ন হচ্ছে একটা প্রক্রিয়া যার মাধ্যমে নিরবচ্ছিন্নভাবে দেশের-

- ক। জাতীয় উৎপাদন বাড়তে থাকে
- খ। প্রকৃত জাতীয় আয় বাড়তে থাকে
- গ। প্রকৃত মাথা পিছু আয় বাড়তে থাকে
- ঘ। সার্বিক আর্থ-সামাজিক অবস্থার উর্ধ্বমুখী সম্প্রসারণ ঘটতে থাকে।

৮। উন্নয়ন প্রশাসনকে সংজ্ঞায়িত করা হয় একটি প্রক্রিয়া হিসেবে যার মাধ্যমে ব্যক্তি ও প্রতিষ্ঠান সংগঠিত হয় এবং প্রাপ্ত সম্পদ ব্যবহার করে-

- ক। আইন শৃঙ্খলা রক্ষা করার জন্য
- খ। উন্নয়নের নির্দিষ্ট লক্ষ্যমাত্রা অর্জনের জন্য
- গ। লোক প্রশাসন ব্যবস্থাপনার জন্য
- ঘ। দেশ প্রতি রক্ষার জন্য

৯। কার্য সম্পাদনের সুবিধার্থে সংগঠনের কোন নির্দিষ্ট স্তরে কার্য হস্তান্তর করাকে বলে-

- ক। ক্ষমতা অর্পণ (Delegation of authority)
- খ। বিকেন্দ্রন (Deconcentration)
- গ। ক্ষমতা হস্তান্তর (Devolution)
- ঘ। কোনটিই নয়।

১০। উন্নয়ন প্রক্রিয়ায় জনগণের অংশগ্রহণ নিশ্চিত করলে -

- ক। সিদ্ধান্ত গ্রহণে জনগণ ভূমিকা রাখতে পারে
- খ। জনগণ স্বেচ্ছায় উন্নয়ন কর্মকাণ্ডে অবদান রাখতে পারে
- গ। উন্নয়নের সুফলে জনগণের অংশীদারিত্ব নিশ্চিত হয়
- ঘ। সব কয়টিই সঠিক।

১১। সঠিক নেতৃত্বের জন্য কোনটি পরিত্যাজ্য-

- ক। মানব-প্রকৃতি সম্পর্কে ধারণা রাখা
- খ। উচ্ছ্বাসিত প্রশংসা করা
- গ। সমস্যা সমাধানের দক্ষতা থাকা
- ঘ। মানব-দুর্বলতা সমূহের চিহ্নিতকরণ ও নিন্দা করা।

১২। বাংলাদেশের প্রধান তিনটি সম্পদ হচ্ছে-

- ক। ভূমি, পানি ও মানুষ
- খ। বন, খনিজ ও মানুষ
- গ। জ্বালানী, ভূমি ও পানি
- ঘ। জ্বালানী, পানি ও মানুষ।

১৩। বাংলাদেশের উন্নয়নের প্রধান সমস্যা হচ্ছে-

- ক। পুঁজির অভাব
- খ। অনুন্নত প্রযুক্তি
- গ। অদক্ষ প্রশাসন
- ঘ। অনুন্নত মানব শক্তি
- ঙ। উপায়ের প্রতীতি।

১৪। পরিমাণগত বিশ্লেষণ (Quantitative analysis) প্রশাসনিক সিদ্ধান্তকে-

- ক। বস্তুনিষ্ঠ করে
- খ। বিশ্বাস-অভিমুখী করে
- গ। গোষ্ঠী-অভিমুখী করে
- ঘ। ব্যক্তি-কেন্দ্রিক করে।

১৫। একটি দেশের মোট অভ্যন্তরীণ উৎপাদন (GDP) মোটামুটিভাবে ঐ দেশের-

- ক। আর্থনৈতিক শক্তি দেখায়
- খ। মোট জাতীয় কল্যাণ দেখায়
- গ। মোট সামাজিক উৎপাদন দেখায়
- ঘ। উপরের কোনটিই সত্য নয়
- ঙ। উপরের সব কয়টিই সঠিক

১৬। বাংলাদেশের চরম দারিদ্রের কারণ হিসেবে উল্লেখ করা যায়-

- ক। দীর্ঘ ঔপনিবেশিক শোষণকে
- খ। আমাদের জনসংখ্যাকে
- গ। আমাদের রাজনৈতিক ও প্রশাসনিক দুর্বলতাকে
- ঘ। উপরের সব কয়টিকে।

১৭। বাংলাদেশে পরিকল্পিত অর্থনৈতিক উন্নয়ন প্রচেষ্টা নে'য়া হচ্ছে-

- ক। সম্পদের সুযম ব্যবহারের জন্য
- খ। দ্রুত অর্থনৈতিক উন্নয়ন অর্জনের জন্য
- গ। উন্নয়নে বাজার অর্থনৈতিক ব্যর্থতার জন্য
- ঘ। বৈদেশিক সাহায্য প্রাপ্তির জন্য
- ঙ। উপরের কয়টির জন্য।

