

Post Training Utilisation (PTU) of Foundation Training Course (FTC)
A Study on BCS Agriculture, Fisheries and Livestock Cadre Officials

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The supervisory officials of probationers of BCS Agriculture, Fisheries and Livestock Cadres such as Deputy Directors (Agriculture), District Fisheries Officers and District Livestock Officers of different districts and division level officers of the three cadres as well as officers trained in 38th, 39th and 40th Foundation Training Courses belonging to those three cadres also deserve special thanks and appreciation for their patience and kindness in providing necessary data for the study.

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Executive Summary

This study has attempted to look into the utilisation of training inputs of Foundation Training Course at behavioural level by the trained probationers of BCS Agriculture, Fisheries and Livestock Cadres. The specific objectives of the study are to – i) assess the relevance of training inputs to job, ii) measure the extent of utilisation of training inputs, and iii) identify the factors that influence utilisation of training in job situation. It conducts interview of 71 trained officers (64 male and 7 female) attended the 38th, 39th and 40th Foundation Training Course (FTC) organised by BPATC. Among the probationer respondents 32, 23 and 16 belong to BCS Agriculture, Fisheries and Livestock Cadres respectively. The study also collected data from 88 district level officials through questionnaire survey of which 29, 31 and 28 represent BCS Agriculture, Fisheries and Livestock Cadres respectively.

It is revealed from the study that all the nine objectives of FTC are relevant to the probationers of BCS Agriculture, Fisheries and Livestock Cadres. The study also discloses that out of nine only three objectives (2, 8 and 9) of FTC attained satisfactory level of achievement as rated by trained probationers. On the other hand, for the rest six objectives level of achievement is less satisfactory.

Despite the respondents evaluated the objectives to be relevant to the probationers, as regards lesser degree of achievement of the objectives they have identified some reasons. The four significant reasons that resulted in lower degree of achievements include– i) insufficient time for ICT sessions and inadequate facilities of ICT, ii) lack of initiative to foster inter-cadre relationship, iii) inadequate number of sessions on English, lack of opportunity for presentation in English and resource persons with insufficient skills, and iv) unsuitable course contents for all cadre officials.

The study finds that knowledge and skills, which gathered from the modules under Management Process, help most of the trainees perform their tasks to a greater extent. Knowledge and skills earned from the modules under Bangladesh Studies, Public Administration and Skill Development subjects help most of the trainees perform their tasks. On the contrary, knowledge and skills gathered from modules under Development Economics and were found less helpful to them (Table 9-Table 12). This finding indicates that BPATC should work on the modules under Development Economics to make them more pragmatic so that participants can apply their knowledge and skill learnt from the said modules in their workplaces.

Looking at the application of skills from their respective points of view, the supervisors and the trained probationers opined differently about application of skills by the trained probationers in their offices. In most cases the trained officers are of the view that they are applying the gained skills from FTC in discharging their official duties satisfactorily. But the supervisors evaluate the performance of their probationers as regards FTC's skills to be less satisfactory in most cases.

Trained probationers also recognised that FTC has brought some behavioural and attitudinal change among them (Table 14). According to them Foundation Training Course endows with highly satisfactory support (weighted score 90.0 to 95.54) to learn more about the government rules and regulations and abide by those rules and develop sense of respect for the higher authority which is very much related to their job. Again FTC helps the probationers develop inter-personal relationship with colleagues of the same cadre and develop inter-cadre relationships and relationships with non-cadre officials as well. Also FTC played a highly satisfactory role in changing their attitude and behaviour in some other areas such as— attitude to appreciate others, value others' opinions, sense of responsibility for subordinates, attitude to help others, and foster relationship with people, develop human relations and guide them to practice morality in personal and family life and inspire and motivate the colleagues to practice morality and create and protect gender friendly environment in the workplace.

The study also reveals the views of the supervisory officers about the role of FTC in bringing behavioural and attitudinal change among the trained probationers in the same 21 areas as they (trained officers) mentioned earlier (Table 21). According to them FTC satisfactorily helps trained probationers only in four areas. They are— learning about the government rules and regulations and abide by those rules, developing sense of respect for higher authority and interpersonal relationship with colleagues of the same cadre as well as building gender friendly attitude among other colleagues.

They also pointed out that the FTC contribution is less satisfactory to bring about attitudinal change among the probationers of BCS Agriculture, Fisheries and Livestock cadres in sixteen different areas. These are— increase interest in professional development, create and protect gender friendly environment in the workplace, practice morality in personal and family life, develop attitude to foster relationship with people, refrain from doing unethical deeds in the workplace, develop interest of work in the workplace, appreciate others, show respect for others' opinions, have sense of responsibility for the subordinates, have difference of opinion where required, develop attitude to help others, develop inter-personal relationship with other cadre and non-cadre officers, inspire and motivate the colleagues to practice morality, develop interest in English language practice and develop human relations.

Supervisory officers also opined that FTC's role is quite unsatisfactory in changing trainees' attitude and behaviour in six important areas such as to – show difference of opinion where required and disagree to comply with the unethical order (if any) of higher authority, inspire and motivate the colleagues to practice morality, appreciate others, participate in games and physical exercise, practice English language and admit personal weakness. They further viewed that FTC's role is not satisfactory to bring changes in two important behavioural aspects such as admitting personal weakness and declining to carry out the unethical order (if any) of the higher authority.

The study unfolds a contradictory picture about role of FTC in changing behaviour and attitude of trained probationers while we compare the opinions of the participants as well as their supervisors. It depicts that FTC, according to the views of the participants, has been successful to bring attitudinal and behavioural changes among them and the degree of

change is highly satisfactory in most cases. Contrary to their views the supervisors opined differently. To them none of the 21 behavioural and attitudinal aspects of FTC appear to be satisfactory in bringing change among the participants. The degree of change in all aspects is less satisfactory except two of them, which are even poorer than is not satisfactory.

The probationer respondents also identified five important hindrances that bar them from applying learnt KSA from FTC in their workplaces more effectively. These are lack of opportunity to express new ideas, lack of opportunity to practice English language, lack of computer facility, lack of cooperation from the senior officers and lack of scope to drive car.

However, the study establishes a link between training inputs imparted through FTC and their relevance in practical job situations of the trained probationers. It also depicts the pattern of utilisation of training inputs in their work fields. Again, it reveals a number of important factors that negatively influence application of learnt KSA in the workplace. It further reinforces that work environment, one of the significant factors, can play an important role and may exert an 'impelling and impeding force in the training utilisation' (Hossain and Husain, 1997:49). Based only on the opinions given by the trained probationers and their supervisors, it is indeed very difficult to specify the exact level of achievement of a study. Yet, one can find that the overall findings have significantly addressed the objectives of the study set forth.

Conclusion

One of the fundamentals of training evaluation is study on post-training utilisation (PTU). We should not conduct PTU for the sake of mere evaluation. It helps the clientele organisations optimize their resources spent on training in one hand and explores the strengths and weaknesses of a particular training course imparted by institutions concerned on the other. It further feeds back to the training institutions concerned about their problems and prospects.

Bangladesh Public Administration Training Centre (BPATC) is the apex training institution in the public sector of the country. Since its inception, the Centre has been organising Foundation Training Course for the newly recruited officers of Bangladesh Civil Service. Of course FTC, to some extent, helps the probationers of BCS Agriculture, Fisheries and Livestock Cadres perform a wide range of tasks, yet application of the learnt knowledge, skills and attitudes obtained from the said course is not that much satisfactory to them. Moreover, the Course, as viewed by the supervisors, does not play significant role as regards change in behaviour and attitudes of the probationers of the said three cadres. It is a reality that the level of achievement of the objectives of FTC is not satisfactory despite they are highly relevant to the probationers.

This study could not cover each and every aspect of post-training utilisation (PTU). It is indeed a highly complicated, hard and massive task. Without having baseline data on knowledge, skills and attitudes (KSA) of the target population it is not possible to determine exact extent of application of KSA learnt from FTC by them on return from training.

Recommendations

The institutions imparting training are not alone responsible for application of learnt knowledge, skills and attitudes from any training course rather it mostly depends on work culture of the organisations which the trainees work for. On the one hand, training institutions have to concentrate on the needs of their clientele and on the other, organisations that invest resources for training must facilitate their officers with enabling work environment. Hence, based on the findings, the study recommends twofold measures for effective application of knowledge, skills and attitudes gathered from FTC by the probationers.

What BPATC May Do to Make FTC More Effective

Foundation Training Course involves a process of providing the probationers with knowledge, skills and abilities specific to a particular task or job. It helps develop appropriate attitude and willingness to achieve organisational goals and bring about required change in attitude of the probationers for the benefit of the organisation. It also prepares the probationers to keep pace with the growth of the organisation. Imparting FTC effectively and efficiently requires analysis of organisational needs and identifying training needs which will equip the probationers with knowledge and skills to meet the organisational needs. Some measures are suggested below to make the FTC more effective to the trainees by BPATC:

- (i) Ideally, any training programme starts with training needs assessment (TNA) by the organisations then developing or procuring training to address the identified needs. So, training needs of the new entrants to the Civil Service have to be assessed on regular intervals before imparting the training. Trainees should be trained more on the common issues that they are dealing with. Therefore, on completion of training they would be able to correlate the training with their assigned tasks rather than specialised issues as there are departmental training institutions for every cadre that impart training on specialised skills.
- (ii) Course curriculum of FTC needs to be thoroughly revised to make it more relevant with the objectives as well as pragmatic and need-based.
- (iii) Teamwork is essential for every officer for successful implementation of development activities. Therefore, adequate number of practical sessions is required to be conducted in FTC to develop essential skills for teamwork.
- (iv) To serve the people candidly, maintaining ethical standard by the officers is a prerequisite. Members of the BCS are obliged to reliably, impartially, efficiently and timely perform their duties and to behave in a dignified manner. So, issue of ethics, morality and integrity must be properly discussed in the FTC with real life examples.
- (v) Training methods need to be more participatory by giving less emphasis on lecture method. A blending of lecture method and practical sessions should be ensured as much as possible so that trainees can link theory into practice.
- (vi) Success of a training session largely depends on the knowledge and skills of the trainer concerned. Training sessions of FTC need to be conducted by skilled and knowledgeable trainers. Selection of guest resources must be based on their knowledge and skills, not on their rank and status.

- (vii) Sessions on Office Management and Financial Management have to be facilitated more extensively along with practical exercise. Relevant service rules and procedures of departmental proceeding should be taught thoroughly.
- (viii) Due importance needs to be given on Communicative English, need-based ICT, manner and etiquette, human qualities, and environment and disaster management.
- (ix) Again, more sessions could be arranged on agricultural development of the country. A special cadre specific-module may be there in the course curriculum for each cadre as an optional one.
- (x) Since inter-cadre and inter-departmental relationship in the field is not satisfactory at all, some special efforts to foster inter-cadre relationship need be taken during FTC.
- (xi) Duration of the Foundation Training Course may be increased and number of participants may be reduced as well.

What Top Managers in the Workplaces Can Do

Application of learnt KSA from a training course fundamentally depends on the work environment provided to the trained workforce on return from the training. The work environment includes clients, logistics, staff, peers, supervisors and current level of their knowledge, skills and attitudes. So, organisations in which trained officers belong to must take necessary measures for effective and efficient application of learnt KSA from the FTC. Some of the key measures are suggested below:

- (i) A culture has to be developed in the workplaces by encouraging juniors to express their views and recognising their views by seniors. Senior officers should provide institutional support to the juniors and involve them in decision-making process.
- (ii) Skill of using ICT is vital for modern office management. So, computers with internet connectivity have to be provided to make the office computerized and automated, which will ultimately help the trained officers use their earned knowledge and skills on ICT from FTC and thereby accelerate building Digital Bangladesh, the vision set by the Government.
- (iii) English is now a *lingua franca* for communication across the globe. In the FTC, trainees are provided with important knowledge and skills in English but they lack opportunity to practice it in their workplaces. So, all kinds of internal communications and presentations can be made in English, which will, in turn, help the trainees apply their knowledge and skills.
- (iv) Development policies will never be implemented without coordination with and cooperation from the other cadre and non-cadre officials. Therefore, the top managers should make efforts to strengthen the intra- and inter-cadre relationships and the relationships with non-cadre officials of other departments as well.
- (v) Proper logistics (accommodation, telephone, mobile, and vehicle) should also be made available to the junior officers.

Table of Contents

Acknowledgements.....	ii
Executive Summary	iii
Chapter One.....	9
Introduction.....	9
Literature Review.....	10
Rationale of the Study.....	12
Aim and Objectives of the Study	12
Research Methods.....	12
Limitations of the Study	14
Outcome of the Study	15
Organisation of the Materials	15
Chapter Two	16
Theoretical Outline of Post Training Utilisation.....	16
Training Process.....	16
Training Evaluation	18
Post Training Utilisation.....	22
Chapter Three	24
Evolution of Agriculture, Fisheries and Livestock Services.....	24
Introduction	24
Origin of Agriculture Service	25
Origin of Fisheries Service	27
Origin of the Livestock Cadre	29
Conclusion	31
Chapter Four.....	32
Data Analysis.....	32
A) Opinion of the Trainees	32
B) Opinion of Supervisory Officials.....	42
Chapter Five	48
Findings, Conclusion and Recommendations	48
Findings.....	48
Conclusion	55
Recommendations.....	56
Bibliography	59
Annex A-Tables.....	61
Annex B-Questionnaires	77

Chapter One

Introduction

Training aims at influencing the trainees' behaviour through increasing their skills, improving knowledge and changing attitudes. The objectives of training are- a) to develop skills and competence of employees and improve their performance; b) help people grow within the organisation in order to meet future needs for human resources from within as far as possible; c) reduce learning time for employees starting in new jobs and ensure that they become fully competent as quickly and economically as possible (Armstrong, 2001). Training is a function that affects an individual after his/her recruitment in the service (Reichard, 1998).

The training of civil servants is an important instrument of administrative development of a country. The dominant premise of development administration is a directed, planned and goal-oriented change in the society which assumes that enhancing the capability and capacity of the civil servants is considered as a prerequisite of development (Arora and Hingar, not dated).

According to the Recruitment Rules, 1981 Foundation Training Course (FTC) is compulsory for all new entrants to the Bangladesh Civil Service. It was also made compulsory for probationers of Bangladesh Public Administration Training Centre (BPATC). The FTC aims at, as mentioned in course brochure of 39th FTC; building personality, stimulating creativity and instilling leadership qualities into the officers and also providing an opportunity to the officers to familiarize themselves with various dimensions of socio-economic development of the country. Since its inception the Centre conducted 18 two-month long Special Foundation Courses and 45 four-month long FTCs where 3,309 and more than 8,000 probationers participated respectively¹. In line with the direction of the Ministry of Establishment, a special Foundation Training Course was conducted from 02 May-30 June 2006 for non-cadre officials of above 40 years of age. Besides, negligible number of new entrant non-cadre officials participated in FTCs.

¹ Information was collected from PPR Department of BPATC.

Bangladesh Civil Service consists of 28 cadres of which job nature of BCS Agriculture, Fisheries and Livestock cadre officials are quite different. Officials belonging to these three BCS cadres are responsible mainly for implementing relevant development policies of government in the field. Besides, they are also responsible for doing some day-to-day administrative activities. In performing the assigned duties officials of said three cadres face different kinds of challenges. Therefore, encountering those challenges they have to utilise their acquired knowledge, skills and attitudes from foundation training course in performing their assigned duties. Government of Bangladesh adopted the Public Administration Training Policy (PATP) on 6 May 2003 which further reinforces the importance of post training utilisation (PTU) by the trained manpower to 'make best use of training and to derive maximum value for money spent on training,...'² Further, it is a need to examine to what extent the officials belonging to BCS Agriculture, Fisheries and Livestock Cadres are able to utilise their acquired knowledge, skills and attitudes acquired from FTC in their respective workplaces.

Literature Review

BPATC and erstwhile Civil Officers Training Academy (COTA) have conducted studies, not significant in number, on FTC (Ali et al., 1998; Hossain et al., 1992; Huq and Safiullah, 1989; Khan and Hossain, 1986; and Shams and Hossain 1981), but they did not focus on the officials of BCS Agriculture, Fisheries and Livestock Cadres.

Hossain and Husain (1997) conducted a research on post training utilisation of a four-week long Thana Health and Family Planning Administrator Course that was organised in November- December 1982 by COTA. The study tried to establish a linkage between the learnt behaviour in a training situation and the application of the behaviour in the real life job situation.

Hossain, Tareque and Ahmed (1992) conducted a follow-up study on two-month long Special Foundation Training Course (SFTC) organised by BPATC. They found that the inputs of the SFTC did not fulfill the desired objectives of the course at individual level.

² GOB (2003) Public Administration Training Policy. Dhaka: Ministry of Establishment.

Individual improvement of the foundation trainees definitely occurred but very little of this improvement had been transferred to the job situation and none to organisational and societal development. Despite the fact that in case of knowledge and skill, the inputs of SFTC led to improvement at the individual level, the picture was rather hazy in case of attitudinal change of the trainees. The major shortcomings of the SFTC pointed out by the trained officers that it failed to achieve its desired goals because of inadequate course duration, imparting foundation training at the wrong time of their service career, non-need-based curriculum, mix of aged and young officers in the same course and absence of competent trainers. Hence, researchers recommended for redesigning the course curricula and training methodology and creating a pool of committed trainers to emphasise especially the key attitudinal variables such as aptness in problem solving, punctuality, self-confidence, patriotism, empathy for the poor and law-abiding attitude. Besides, they suggested for extension of the duration of the course up to six months.

Ali, Islam and Quader (1998) also conducted a study on effectiveness of four-month Foundation Training Course which observed the similar findings. The empirical results of the study proved low effectiveness of foundation course in developing knowledge, skills and attitude of the probationers and found the training methodologies inadequate in maximising their learning. Therefore, researchers suggested for redesign of course curricula with concurrent readjustment in training methodologies and course duration.

There was another study that only focused on on-the-job training of BCS (Administration) and former BCS (Secretariat) Cadres (Kar and Muslim 1989). Furthermore, BPATC recently conducted a study on PTU of FTC which only focused on BCS Administration Cadre officials (Hasan et al., 2009). Therefore, the present study tries to address the issue of post training utilisation of FTC with special reference to BCS Agriculture, Fisheries and Livestock Cadre officials and thus fills the research gap in this important but long neglected area of training.