১৮। বাংলাদেশের মাথা পিছু ঋণের পরিমাণ-

- ক। প্রায় ৬০ মার্কিন ডলার
- খ। প্রায় ৯০ মার্কিন ডলার
- গ। প্রায় ১২০ মার্কিন ডলার
- ঘ। কোনটিই নয়।

১৯। চতুর্থ পঞ্চবার্ষিকী পরিকল্পনার তিনটি উদ্দেশ্য হচ্ছে-

- ক। স্বনির্ভরতা অর্জন, প্রবৃদ্ধি অর্জন ও দারিদ্র দূরীকরণ
- খ। শিক্ষার হার বাড়ানো, মাথা পিছু আয় বৃদ্ধি করা ও মানব সম্পদ উন্নয়ন
- গ। স্বনির্ভরতা অর্জন, অবকাঠামো উন্নয়ন ও দারিদ্র দূরীকরণ
- ঘ। সুযম বন্টন, মাথা পিছু আয় বাড়ানো ও খাদ্য উৎপাদন বাড়ানো।

২০। স্বাস্থ্যখাতের প্রকল্পসমূহ কোন্ শ্রেণীভুক্ত প্রকল্পঃ

- ক। এক্স (X)
- খ। ওয়াই (Y)
- গ। জেড (Z)
- ঘ। কোনটি নয়।

খ। নীচের খালি জায়গায় আপনার উত্তর লিখুন।

১। নথির সূচক (Index) কোন কোন বিষয় নিয়ে গঠিত ?

(ক) -----

(খ) -----

(গ) -----

(ঘ) -----

২। নিম্নে একটি দাপ্তরিক স্বাক্ষরের কাঠামো-নমুনা দেয়া আছে :

দপ্তরের নাম

স্বাক্ষর নং

তারিখ:

সূত্র :

পত্রের বিষয়বস্তু

৩। সভার কার্যবিবরণীতে কোন বিষয় লিপিবদ্ধ করতে হয় ?

(ক) -----

(খ) -----

(গ) -----

(ঘ) -----

৪। আপনার মুদ্রাস্ফরিক কোন অপরাধ করেছেন। এ অপরাধের জন্য তিরস্কার ব্যতীত লঘু দণ্ড তিনি পেতে পারেন। আপনি তাঁকে সরকারী কর্মচারী (শৃঙ্খলা ও আপীল) বিধি ১৯৮৫ অনুযায়ী কিভাবে তাঁর বিষয়টি নিষ্পত্তি করতে পারেন ? শুধুমাত্র ধাপগুলো উল্লেখ করুন।

(ক) -----

(খ) -----

(গ) -----

(ঘ) -----

৫। যে কোন প্রতিবেদনের প্রধান তিনটি অংশ কি কি ?

(ক) -----

(খ) -----

(গ) -----

৬। কোন একটি দেশের বছরের তিন সময়ের গড় তাপমাত্রা নিম্নরূপ (তাপমাত্রা সেন্টিগ্রেডে পরিমাপ করা):

-১, ০, ১

(ক) দেশটির গড় তাপমাত্রা কত ? -----

(খ) দেশটির জলবায়ু কি ধরনের ? -----

(গ) দেশটির তাপমাত্রা বার চার্টে (Bar-Chart) -এ দেখান। :

৭। বাংলাদেশের মোট অভ্যন্তরীণ জাতীয় উৎপাদন (GDP) গড়ে শতকরা ৩ হারে বাড়ছে। জনসংখ্যা বাড়ছে বার্ষিক শতকরা ২.৫ হারে।

(ক) বাংলাদেশে গড় মাথাপিছু জাতীয় উৎপাদন কত? -----

(খ) গড় মাথাপিছু জাতীয় উৎপাদন বাড়ছে না কমছে? -----

৮। 'প্রকল্প সারপত্র' (Project Concept Paper) -এ প্রধানতঃ নিম্নে বর্ণিত বিষয়ের উল্লেখ থাকবেঃ

(ক) প্রস্তাবিত প্রকল্পের বর্ণনা

(খ) মূল -----

(গ) বঙ্গবর্ষিক পরিকল্পনার সাথে সংগতি

(ঘ) প্রকল্পের বিভিন্ন অংশ ও তার প্রাক্কলিত ব্যয়

(ঙ) -----

(চ) প্রাতিষ্ঠানিক ব্যবস্থা

(ছ) সম্ভাব্য মেয়াদ

(জ) মহিলাসহ অন্যান্য ----- ও

(ঝ) পরিবেশের উপর ----- ।

গ। যথাযথ ঘরে টিক দিন (সর্বোচ্চ ৬ এবং সর্ব নিম্ন ১):

নিম্ন

উচ্চ

১। আপনি নিজেকে কতটা বিশেষণাত মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