Rationale of the Study

Study on post-training utilisation (PTU) is an ignored area of training institutes of the country both in public and private sector probably because of its technicalities or lack of expertise of training institutes. Another reason may be cold response of the supervisors of the trainees to utilisation of training inputs. Furthermore, the impact of training is often indirect or delayed and information is not easily accessible³. Since BPATC is mandated to impart training to civil servants in order to provide them with knowledge, skills and attitudes required adapting with changing realities of the country. Without conducting study on post-training impact or utilisation, it is simply impossible to make training courses upgraded, need-based and realistic. As such, this study would play a vital role in conducting future FTCs with due importance.

Aim and Objectives of the Study

This study aims at providing the missing link between training given and training applied.⁴

The specific objectives of the study are:

- i) to assess the relevance of training inputs of FTC to job,
- ii) to measure the extent of utilisation of training inputs in the job situation, and
- iii) to identify the factors that influence utilisation of training in workplaces.

Purpose of the Study

To make the Foundation Training Course more focused on common needs of the probationers of all cadres belonging to Bangladesh Civil Service and make the training result-oriented as well.

Research Methods

Selection of FTCs and Respondents: Firstly, we considered three FTCs conducted from November 2006 to February 2008 for this study. They are 38th, 39th and 40th FTCs. Total

³ INBAR Training Workshop Impact Assessment: Responses from African Participants.
<http://www.inbar.int/news/Impact%20Assessment%20African%20Participants.doc>

⁴ While writing the aim and objectives of our proposed study we consulted the research paper titled "A Study on the Post-Training Utilisation - The Case of Thana Health and Family Planning Administrators' Course" written by Mosharaf Hossain and Saadat Hussain and published in *Proshikhyon*, Journal of BSTD, 4(2), July-December 1997.

643 probationers of 25 different BCS cadres and few non-cadre services attended these courses. Among them 47, 28 and 19 (total 94) belong to BCS Agriculture, Fisheries and Livestock cadres respectively; of them male and female officials were 85 and 9 respectively⁵. We considered all 94 trained officials as respondents and conducted census survey to collect data. In this regard we sent a set of pre-tested questionnaire to them for their opinion. Among them 71 (75.53%) responded to the questionnaire of which 64 are male and 7 are female. (Table A).

Table A: List of Participants of 38-40 FTC

Course No	Duration	Population			Response Received		
		Male	Female	Total	Male	Female	Total
40	30/10/07-26/02/08	40	7	47	27	5	32
39	16/11/06-11/03/07	18	1	19	15	1	16
38	13/05/07-09/09/07	27	1	28	22	1	23
Total		85	9	94	64	7	71

Secondly, we administered another set of pre-tested questionnaire among 88 supervisory officials of 29 different districts of 6 divisions to examine the performance of the FTC trained officers of said three cadres in their job situation. The districts were selected purposively as per convenience of the research team.

Data for the Study: Before collecting primary data we prepared two sets of questionnaires, one for the probationers who completed the FTC and the other for their supervisors. Questionnaires were pre-tested twice before administering for collecting data. Based on different modules under five major subject areas, we put a number of closed form of questions for trained probationers related to their learning from foundation course and their application thereof in the present job situation. The questionnaires used for data collection also contained some attitudinal questions that were asked in a rating scale of 1-6, where 1 represented lowest value and 6 represented highest one. We collected data during the period from December 2009 to April 2010. After completion of survey we scrutinized

⁵ Information was collected from Evaluation Section of BPATC.

all questionnaires filled out by the respondents when we discarded a few questionnaires that were found incomplete. Also we consulted relevant research reports, books and documents as well as online resources.

Data Analysis: We analysed the collected data by using non-inferential statistics and both qualitative and quantitative techniques and presented in simple tables and graphs. While analysing the collected data against rating scale, we first calculated the weighted score of the responses of the respective questions and then transformed the quantitative value into qualitative ones. In this regard, we divided average weighted scores into four categories. In this study we considered weighted score 90.0 and above as 'Highly Relevant (HR)'/ 'Highly Satisfactory' (HS), 80.0-89.0 as 'Relevant' (R)'/ 'Satisfactory' (S), 70.0-79.0 as 'Less Relevant' (LR)'/ 'Less Satisfactory' (LS) and below 70.0 as 'Not Relevant' (NR)'/ 'Not Satisfactory' (NS).

Limitations of the Study

Study on post-training utilisation deals with the difference made in the job performance and behaviour of trained officers as a consequence of attending a training programme. To measure this difference requires feedback from the trained officers, their superiors, subordinates, peers and the clients they interact with after a lapse of an adequately long interval and in-depth observation of the behaviour of the trainees in their job situation as well. For this study we conducted a questionnaire survey only among the trained officers and their supervisors to get a general idea about utilisation of knowledge, skills and attitudes (KSA) obtained from FTC by trained officers in the workplaces. No attempt was taken to assess the views of peers, subordinates and concerned clients of the trained officers that restricts in exploring real picture of utilisation of learnt KSA in the job situations. Thirdly, to observe the behaviour of the officers in their job situation, in fact, is complicated and not always quantifiable which further is another kind of hurdle to the study. Furthermore, in few cases, respondents were found badly busy with their official work, not available at the workplaces as well as reluctant to respond to the questionnaires. Besides, we considered only the officials belonging to BCS Agriculture, Fisheries and Livestock Cadres; thus, this study does not provide a complete picture of PTU of FTC as a whole.

Outcome of the Study

Through this study we tried to identify present status of post-training utilisation of knowledge, skills and attitudes obtained from FTCs by the officials of BCS Agriculture, Fisheries and Livestock Cadres. Considering one of the mandated duties of BPATC, we hope the Curriculum Development Committee of the Centre will use the findings of this study in making the curriculum more focused on and relevant to changing demand of today's civil service. Moreover, this study could be used as a reference material for PTU of other courses to be conducted by BPATC and other organisations in future.

Organisation of the Materials

This study report is divided into five different chapters. Introductory chapter (Chapter One) starts with a briefing about Foundation Training Course including literature review, objectives, methodology and limitations of the study. Chapter Two describes theoretical aspects of post-training utilisation. Chapter Three provides a brief description about BCS Agriculture, Fisheries and Livestock Cadre in general and functions and importance of their service in particular. Chapter Four is all about the analysis of data and finally Chapter Five presents findings, conclusion and recommendations of the study.

Chapter Two

Theoretical Outline of Post Training Utilisation

Training Process

For building of human capabilities and socio-economic development training is considered as an essential factor (Hossain and Husain, 1997:40). According to Stanley (1984:12), training refers to 'a process that enables personnel to acquire the factual knowledge, skill, normative systems, and analytical framework that is needed for effective performance in the enterprise'. Bramley (1986:6) defines it as 'a systematic process which helps people to learn how to be more effective at work'. He also presents a model of training cycle (1986:3) which consists of five major stages– identification of training needs, setting objectives, training methods, implementation of training and evaluation (Figure1).