২। সিদ্ধান্ত গ্রহণে উপাত্তের প্রয়োজনীয়তা কতটুকু?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৩। আপনি কি ব্যক্তি-কেন্দ্রিক?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৪। অন্য ক্যাডারের সহকর্মীর সাথে বন্ধুত্ব আপনি কতটা আগ্রহী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৫। Participatory Management-কে আপনি কতটুকু ফলপ্রসূ মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৬। আপনি কতটুকু আত্ম-বিশ্বাসী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৭। আপনি কতটুকু সময়ানবর্তিতা মেনে চলেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৮। সমস্যা সমাধানে আপনি কতটা পারদর্শী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৯। আপনার কালে আপনার অধীনস্থ কর্মকর্তা/কর্মচারীর প্রবেশযোগ্যতা থাকায় প্রয়োজনীয়তা কতটা?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১০। আপনি আপনার দেশকে কতটুকু ভালোবাসেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১১। বাংলাদেশের দরিদ্র জনসাধারণের প্রতি আপনার সহানুভূতি কতটা?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১২। আপনি নিজেকে কতটুকু দায়িত্ববান বলে মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৩। আপনি নিজেকে কতটা পরিশ্রমী মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|



১৪। আপনি মনে করেন সরকারী কর্মচারীর  
কায়িক পরিশ্রমের প্রয়োজন আছে?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৫। আপনি পড়তে কতটা ভালোবাসেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৬। সরকারী চাকরীতে যোগদানের পরও লেখাপড়ার  
প্রয়োজনীয়তা কতটুকু?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৭। আপনি নিজেকে কতটা আশাবাদী মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৮। আপনি আপনার কাজ-কর্মের কি পূর্ব-পরিকল্পনা  
করে নেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৯। আপনকার জীবন কতটা শৃঙ্খলিত?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

২০। আপনি কি আবার মনে চলতে পছন্দ করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

ঘ। ১। নিম্নে বুনিয়াদী প্রশিক্ষণ কোর্সের উদ্দেশ্যসমূহ দেয়া আছে। উদ্দেশ্যসমূহের মধ্যে আপনি যেগুলোকে প্রয়োজনীয় মনে করেন তার ডান পাশে টিক (✓) চিহ্ন এবং যেগুলো অপ্রয়োজনীয় মনে করেন তার ডান পাশে ক্রস (x) দিন :

- (ক) সরকারী কর্মকর্তা হিসেবে সাংবিধানিক ও আইনগত ভূমিকা উপলব্ধিকরণ ;
- (খ) নির্ধারিত বিষয়সমূহে অংশগ্রহণকারীদের জ্ঞান ও দক্ষতা বৃদ্ধিতে সাহায্য করা ;
- (গ) বিভিন্ন ক্যাডারের অংশগ্রহণকারীদের মধ্যে নিবিড় ব্যক্তিগত সম্পর্ক, সহযোগিতা, সহমর্মিতা ও সদ্ভাব সৃষ্টি করা ;
- (ঘ) উন্নয়নের বিভিন্ন দিন, সরকারের গুরুত্বপূর্ণ নীতিসমূহ এবং বাংলাদেশে বিদ্যমান প্রশাসনিক পদ্ধতি সম্পর্কে অংশগ্রহণকারীদের সাধারণ ধারণা দেয়া ;
- (ঙ) প্রশাসনিক ব্যবস্থাপনা কৌশলের ব্যবহারিক দিকগুলোর সাথে অংশগ্রহণকারীদের সুষ্ঠুভাবে পরিচয় করিয়ে দেয়া ;
- (চ) কঠোর শারীরিক ও মানসিক শ্রমের মাধ্যমে অংশগ্রহণকারীদের নিজেদের অভিনিহিত কর্মক্ষমতা উদ্ভাবনে উদ্বুদ্ধ করা ;
- (ছ) ইতিবাচক দৃষ্টিভঙ্গী এবং নিয়ম শৃঙ্খলা মেনে চলার মানসিকতা সৃষ্টি করা ;
- (জ) অংশগ্রহণকারীদের বিশ্লেষণ ক্ষমতা ও দ্রুত সিদ্ধান্ত গ্রহণের ক্ষমতা বৃদ্ধি করা এবং সমস্যা সমাধানের জন্য উপযুক্ত মনোভাব গঠনে সহায়তা করা এবং
- (ঝ) ব্যক্তিত্বের সুষ্ঠু বিকাশের জন্য বিভিন্ন ধরনের কোর্স বহির্ভূত বিষয়ে অংশগ্রহণে উৎসাহিত করা ।

২। বুনিয়াদী প্রশিক্ষণ কোর্সের আর কোন উদ্দেশ্য সংযোজন এবং বর্তমান উদ্দেশ্য পরিমার্জনকল্পে আপনার মতামত ব্যক্ত করুন।

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র  
সাভার, ঢাকা

**বিশেষ বুনিয়াদী প্রশিক্ষণ কোর্সের প্রশিক্ষণোত্তর সমীক্ষা**  
(কেবলমাত্র প্রশিক্ষণপ্রাপ্ত কর্মকর্তাদের জন্য)

**প্রশ্নমালা-২**

[এ প্রশ্নমালায় আপনার প্রদত্ত উত্তর কেন্দ্রের গবেষণা কার্যক্রমে ব্যবহার করা হবে। গবেষণা কার্যক্রমটির উদ্দেশ্য হলো  
বুনিয়াদী প্রশিক্ষণ কোর্সকে উন্নততর করা।]

**ক। ব্যক্তিগত তথ্যাদি**

১। নামঃ

২। অ। পদবীঃ

আ। ক্যাডারঃ

৩। প্রতিষ্ঠানঃ

৪। সরকারী চাকুরীতে যোগদানের তারিখঃ

৫। নিম্ন জেলাঃ

৬। জন্ম তারিখঃ

৭। সর্বশেষ শিক্ষাগত যোগ্যতাঃ

৮। বিপিএটিসি'র কোন কোর্সে প্রশিক্ষণ প্রাপ্ত হয়েছেন?