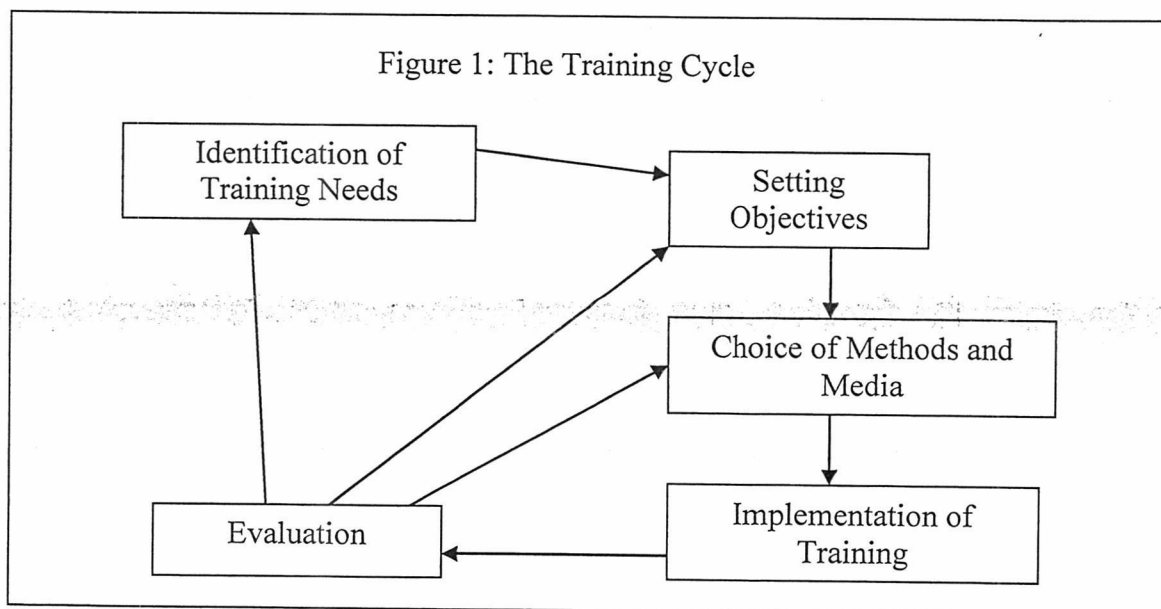
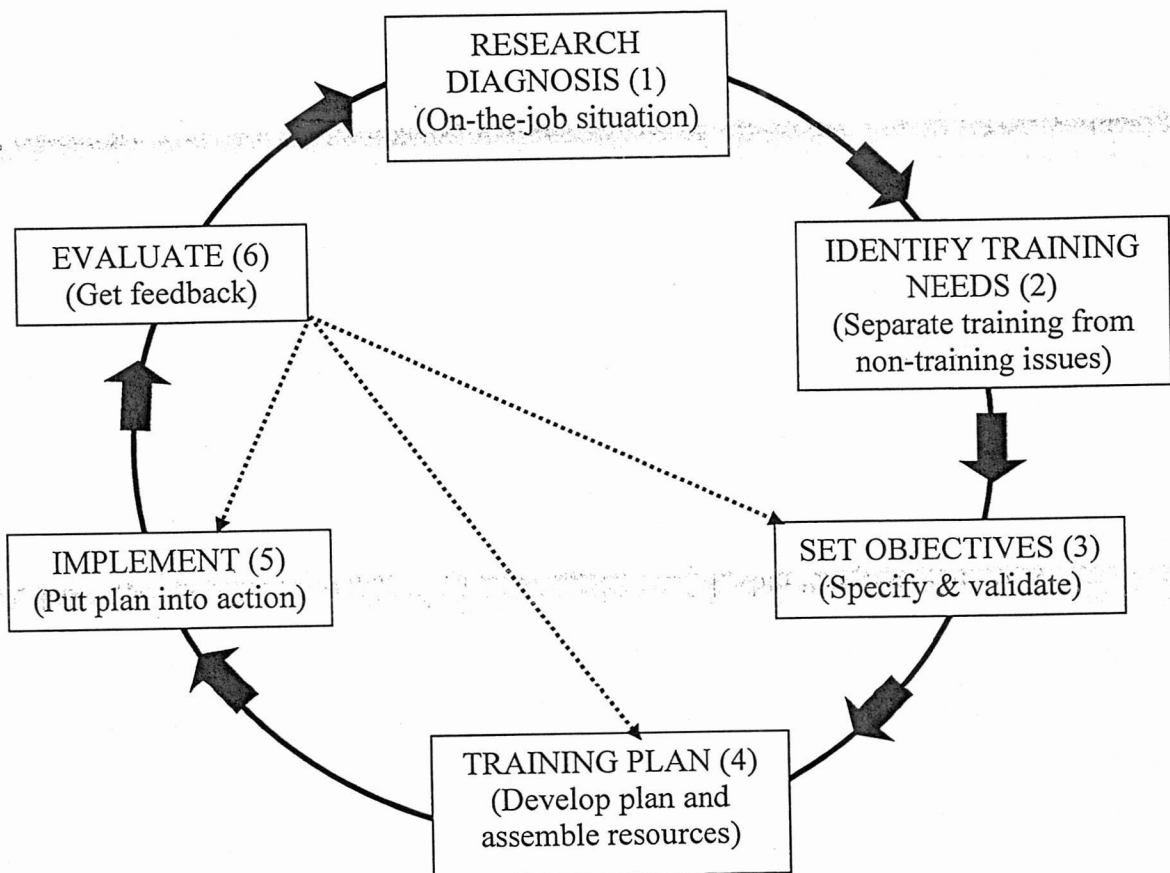


Figure1 shows that training is interrelated with and interdependent on the different components of the training cycle. Bramley states that training is a systematic procedure where evaluation is an integral part of the training cycle. He argues that training needs should be identified at two levels– organisational level and individual level. And the evaluation should reveal to what extent these needs have been met and there should be a clear implication of 'before' as well as 'after' measurements (1986:3).

Training specialists developed different kinds of model to symbolize the approach to training. Lloyd A. Stanley (1984:13) simplified the concept of training process and developed a model, which is presented in Figure 2. This model entails six steps of training process. It 'serves a reminder that effective training depends on thoroughness, and that a measure of effectiveness is the extent to which objectives have been attained' (Stanley, 1984:12).

Figure 2: The Training Process



Step 1 and 2 of the training process are considered as assessment of training needs. After assessment of training needs training objectives will be established (step 3) and training plan (step 4) will be developed and implemented (step 5). This training process will be completed after conducting evaluation (step 6) of the training imparted.

Training Evaluation

Evaluation of a training programme is common in both models presented in Figure 1 and Figure 2. Considering the significance of evaluation and for better understanding of PTU, researchers of the study briefly discussed theoretical aspects of training evaluation. However, as viewed by Ronald R. Sims (1993:591), 'training evaluation remains largely misunderstood, neglected, or misused', because there is no consistent definition of training evaluation. Secondly, even when common understanding of training evaluation persists 'the serious evaluation of training in public agencies is a difficult, tedious, time-consuming task which most personnelists would prefer not to engage in'. Thirdly, 'training administrators responsible for training simply tend to assume that training will work' and finally, 'a personnelist who champions a training program may feel threatened by the prospect of an objective evaluation of the program's effectiveness'. In spite of all the difficulties lying with training evaluation, 'systematic evaluation must become a part of every training program— whether or not key agency stakeholders require it' (Sims, 1993:592).

Sims refers to evaluation of training as 'any attempt to obtain information (feedback) on the effects of a training program, and to assess the value of the training in the light of that information' (1993:592). It is a step in training cycle where data is collected to ascertain if the training program is achieving its objective(s). Again it is 'a systematic process of collecting information which helps the organisation to make more rational training decisions' (Bramley, 1986:6). Such evaluation entails getting ongoing feedback, e.g., from the trainees, trainers and trainees' supervisors, to improve the quality of the training and identify whether the trainees achieved the goals of the training. The goals of evaluation, according to Swierczek and Carmichael (1985:95), are –a) to improve training programme, b) to provide feedback to programme planners, managers and participants, and c) to assess employee skill levels.

Kirkpatrick's four levels of training evaluation⁶

level	evaluation type (what is measured)	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
1	Reaction	reaction evaluation is how the delegates felt about the training or learning experience	- eg., 'happy sheets', feedback forms - also verbal reaction, post-training surveys or questionnaires	- quick and very easy to obtain - not expensive to gather or to analyse
2	Learning	learning evaluation is the measurement of the increase in knowledge - before and after	- typically assessments or tests before and after the training - interview or observation can also be used	- relatively simple to set up; clear-cut for quantifiable skills - less easy for complex learning
3	Behaviour	behaviour evaluation is the extent of applied learning back on the job - implementation	observation and interview over time are required to assess change, relevance of change, and sustainability of change	measurement of behaviour change typically requires cooperation and skill of line-managers
4	results	results evaluation is the effect on the business or environment by the trainee	measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee	- individually not difficult; unlike whole organisation - process must attribute clear accountabilities

Training professionals developed different models related to training evaluation. The leading model of training evaluation is 'The Kirkpatrick Model' (TKM). Kirkpatrick, L. Donald (1976) asserts that effective training managers will make an effort to evaluate all their training activities. The success of these efforts depends mainly on a clear understanding of just what 'evaluation' means. According to Kirkpatrick, evaluation is needed in order to improve future training programmes and to eliminate those programmes which are ineffective. He points out that evaluation changes from a complicated, elusive generality into clear and achievable goals if we break it down into four logical levels. They are: (i) reaction level – how well did the trainees like the programme; in other words it is 'smiles test' or 'happiness test', for example, daily and weekly evaluation as well as course-end evaluation by the trainees of FTC at BPATC; (ii) learning level – what principles, facts, and techniques were learnt, for example, pre-test and post-test practiced in FTC of BPATC; (iii) behaviour level – what changes in job behaviour resulted from the programme; and (iv) results level – what were tangible results of the programme in terms

⁶ <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm> Accessed on 22 October 2008

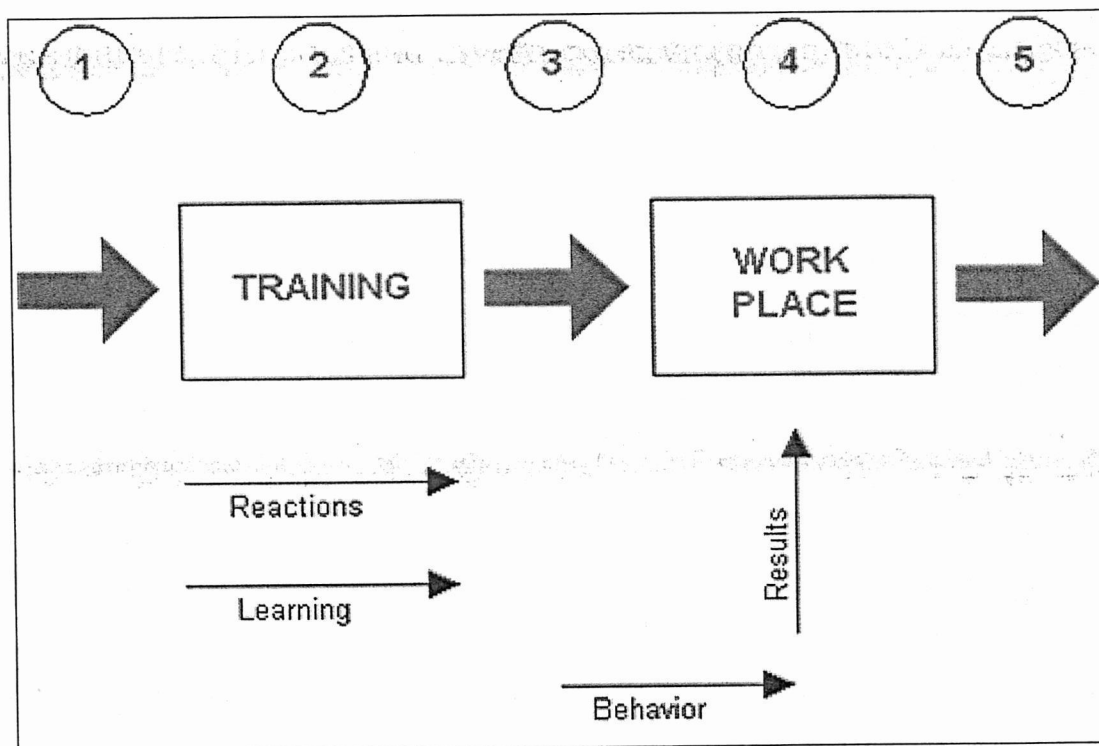
of reduced cost, improved quality, improved quantity, etc. In the present study, researchers have tried to evaluate behavioural aspects of Foundation Training Course.