## খ। বিশেষ বুনিয়াদী প্রশিক্ষণ কোর্সের ফলাফল

### অংশ-১

[ কার্য সম্পাদন উন্নয়ন, প্রাতিষ্ঠানিক উন্নয়ন ও জাতীয় খ্যাতিশা পূরণ]

১। অ। বাংলাদেশ উপযোগী একজন গতিশীল (dynamic) কর্মকর্তা হিসেবে গড়ে ওঠার জন্য বিশেষ বুনিয়াদী প্রশিক্ষণ কোর্স কি আপনার বুনিয়াদ তৈরী করতে সফলকাম হয়েছে?

হ্যাঁ ☐ না ☐

আ। ওপরের উত্তর 'না' হলে, কেন হয়নি? (আপনার মতে যে উত্তরটি/উত্তরসমূহ সঠিক, সেটিতে/সেগুলোতে টিক (✓) দিন)

বিশেষ বুনিয়াদী কোর্সের বিষয়বস্তুতে আপনার প্রয়োজনের প্রতিফলন ঘটেনি/ কেন্দ্রের প্রশিক্ষকবৃন্দ যথেষ্ট নিবেদিত ও/ উচ্চমানের নয়/ সঠিক প্রশিক্ষণ পদ্ধতি নে'য়া হয়নি/ আপনার জন্য আদৌ বুনিয়াদী প্রশিক্ষণের দরকার নেই/বুনিয়াদী প্রশিক্ষণের সময়কাল যথেষ্ট নয়/সঠিক সময়ে বুনিয়াদী প্রশিক্ষণ দে'য়া হয়নি/নবীন ও প্রবীনদের একই সাথে প্রশিক্ষণ দে'য়া/ দেশজ যথেষ্ট উপকরণ পাঠ্যসূচীতে নেই/ অন্যান্য কোন কারণ (যদি আপনি মনে করেন উল্লেখ করুন) -----

২। বিশেষ বুনিয়াদী কোর্স নিয়ে বর্ণিত বিষয়সমূহে কতটা সহায়ক হয়েছে? (টিক দিন সর্বোচ্চ ৬, সর্বনিম্ন ১)

সমস্যা বিশ্লেষণে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

দ্রুত সিদ্ধান্ত গ্রহণ ও বাস্তবায়নে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

প্রকল্প প্রণয়ন ও বাস্তবায়নে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

ইতিবাচক দৃষ্টিভঙ্গী গঠনে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

কঠোর পরিশ্রমের মাধ্যমে অন্তর্নিহিত কর্মক্ষমতা উদ্ভাবনে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

ব্যক্তিত্বের সুষ্ঠু বিকাশে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

উন্নয়ন প্রশাসনের একজন কর্মী হিসেবে গড়ে উঠতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

বাংলাদেশকে আরো ঘনিষ্ঠভাবে জানতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

বাংলাদেশের আর্থ-সামাজিক উন্নয়নের সমস্যা ও

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

সম্ভাবনা সম্পর্কে জানতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

বিভিন্ন ক্যাডারের মধ্যে নিবিড় বন্ধুত্ব সৃষ্টি করতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

প্রশাসনিক ব্যবস্থাপনা কৌশলের ব্যবহারিক দিকগুলো

সম্পর্কে সুদৃষ্টভাবে পরিচিত হতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

সরকারী কর্মকর্তা হিসেবে সাংবিধানিক ও আইনগত ভূমিকা উপলব্ধি করতে

৩। অ। প্রশিক্ষণ লব্ধ ধারণা, কৌশল বা নীতি আপনার প্রতিষ্ঠানে প্রয়োগের প্রয়াস নিয়েছিলেন কিনা?

হ্যাঁ ☐ না ☐

আ। উত্তর 'হ্যাঁ' হলে-

১। আপনার প্রয়াসের ফল কি ছিল?

সাফল্যজনক

☐

মোটামুটি

☐

ব্যর্থ

☐

২। প্রশিক্ষণলব্ধ কোন্ ধারণা/কৌশল/নীতি আপনি প্রয়োগের উদ্যোগ নিয়েছিলেন?

ই। প্রশিক্ষণ লব্ধ জ্ঞান ও দক্ষতাকে প্রতিষ্ঠানের উন্নয়নের জন্য প্রয়োগের ক্ষেত্রে সমস্যাবলী কি কি?