When we refer to 'evaluate training' it means to determine its value, to find its strength or its worth (Nickols, 2000). Value is relative and it varies from person to person. In a training process different stakeholders are involved such as trainees, trainers, trainees' supervisors, training managers, funding organisations and clienteles to whom value is to be made. For example, at BPATC, trainers of different academic discipline and background value training in different ways– which issue/topic could be included in or deleted from the curricula. Similarly, trainees having different cadre background and academic discipline value the training in their own ways. Thus while redesigning training curricula, especially for FTC, its emphasis must be given on common needs of the trainees of different cadre entity, and this is the dilemma between skill-based training and knowledge-based training which is a great challenge for BPATC.

Incorporating Kirkpatrick's four levels of training evaluation Fred Nickols (2000) provides a structure of training evaluation which includes five points. The five points, mentioned in the Figure 3, are– (1) before training, (2) during training, (3) after training or before entry (reentry), (4) in the workplace and (5) upon exiting the workplace. Reactions are typically measured at the end of training – at Point 3 in Figure 1. However, that is a summative or end-of-course assessment and reactions are also measured during the training, even if only informally in terms of the instructor's perceptions. Evaluating learning (knowledge and skills), then, requires measurements at Points 1, 2 and 3 – before, during and after training. Any evaluation of changes in on-the-job behaviour must occur in the workplace itself – at Point 4 in Figure 3. It should be kept in mind that behaviour changes are acquired in training and then they transfer (or don't transfer) to the work place. It is deemed useful, therefore, to assess behaviour changes at the end of training and in the workplace. Regarding results (level four) Kirkpatrick relied on a range of examples to make it clear instead of giving any definition. These examples are – reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quality and quantity or production; or improved morale which, it is hoped, will lead to some of the

previously stated results. These factors are also quantifiable in the workplace – at Point 4 in Figure 3.

Figure 3: The Structure of the Training Evaluation⁷

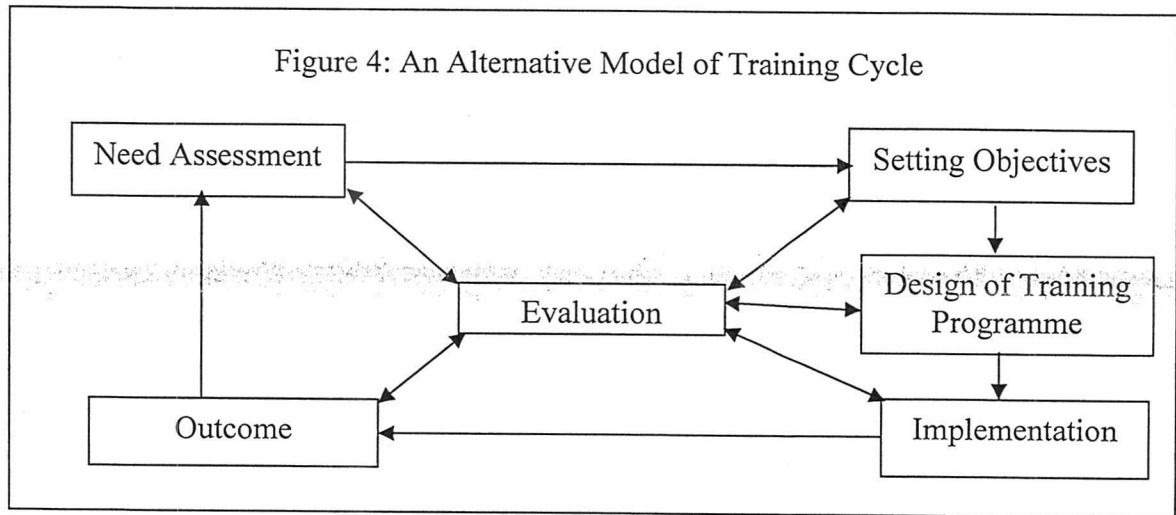


Fred Nickols further said that there is a shifting of conceptual gears between the third and fourth elements in Kirkpatrick's framework. The first three elements focus on the trainees—their reactions, their learning, and changes in their behaviour. The fourth element shifts to a concern with organisational payoffs or business results. Moving all the way to the right, beyond Point 5, Fred Nickols wanted to see as to where people go when they leave the workplace, perhaps at the end of the day or perhaps at the end of a career. The diagram shown in Figure 3 not only depicts Kirkpatrick's evaluation framework, it also indicates the points at which it takes measurements, collects data, and so forth.

Hossain, Tareque and Ahmed (1992:6) presented an alternative model of training cycle in their studies (Figure 4). They opined that the focus of all the training programmes in our

⁷ Fred Nickols (2000) Evaluating Training: There is no "cookbook" approach. *Distance Consulting*. <http://home.att.net/~nickols/evaluate.htm>. Accessed on 23 October 2008.

country should be on their outcome (output). This vital element is missing both in Figure 1 and Figure 2. They further mentioned that evaluation should be the analytical tool of assessing and reassessing the elements of the training process. These aspects of a training process are reflected in Figure 4. Here, evaluation is conceptualized as the hub of the training wheel (p.5).

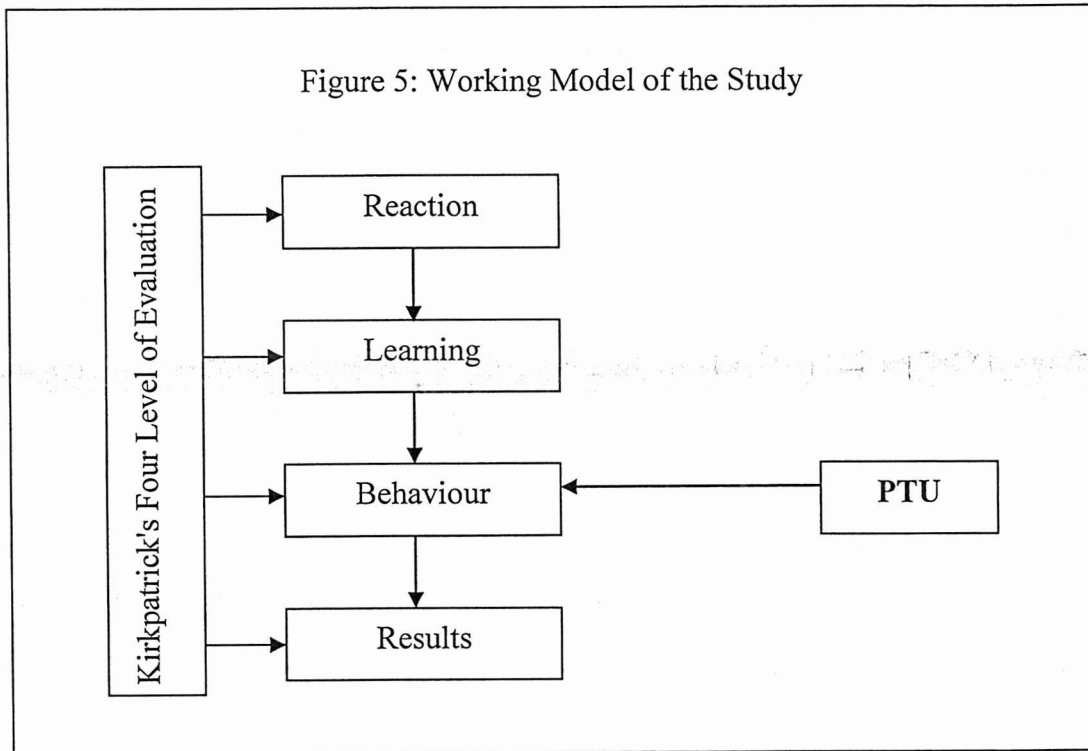


They again maintained that the success of a training programme depends on – (i) how well and accurately needs are assessed, (ii) how precisely and concretely objectives are set and whether set objectives reflect assessed needs, (iii) how prudently training programme is designed and to what extent course contents are consistent with 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.