উর্দ্ধতন কর্মকর্তাদের প্রতিরোধ/ সহযোগিতার অভাব

☐

কর্মস্থলে পারস্পরিক বিশ্বাসযোগ্যতার অভাব

☐

প্রশিক্ষণের সাথে প্রতিষ্ঠানের কাজে সঙ্গতিহীনতা

☐

প্রতিষ্ঠানের সার্বিক পরিবেশ অনুকূল নয়

☐

অন্যান্য (উল্লেখ করুন)-----

☐

অংশ-২  
[জ্ঞানের ধারণা ক্ষমতা]

সঠিক উত্তরটির সামনে টিক দিনঃ

১। বাংলাদেশের সংবিধান অনুযায়ী সমস্ত ক্ষমতার উৎস-

- ক। রাষ্ট্রপতি
- খ। সংসদ
- গ। জনগণ
- ঘ। রাজনৈতিক দল

২। অর্থনৈতিক উন্নয়ন হচ্ছে একটি প্রক্রিয়া যার মাধ্যমে নিরবচ্ছিন্নভাবে দেশের-

- ক। জাতীয় উৎপাদন বাড়তে থাকে
- খ। প্রকৃত জাতীয় আয় বাড়তে থাকে
- গ। প্রকৃত মাথাপিছু আয় বাড়তে থাকে
- ঘ। সার্বিক আর্থ-সামাজিক অবস্থার উর্ধ্বমুখী সম্প্রসারণ ঘটতে থাকে।

৩। উন্নয়ন প্রশাসনকে সংজ্ঞায়িত করা হয় একটি প্রক্রিয়া হিসেবে যার মাধ্যমে ব্যক্তি ও প্রতিষ্ঠান সংগঠিত হয় এবং প্রাপ্ত সম্পদ ব্যবহার করে-

- ক। আইন শৃঙ্খলা রক্ষা করার জন্য
- খ। উন্নয়নের নির্দিষ্ট লক্ষ্যমাত্রা অর্জনের জন্য
- গ। লোক প্রশাসন ব্যবস্থাপনার জন্য
- ঘ। দেশ প্রতিরক্ষার জন্য।

৪। কার্য সম্পাদনের সুবিধার্থে সংগঠনের কোন নির্দিষ্ট স্তরে কার্য হস্তান্তর করাকে বলে-

- ক। ক্ষমতা অর্পণ (Delegation of authority)
- খ। বিকেন্দ্রণ (Deconcentration)
- গ। ক্ষমতা হস্তান্তর (Devolution)
- ঘ। কোনটিই নয়।

৫। উন্নয়ন প্রক্রিয়ায় জনগণের অংশগ্রহণ নিশ্চিত করলে -

- ক। সিদ্ধান্ত গ্রহণে জনগণ ভূমিকা রাখতে পারে
- খ। জনগণ স্বেচ্ছায় উন্নয়ন কর্মকাণ্ডে অবদান রাখতে পারে
- গ। উন্নয়নের সুফলে জনগণের অংশীদারিত্ব নিশ্চিত হয়
- ঘ। সব কয়টিই সঠিক।

৬। সঠিক নেতৃত্বের জন্য কোনটি পরিত্যাগ্য-

- ক। মানব প্রকৃতি সম্পর্কে ধারণা রাখা
- খ। উচ্ছ্বসিত প্রশংসা করা
- গ। সমস্যা সমাধানের দক্ষতা থাকা
- ঘ। মানব দুর্বলতা সমূহের চিহ্নিতকরণ ও নিন্দা করা।

৭। বাংলাদেশের উন্নয়নের প্রধান সমস্যা হচ্ছে-

- ক। পুঞ্জির অভাব
- খ। অনুন্নত প্রযুক্তি
- গ। অদক্ষ প্রশাসন
- ঘ। অনুন্নত মানব শক্তি
- ঙ। উপরের প্রতিটি।

৮। পরিমাণগত বিশ্লেষণ (Quantitative analysis) প্রশাসনিক সিদ্ধান্তকে-

- ক। বস্তুনিষ্ঠ করে
- খ। বিশ্বাস-অভিমুখী করে
- গ। গোষ্ঠী-অভিমুখী করে
- ঘ। ব্যক্তি-কেন্দ্রিক করে।

৯। একটি দেশের মোট অভ্যন্তরীণ উৎপাদন (GDP) মোটামুটিভাবে ঐ দেশের-

- ক। আর্থনৈতিক শক্তি দেখায়
- খ। মোট জাতীয় কল্যাণ দেখায়
- গ। মোট সামাজিক উৎপাদন দেখায়
- ঘ। উপরের কোনটিই সত্য নয়
- ঙ। উপরের সব কয়টিই সঠিক।

১০। বাংলাদেশের চরম দারিদ্রের কারণ হিসেবে উল্লেখ করা যায়-

- ক। দীর্ঘ ঔপনিবেশিক শোষণকে
- খ। আমাদের জনসংখ্যাকে
- গ। আমাদের রাজনৈতিক ও প্রশাসনিক দুর্বলতাকে
- ঘ। উপরের সব কয়টিকে।

১১। বাংলাদেশে পরিকল্পিত অর্থনৈতিক উন্নয়ন প্রচেষ্টা নেয়া হচ্ছে-

- ক। সম্পদের সুস্থ ব্যবহারের জন্য
- খ। দ্রুত অর্থনৈতিক উন্নয়ন অর্জনের জন্য
- গ। উন্নয়নে বাজার অর্থনীতির ব্যর্থতার জন্য
- ঘ। উপরের সব কয়টির জন্য।

অংশ-৩  
[ দৃষ্টিভঙ্গীগত পরিবর্তন]

যথাযথ ঘরে টিক দিন (সর্বোচ্চ ৬ এবং সর্ব নিম্ন ১)ঃ

সর্ব নিম্ন

সর্বোচ্চ

১। আপনি নিজেকে কতটা বিশ্লেষণাত্মক মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

২। সিদ্ধান্ত গ্রহণে উপাত্তের প্রয়োজনীয়তা কতটুকু?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৩। আপনি কি ব্যক্তি-কেন্দ্রিক?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৪। অন্য ক্যাডারের সহকর্মীর সাথে বন্ধুত্বে আপনি কতটা আগ্রহী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৫। Participatory Management-কে আপনি কতটুকু ফলপ্রসূ মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৬। আপনি কতটুকু আত্ম-বিশ্বাসী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৭। আপনি কতটুকু সময়ানুবর্তিতা মেনে চলেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৮। সমস্যা সমাধানে আপনি কতটা পারদর্শী?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

৯। আপনার কাছে আপনার অধীনস্থ কর্মকর্তা/কর্মচারীর প্রবেশযোগ্যতা থাকার প্রয়োজনীয়তা কতটা?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১০। আপনি আপনার দেশকে কতটুকু ভালোবাসেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১১। বাংলাদেশের দরিদ্র জনসাধারণের প্রতি আপনার সহানুভূতি কতটা?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১২। আপনি নিজেকে কতটুকু দায়িত্ববান বলে মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৩। আপনি নিজেকে কতটা পরিশ্রমী মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|



১৪। আপনি মনে করেন সরকারী কর্মকর্তা ও কর্মচারীর  
কায়িক পরিশ্রমের প্রয়োজন আছে?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৫। আপনি পড়তে কতটা ভালোবাসেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৬। সরকারী চাকরীতে যোগদানের পরও লেখাপড়ার  
প্রয়োজনীয়তা কতটুকু?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৭। আপনি নিজেকে কতটা আশাবাদী মনে করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৮। আপনি আপনার কাজ-কর্মের কি পূর্ব-পরিকল্পনা  
করে নেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

১৯। আপনি কতটা শৃঙ্খলা মেনে চলেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

২০। আপনি কি আইন মেনে চলতে পছন্দ করেন?

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

[বুনিয়াদী প্রশিক্ষণ কোর্সের উদ্দেশ্য সম্পর্কিত মতামত]

১। নিম্নে বুনিয়াদী প্রশিক্ষণ কোর্সের উদ্দেশ্যসমূহ দেয়া আছে। উদ্দেশ্যসমূহের মধ্যে আপনি যেগুলোকে প্রয়োজনীয় মনে করেন তার ডান পাশে (✓) টিক চিহ্ন এবং যেগুলো অপ্রয়োজনীয় মনে করেন তার ডান পাশে ক্রস (X) দিনঃ

- ক। সরকারী কর্মকর্তা হিসেবে সাংবিধানিক ও আইনগত ভূমিকা উপলব্ধিকরণ ;
- খ। নির্ধারিত বিষয়সমূহে অংশগ্রহণকারীদের জ্ঞান ও দক্ষতা বৃদ্ধিতে সাহায্য করা ;
- গ। বিভিন্ন ক্যাডারের অংশগ্রহণকারীদের মধ্যে নিবিড় ব্যক্তিগত সম্পর্ক, সহযোগিতা, সহর্মিতা ও সদ্ভাব সৃষ্টি করা ;
- ঘ। উন্নয়নের বিভিন্ন দিক, সরকারের গুরুত্বপূর্ণ নীতিসমূহ এবং বাংলাদেশে বিদ্যমান প্রশাসনিক পদ্ধতি সম্পর্কে অংশগ্রহণকারীদের সাধারণ ধারণা দেয়া ;
- ঙ। প্রশাসনিক ব্যবস্থাপনা কৌশলের ব্যবহারিক দিকগুলোর সাথে অংশগ্রহণকারীদের সুষ্ঠুভাবে পরিচয় করিয়ে দেয়া ;
- চ। কঠোর শারীরিক ও মানসিক শ্রমের মাধ্যমে অংশগ্রহণকারীদের নিজেদের অন্তর্নিহিত কর্মক্ষমতা উদ্ভাবনে উদ্বুদ্ধ করা ;
- ছ। ইতিবাচক দৃষ্টিভঙ্গী এবং নিয়ম শৃঙ্খলা মেনে চলার মানসিকতা সৃষ্টি করা ;
- জ। অংশগ্রহণকারীদের বিশ্লেষণ ক্ষমতা ও দূত সিদ্ধান্ত গ্রহণের ক্ষমতা বৃদ্ধি করা এবং সমস্যা সমাধানের জন্য উপযুক্ত মনোভাব গঠনে সহায়তা করা এবং
- ঝ। ব্যক্তিত্বের সুষ্ঠু বিকাশের জন্য বিভিন্ন ধরনের পাঠ্যক্রম বহির্ভূত বিষয়ে অংশগ্রহণে উৎসাহিত করা ।