Post Training Utilisation

Post-training utilisation (PTU) is an integral part of evaluation of any training programme. It deals with the application of knowledge, skills and attitudes on the job situation obtained from training. PTU measures the degree of actual utilisation of training inputs. It integrates two aspects of training such as – relevance of training input to job, and degree of relevance including the degree of actual utilisation of training inputs in performing tasks or job

(Hossain and Husain, 1997:45). In order to validate the training programme, study on PTU is a very essential task that has to be conducted in the workplaces of the trained participants. Moreover, a reasonable application time of the training inputs has to be given before initiating the PTU study. More specifically, PTU is directly linked to behaviour level (level 3) of 'The Kirkpatrick Model' (TKM) of training evaluation.



Foundation Training Course is a basic training course on administration and development.. In Bangladesh the long-term objective of public administration training, as highlighted in the Public Administration Training Policy (PATP) is to develop training as an important input for economic development. PATP states– 'It is the talent, the skill, the creativity and the commitment of the people that bring about national prosperity. It is the people who make use of all other resources and create conditions for development'.⁸ Keeping this in mind, researchers developed a simple working model for the present study, which is presented in Figure 5. However, this study does not consider result level of 'The Kirkpatrick Model'.

⁸ Public Administration Training Policy Ministry of Establishment, Govt. of Bangladesh, , May 6, 2003,

Chapter Three

Evolution of Agriculture, Fisheries and Livestock Services

Introduction

The history of civil service dates back to the *Mughal* period. The existing model of civil service owes a lot to the East India Company and its subsequent British rule in India. Many experiments of civil service were made during the period from the early years of the East India Company to the Independence of Bangladesh and even later. In order to keep the revenue collection unaffected, the colonial power followed 'divide and rule' policy in India with the help of the *Zamindars*, collectors, criminal adjudicators and other institutions and agencies. The term of civil service was confined to the members of the elite ICS (Indian Civil Service) members although there were various other services as part of the civil service system. And in that context the Collector currently known as Deputy Commissioner was the pivotal civil officer surrounding whom all other services developed. Initially Agriculture, Livestock and Fisheries were not considered to be separate services during the Company regime. In 1795 the Company initiated veterinary service only for the treatment of the horses of the British Cavalry. Later on as development and public welfare concepts became more popular along with administration; these areas were given importance and gradually came to be independent service fields. Again at the inception of agriculture service, it would include agriculture and fisheries together.

The same colonial tradition of elitism of civil service continued during Pakistan era. After the Independence of Bangladesh in 1971, the term civil service came to be used to describe almost all regularly constituted services recruited centrally by the government through the Public Service Commission. This shift has largely brought a change in form of the civil service and with this a democratization process started. The demolition of the concept of elitism was seen as an end in itself but not as a means to ensure managerialism, professionalism, and responsiveness to citizen's needs. These are vitally necessary for governance and for meeting the emerging challenges in the new world order. As a result of restructuring the services Bangladesh Government increased the number of cadres of BCS

up to 28 where BCS (Agriculture), BCS (Livestock) and BCS (Fisheries) are three important cadres.

Origin of Agriculture Service

In the eighteenth and nineteenth centuries⁹, agricultural growth in the region was slow compared to the rates achieved in the past thirty years. Agricultural development in the recent past has been characterized by an extraordinary diversity both within and between countries. Many largely traditional farming systems that were sustainable with a low density of population are becoming increasingly strained by, and vulnerable to, the pressure of rising population. Spectacular environmental damage exemplifies the consequences of this pressure as land-hungry cultivators push into the tropical forests and up the hillsides. A growing prosperity among some groups contrasts with the deepening poverty among others less fortunate.

The Ministry of Agriculture (MOA) is one of the key ministries of the Government of the People's Republic of Bangladesh. It comprises seven wings with responsibilities of policy formulation, planning, monitoring and administration. Eighteen agencies operate under this ministry which is responsible for implementation of different projects and plans of MOA.

History of BADC

Bangladesh Agricultural Development Corporation (BADC) completed 48 years of its establishment on 16 October 1961. BADC was founded with the objective of bringing about a break-through in agricultural development to pave the way for achievement of self-sufficiency in food production. It was assigned with the specific task of procurement and supply of various agricultural inputs i.e. improved seeds, chemical fertilizers and irrigation equipment to the farmers.

BADC is entrusted with the task of multiplication, production and supply of high-yielding varieties of seeds, BADC has 21 Seed Multiplication Farms and 15 Contract Growers

⁹ FAO Corporate Document Repository (2010) The FAO Field Programme and Agricultural Development in Asia and the Pacific.

Zones for this purpose. Seeds are mechanically processed in 12 Seed Processing Centres in and around the seed production zones.

BADC has also started promotional activities for export of vegetables and fruits. It provides logistic support to the private vegetable and fruit exporters in order to encourage the export of vegetables and fruits. The Agro-Service Centre at Kashimpur, Dhaka has become the main area for producing vegetables for export. The growers here are supplied with various inputs and provided with technical know-how. Comilla Agro Service Centre has been included in the export zone and inclusion of other ASCs is also under active consideration.

Activities of Agriculture Extension Department

- To provide service to all types of farmers according to their demand;
- To detect the demand of agricultural research and to inform about the innovated technology to farmers to popularize and provide needful help;
- To help the enhancement of the agriculture based business;
- To help the farmers about improvement of agricultural information, technology and its easy use;
- To detect the problem of production and proper solution;
- To detect the demand availability and proper utilisation of agricultural products;
- To inform the women in mainstream of agriculture and to help in women empowerment;
- To help the farmer on disaster management, agricultural rehabilitation and agricultural loan;
- To standardize agricultural products and their elements;
- To develop agricultural policies, plans, regulations, acts, etc. for sustainable agricultural development and for food sufficiency;
- To provide support in developing new agricultural technologies to boost up agricultural production and coordinate with local and international trade agencies for marketing;

- To monitor implementation of agricultural policies, plans, projects, programmes and regulations;
- To monitor distribution of agricultural inputs and subsidies and marketing of the agricultural products in local and international markets;
- To develop capacity of the professionals and other team players with the recent development in the agricultural sector in the world;
- To provide administrative and policy support to MOA agencies for planning and implementation of the development programmes/projects and coordinate with donors and development partners for funding and technical assistance;

Origin of Fisheries Service

Department of Fisheries, Bangladesh (DoF) was first established in the undivided Bengal of the British India in 1908. In 1910 the DoF was abolished through merging with the Department of Agriculture. Again as per recommendations of Mr. T. Southwell the DoF became an independent organisation in 1917. The DoF was abolished again in 1923. After long gap following the recommendations of Dr. M. Ramswami Naidu, the DoF was revived in May 1942. Since the inception of the then East Pakistan (now Bangladesh) the DoF had been functional without facing any more abolishment. After the independence of Bangladesh in 1971, the Central Fisheries Department of the then Pakistan merged with the DoF of Bangladesh in April 1975. Later on in 1984 Central Marine Fisheries Department was merged with the DoF as the Marine Fisheries Wing.

Organogram

Department of Fisheries is under the administrative control of the Ministry of Fisheries and Livestock. The department is headed by a Director General, who is assisted by 03 Directors and 02 Principal Scientific Officers (equivalent to Director). There are 845 technical officers of different hierarchy and 3,278 supporting staff in the DoF under the revenue budget who accomplish the routine activities of the DoF. There is administrative set-up at national, division, district and upazila levels. Besides, there are 03 Fish Inspection

and Quality Control Stations, Marine Fisheries Station, Fisheries Training Centres, Farms and Hatcheries¹⁰.

Main Functions of DoF

- To disseminate improved aquaculture technologies through training and demonstration and to extend advisory services to the focal stakeholders;
- To enhance fisheries resources through enacting conservation and management measures;
- To assist the administrative ministry to formulate policies, acts, etc;
- To enforce quality control measures and issuance of health certificates for exportable fish and fish products;
- To conduct fisheries resources survey and assessment of stock to develop fisheries database for proper planning;
- To facilitate arrangement for institutional credit for fish and shrimp farmers, fishers and fish traders;
- To formulate and implement development projects towards sustainable utilisation of fisheries resources to ensure food security;
- To facilitate alternative income generating activities for rural poor and unemployed people towards poverty alleviation;

Contribution of Fisheries Sector

It contributes 4.91% to GDP and 5.10% to foreign exchange earning through export. Fish provides 63% of national animal protein consumption. Fisheries sector plays an important role in rural employment and poverty alleviation.

¹⁰ GOB (undated) Brief on department of fisheries & fisheries sector of Bangladesh, edited by Md. Nasir uddin Ahmed. Dhaka: Department of Fisheries)

Origin of the Livestock Cadre

Back in 1795, Veterinary Services in the sub-continent started for the treatment of horses of British Cavalry only and during the British regime this service was extended gradually up to sub-divisional level for livestock conservation. In the year 1947 after the partition of this sub-continent, the departmental H.Q. was shifted from India (Calcutta) to Comilla District H.Q. of this country which after several reorganisations took the present shape and named as the Department of Livestock Services, Bangladesh with its H.Q in the capital city Dhaka. Encadrement of Livestock Service was made after the independence of Bangladesh.