২। বুনিয়াদী প্রশিক্ষণ কোর্সের আর কোন উদ্দেশ্য সংযোজন এবং বর্তমান উদ্দেশ্য পরিমার্জনকরে আপনার মতামত ব্যক্ত করুন ।

অংশ- ৫  
[উত্তরদাতা সম্পর্কে প্রশ্নকারীর মতামত]

উত্তরদাতা সম্পর্কে আপনি (প্রশ্নকারী) নিম্নে বর্ণিত বিষয়ে আপনার মতামত দিন।

প্রশিক্ষণপ্রাপ্ত কর্মকর্তারঃ

১। জনসেবার মানসিকতা

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

আপনার স্কেলের কারণ-----

২। সহকর্মীদের সাথে সম্পর্ক

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

আপনার স্কেলের কারণ-----

৩। গতিশীল ব্যক্তিত্ব

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

আপনার স্কেলের কারণ-----

৪। নৈতিকতা

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

আপনার স্কেলের কারণ-----

[প্রশিক্ষণপ্রাপ্ত কর্মকর্তার কর্মের সুবিধাভোগীদের (জনগণ) এবং স্থানীয় নির্বাচিত জনপ্রতিনিধিদের  
(প্রযোজ্য ক্ষেত্রে) সাথে আলাপের মাধ্যমে আপনার মতামত খাড়া করবেন।]

তারিখঃ

প্রশ্নকারীর স্বাক্ষরঃ

পূর্ণ নামঃ

পদবীঃ

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র  
সাভার, ঢাকা

বিশেষ বুনিয়াদী প্রশিক্ষণ কোর্সের প্রশিক্ষণোত্তর সমীক্ষা  
(প্রশিক্ষণপ্রাপ্ত কর্মকর্তার উর্ধ্বতন কর্মকর্তা, সহকারী ও অধ্যন্তন কর্মকর্তা/কর্মচারীর জন্য)

প্রশ্নমালা-৩

[এ প্রশ্নমালায় আপনার প্রদত্ত উত্তর কেন্দ্রের গবেষণা কার্যক্রমে ব্যবহার করা হবে। গবেষণা কার্যক্রমটির উদ্দেশ্য হলো বুনিয়াদী প্রশিক্ষণ কোর্সকে উন্নততর করা।]

ক। ব্যক্তিগত তথ্যাদি

- ১। নাম :
- ২। পদবী :
- ৩। প্রতিষ্ঠান :
- ৪। প্রশিক্ষণ প্রাপ্ত কর্মকর্তার সাথে চাকুরীর মেয়াদ :
- ৫। শিক্ষাগত যোগ্যতা :
- ৬। প্রশিক্ষণ সংক্রান্ত তথ্য (যে সব প্রশিক্ষণ পেয়েছেন)

১।

২।

৩।

খ। প্রশিক্ষণপ্রাপ্ত কর্মকর্তা সম্পর্কে অভিমত

- ১। প্রশিক্ষণ প্রাপ্ত কর্মকর্তা বুনিয়াদী প্রশিক্ষণ গ্রহণ করে নিম্ন বর্ণিত বিষয়ে কতটা সফল হয়েছেন?  
সঠিক ঘরে টিক (✓) দিন [১ সর্বনিম্ন, ৬ সর্বোচ্চ]।

জনগণের চাহিদা পূরণ করতে যত্নবান হ'য়া

নতুন ধারণা প্রবর্তনে

| সর্বনিম্ন |   |   | সর্বোচ্চ |   |   |
|-----------|---|---|----------|---|---|
| ১         | ২ | ৩ | ৪        | ৫ | ৬ |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

কাজের প্রতি আগ্রহ ও কর্মতৎপরতা বৃদ্ধিতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

নিজের কাজের দক্ষতা বাড়াতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

নিজের নেতৃত্বের বিকাশে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

উর্ধ্বতন, সহকর্মী ও অধঃস্তনদের সাথে সুন্দর ব্যবহার করতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

অপ্রত্যাশিত ঘটনা/অবস্থা সামলাতে পারদর্শিতা অর্জনে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

দ্রুত সিদ্ধান্ত গ্রহণ ও বাস্তবায়নে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

সমস্যা সমাধানে দৃঢ় প্রত্যঙ্গী হতে  
ইতিবাচক দৃষ্টিভঙ্গী অর্জনে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

সংগঠনের গতিশীলতা বাড়াতে

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| ১ | ২ | ৩ | ৪ | ৫ | ৬ |
|---|---|---|---|---|---|

অন্যান্য (উল্লেখ করুন) -----

২।    অ।    প্রশিক্ষণপ্রাপ্ত কর্মকর্তা প্রশিক্ষণপ্রাপ্ত হয়ে আধুনিক জ্ঞান,  
          দক্ষতা, কৌশল বা পদ্ধতি প্রবর্তনের চেষ্টা করেছেন কিনা ? হ্যাঁ ☐ না ☐