Importance of Livestock Service¹¹

Livestock plays an important role in the national economy of Bangladesh with a direct contribution of around 3.0% to the agricultural GDP and providing 15.0% of total employment in the economy. The livestock sub-sector that includes poultry offers important employment and livelihood opportunities particularly for the rural poor, including the functionally landless, many of whom regard livestock as a main livelihood option. About 75.0% people rely on livestock to some extent for their livelihood, which clearly indicates that the poverty reduction potential of the livestock sub-sector is very high. According to Bangladesh Economic Review, (2006), the growth rate in GDP in 2004-05 for livestock was the highest of any sub-sector at 7.23%, compared to 0.15% for crops, and 3.65% for fisheries sub-sector. These changes have been prompted by a rapid growth in demand for livestock products due to increase in income, rising population, and urban growth.

The Directorate of Livestock Services was established in 1960 and renamed as the Department of Livestock Services (DLS) in the late 1980s. The mandate and functions of DLS include all activities related to livestock development and control of livestock diseases. This includes provision of veterinary services, conservation and genetic improvement of livestock and poultry breeds, artificial insemination, and development of

¹¹ GOB (2007) National Livestock Development Policy; 2007. Dhaka: Ministry of Fisheries and Livestock,

feeds and fodder for improving livestock nutrition, extension of livestock services, vaccine, production, procurement and distribution of drugs and equipment, training, analysis and diagnostic services, collection of data and economic assessment of livestock production and the development of zoo animal and survey of wild life. Since 1960, the mandate and functions, structure, organisation and management system of DLS have remained almost unchanged.

DLS is organised into five divisions, headed by five Directors. The five divisions are (i) Animal Health and Administration, (ii) Research, Training and Evaluation, (iii) Extension, (iv) Production and (v) Officers Training Institute. The divisions are functionally split into sections to deal with different subject matters. It has 5 Divisional Livestock Offices, 64 District Livestock Offices and 476 Upazila Livestock Offices. Divisional Offices coordinate and supervise the activities of the District offices and carry out liaison functions with the sister and other related organisations. DLOs (District Livestock Officer) supervise and coordinate the livestock development activities at the Upazila level and maintain liaison with the concerned departments and the district administration. ULOs (Upazila Livestock Officer) are charged with the following functions; (i) awareness building, motivation and technology transfer, (ii) vaccination and prevention of diseases, (iii) collection and documentation, (iv) artificial insemination, (v) reporting, (vi) farmers training, (vii) fodder cultivation, (viii) implementation of special projects, (ix) distribution of micro credit along with execution of PRSP. VVs (Veterinary Surgeons) are charged with animal/poultry health management and disease control activities at the upazila level.

Activities of Livestock Cadre

- Providing medical treatment to domestic livestock;
- Improvement of the productivity by the quality improvement of animals;
- Identification of diseases, control and preventive activities;
- Poverty reduction and creation of job opportunities through micro credit activities;
- Human resource development through training and transfer of appropriate technology;
- Activities of artificial reproduction for improvement of the productivity of milk;

- Registry of the husbandry farm and giving them the government-declared subsidy; and
- Making people aware by means of the mass media and publication.

Conclusion

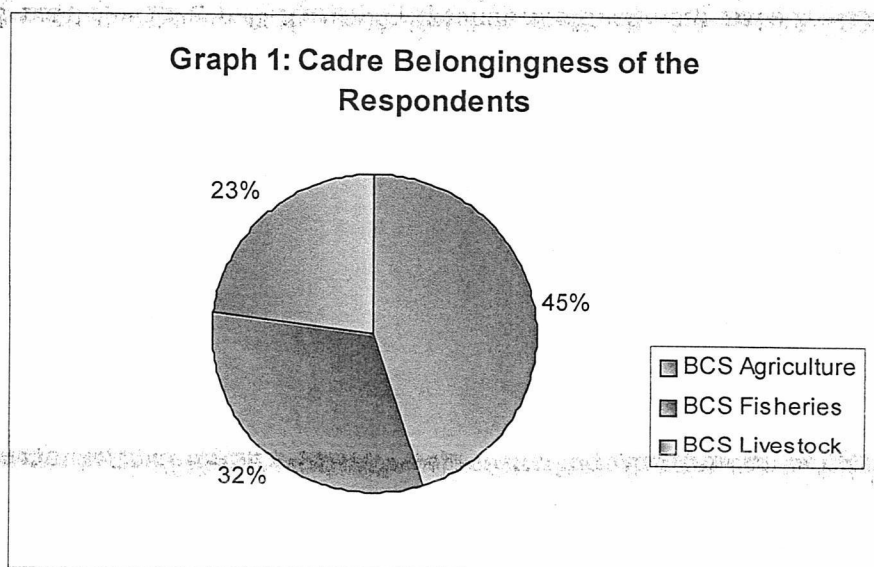
It is evident from the above discussion that the aforementioned three cadres of Bangladesh Civil Service have undergone many experiments and changes across the centuries. The services have experienced the colonial regime— the East India Company and the British Empire, Pakistan rule, post-1971 years, military regimes, democracies and caretaker governments. In order to discharge their duties a new Agriculture/ Livestock/ Fisheries officer faces a number of constraints and challenges which virtually make him capable to overcome unfriendly situations and thus he grows a client focused public servant of the Republic.

Chapter Four

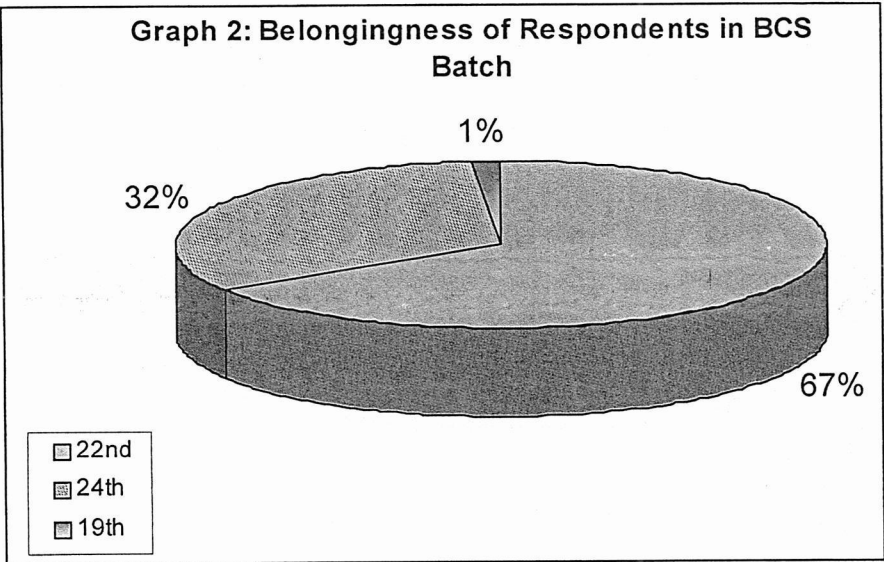
Data Analysis

A) Opinion of the Trainees

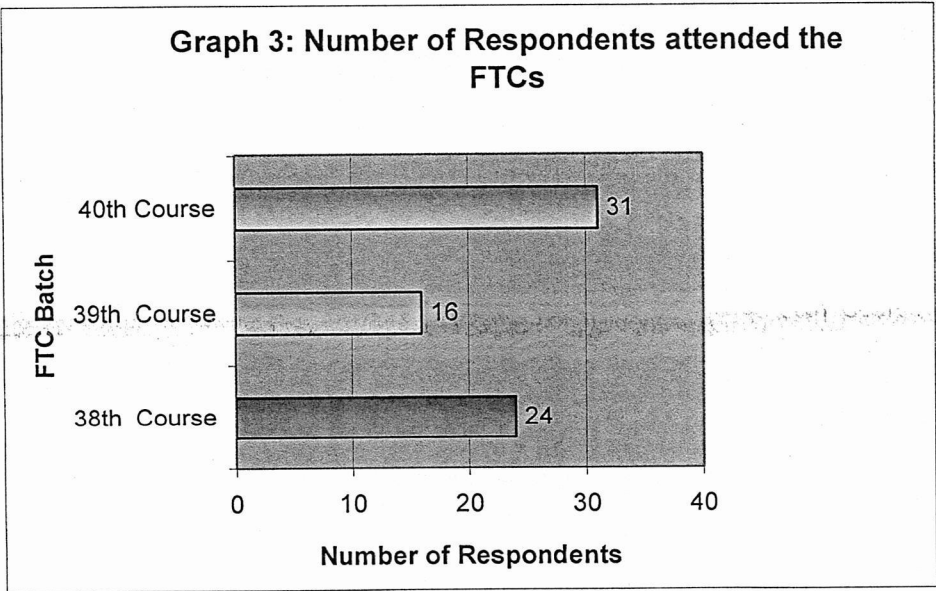
A total number of 71 Probationers of BCS Agriculture, BCS Fisheries and BCS Livestock Cadres attended 38th, 39th and 40th Foundation Training Courses (FTC). Out of 71 trained probationers, 32(45.0%) belong to BCS Agriculture Cadre, 23 (32.0%) represent BCS Fisheries Cadre and 16 (23.0%) from BCS Livestock Cadre (Graph1).



Among them 64 (90.0%) are male and 7 (10.0%) are female (Table2) officers. As regards BCS Batch, 47 belong to BCS 22nd Batch, 23 belong to 24th Batch and one represented 19th Batch (Table3).