          অ।    উত্তর 'হ্যাঁ' হলে, কোন কোন ক্ষেত্রে ? (ক্ষেত্র/ক্ষেত্রসমূহে (✓) দিন।

                  সংগঠন উন্নয়নে ☐

                  কর্মী ব্যবস্থাপনায় ☐

                  প্রকল্প/দপ্তর পরিকল্পনায় ☐

                  দ্রুত সিদ্ধান্ত গ্রহণ ও বাস্তবায়নে ☐

                  ক্ষমতা অর্পণ ও আচরণের ক্ষেত্রে ☐

                  অন্যান্য (উল্লেখ করুন) ----- ☐

ই। উপরের উত্তর 'না' হলে কারণ কি? (ক্ষেত্র/ক্ষেত্রসমূহে ( ) দিন

প্রশিক্ষণার্থী কর্মকর্তা উদ্যোগী নন (অলস) ☐

বুনিয়াদী প্রশিক্ষণ কোর্স লব্ধ জ্ঞান, দক্ষতা আপনার  
সংগঠনে প্রয়োগযোগ্য নয় ☐

কর্মক্ষেত্রের সার্বিক পরিবেশ অনুকূল নয় ☐

অন্যান্য (যদি থাকে) ----- ☐

৩। চেষ্টা নিয়ে থাকলে তাঁদের এ প্রচেষ্টার সার্থকতা কতটুকু?

সার্থক ☐

মোটামুটি সার্থক ☐

সার্থক নয় ☐

৪। উপরের উত্তর 'না' হলে সার্থক না হবার কারণ কি? (ক্ষেত্র/ক্ষেত্রসমূহে ( ) দিন

প্রশিক্ষণপ্রাপ্ত কর্মকর্তার উর্ধ্বতন কর্মকর্তা/সহকর্মীদের/অধঃস্তনদের প্রতিকূল মনোভাব ☐

সার্বিক বৈরী পরিবেশ ☐

অন্যান্য, (যদি থাকে) ----- ☐

প। ১) আপনার প্রতিষ্ঠানের উন্নয়ন ও বাংলাদেশের জনগণকে অধিকতর সেবা প্রদান সুনিশ্চিত করার জন্য নবীন কর্মকর্তাকে উপযোগী করে তোলাই বিনিয়াদী কোর্সের মুখ্য উদ্দেশ্য। এ লক্ষ্যে বিনিয়াদী পাঠ্যক্রমের নিম্নে বর্ণিত উদ্দেশ্য নির্ধারণ করা হয়েছে। উদ্দেশ্যসমূহের মধ্যে আপনি যেগুলোকে প্রয়োজনীয় মনে করেন তার ডান পাশে (✓) এবং যেগুলো অপ্রয়োজনীয় মনে করেন তার ডান পাশে ক্রস (X) দিন :

- ক) সরকারী কর্মকর্তা হিসেবে সাংবিধানিক ও আইনগত ভূমিকা উপলব্ধিকরণ;
- খ) নির্ধারিত বিষয় সমূহে অংশগ্রহণকারীদের জ্ঞান ও দক্ষতা বৃদ্ধিতে সাহায্য করা ;
- গ) বিভিন্ন ক্যাডারের অংশগ্রহণকারীদের মধ্যে নিবিড় ব্যক্তিগত সম্পর্ক, সহযোগিতা, সহর্মিতা ও সদ্ভাব সৃষ্টি করা ;
- ঘ) উন্নয়নের বিভিন্ন দিক, সরকারের গুরুত্বপূর্ণ নীতিসমূহ এবং বাংলাদেশে বিদ্যমান প্রশাসনিক পদ্ধতি সম্পর্কে অংশগ্রহণকারীদের সাধারণ ধারণা দেয়া ;
- ঙ) প্রশাসনিক ব্যবস্থাপনা কৌশলের ব্যবহারিক দিকগুলোর সাথে অংশগ্রহণকারীদের সুষ্ঠুভাবে পরিচয় করিয়ে দেয়া ;
- চ) কঠোর শারীরিক ও মানসিক শ্রমের মাধ্যমে অংশগ্রহণকারীদের নিজেদের অন্তর্নিহিত কর্মদক্ষতা উদ্ভাবনে উদ্বুদ্ধ করা ;
- ছ) ইতিবাচক দৃষ্টিভঙ্গী এবং নিয়ম শৃঙ্খলা মেনে চলার মানসিকতা সৃষ্টি করা ;
- জ) অংশগ্রহণকারীদের বিশ্লেষণ ক্ষমতা বৃদ্ধি করা এবং সমস্যা সমাধানের জন্য উপযুক্ত মনোভাব গঠনে সহায়তা করা এবং
- ঝ) ব্যক্তিত্বের সুষ্ঠু বিকাশের জন্য বিভিন্ন ধরনের পাঠ্যক্রম বহির্ভূত বিষয়ে অংশগ্রহণে উৎসাহিত করা।

২) বিনিয়াদী প্রশিক্ষণ কোর্সের আর কোন উদ্দেশ্য সংযোজন এবং বর্তমান উদ্দেশ্য পরিমার্জনকল্পে আপনার মতামত ব্যক্ত করুন।

তারিখ :

স্বাক্ষর :

নাম :

পদবী :