The study observed that among the respondents 24 attended the 38th FTC, 16 attended the 39th FTC and 31 attended the 40th FTC organised by BPATC (Table4).



The study reveals that 47.0 percent respondents attended the FTC within 3 to 5 years of their joining the service followed by 44.0 percent within 2 years to 3 years (Table 5). On the other side 3 (4.0%) respondents attended the FTC 1 year to 1.5 years and 3 (4.0%) other respondents 1.5 years to 2 years after joining the service. Only one respondent was nominated for FTC after 5 years of joining the service. The table expresses that most of the

probationers (90.0%) of BCS Agriculture, Fisheries and Livestock cadre were not nominated for FTC before 2 years of their joining the service. on the other hand all the respondents have already attended one or two training courses related to their job along with departmental training which was mostly knowledge-based as they opined. It is noteworthy to mention that FTC could have been more effective if they had the opportunity to attend the course immediately after joining the BCS.

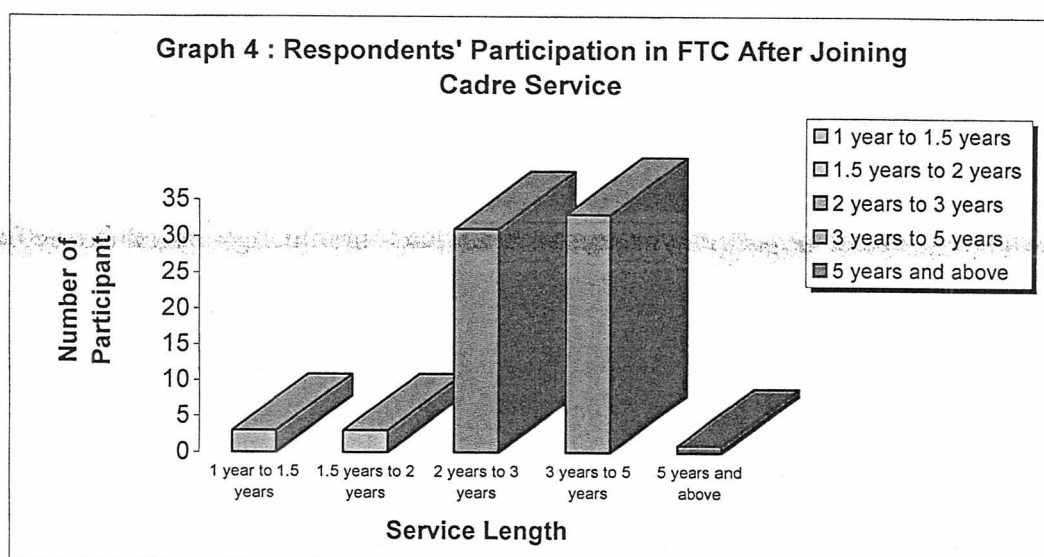
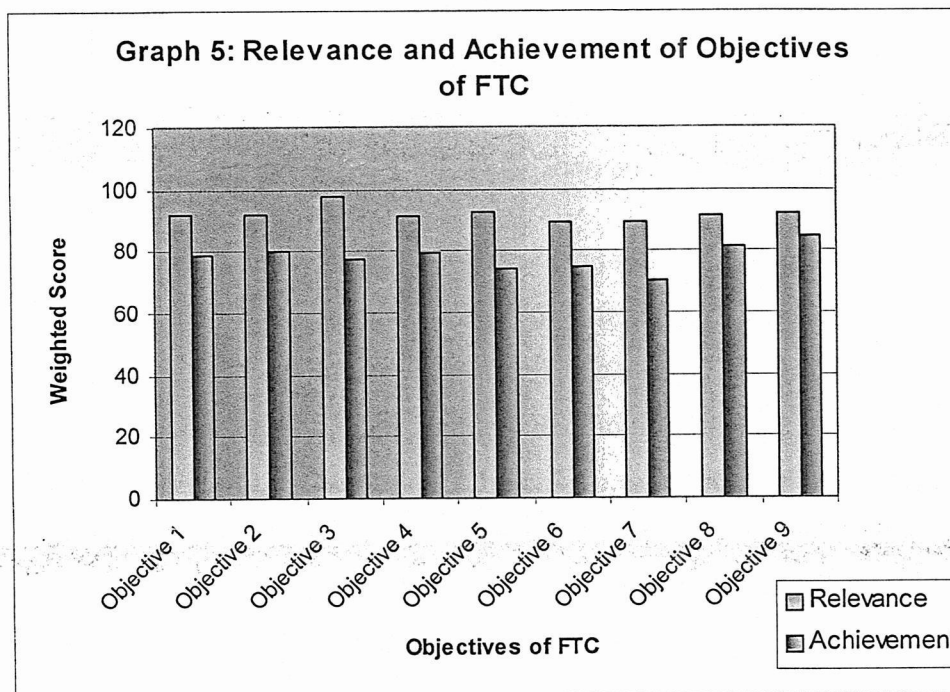


Table 6 illustrates the opinions of the respondents regarding relevance and level of achievements of the objectives of Foundation Training Course (FTC). According to their view weighted score against objectives vary from 89.67 to 97.65 of which objective 3 (to perceive and analyse socio-cultural, political and economic development issues, strategies and processes realistically) stands the top of the list while objective 6 (to prepare research papers, reports and other documents professionally.) and objective 7 (to communicate in English with reasonable accuracy and fluency) rest at the bottom. This table demonstrates the fact that seven out of nine objectives of FTC are highly relevant and the rest two (objective 6 and 7) are relevant to probationers of BCS Agriculture, Fisheries and Livestock Cadres.

The study also assesses the level of achievement of objectives of FTC. Weighted scores against achievement level ranges from 70.18 to 84.98. According to the respondents' view objective 9 (to maintain physical and ethical fitness to meet arduous challenges) achieved highest score (84.98) while objective 7 (to communicate in English with reasonable

accuracy and fluency) obtained lowest score (70.18). Difference between highest relevance score and lowest achievement score is 27.47 (97.65-70.18).



However, According to the trainees view only three objectives of FTC reached satisfactory level of achievement (weighted score 80.0 and above). These are — objective 2 (to identify individual behavioural strengths and weaknesses, and promote interpersonal relations in administration, WS 80.51); objective 8 (to foster esprit de corps, empathy, common perception, and understanding among diverse stakeholders, WS 81.69); and objective 9 (to maintain physical and ethical fitness to meet arduous challenges, WS 84.98). Level of achievement of the rest six objectives (objectives-1, 3, 4, 5, 6 and 7) is less satisfactory.

Interestingly, 08 respondents identified a few objectives that were less relevant to BCS Agriculture, Fisheries and Livestock Cadre officials. They also mentioned reasons behind their views (Table 7). Among them 38.0 percent viewed that objective 7 (to communicate in English with reasonable accuracy and fluency) is less relevant to every cadre official and opportunity of using English is absent in the office in Bangladesh. Similarly they also considered objective 6 (to prepare research papers, reports and other documents

professionally) and objective 5 (to use information and communication technology in management) as less relevant because there is no scope of conducting research in the field and Internet connectivity in the field level offices is almost absent or very limited as well. In both cases 25.0 percent of the respondents are of the same view (Table 7).

The respondents also viewed that objective 8 (to foster esprit de corps, empathy, common perception and understanding among diverse stakeholders) is less relevant because course curriculum of FTC does not equally address the needs of all cadres. As regards objective 8, they viewed that unequal distribution of age among the participants is an important barrier to fostering interpersonal relationship, since ICT is yet to be fully developed in the public sector, Bangla is the only working language in the field, field offices have nothing to do with research, and the FTC curriculum does not address the training needs of all cadres equally, the related objectives (5, 6, 7 and 8) were identified as less relevant to BCS Agriculture, Fisheries and Livestock cadre officials.

Participants were also asked to identify the causes of less achievement of FTC's objectives (Table 8). Out of 71 trainees, 50 responded to this question. Among them 50.0 percent viewed that insufficient time for ICT sessions and inadequate facilities caused lesser degree of achievement of the objectives 5 related to ICT. As regards objective 8 related to foster inter-cadre relationship, 34.0 percent respondents opined that course management did not take any significant initiative to this end. As such it caused lesser degree of achievement of this objective. Also 28.0 percent respondent maintained that inadequate number of sessions, lack of opportunity for presentation in English and resource persons with insufficient skills hindered to achieve the relevant objective 7 in a satisfactory level.

The respondents further mentioned that course contents are not equally relevant to all cadre officials (24.0%), too big course contents for 4 months (14.0%), lack of skilled resource persons (10.0%), theoretical and lecture-based sessions (10.0%), improper selection of guest resource persons (10.0%) and absence of special emphasis on identifying strengths and weaknesses of the participants (10.0%) also resulted in lesser degree of achievements of FTC objectives.

Participants were asked if the knowledge they gained from different modules of FTC helps perform their present job. Table 9 addresses the application of knowledge gained from the modules under Bangladesh studies. Respondents opined that they help the higher authorities by providing necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes in the workplace (96%). They said that this knowledge is very much related to the nature of their job. They also informed that Know Bangladesh Programme, historical background of Bangladesh and liberation war enhanced their sense of responsibility to the people (94%). This further helps them organise important programmes properly on various national days like 21st February, Independence Day & Victory Day (82.0%). Moreover, gained knowledge helps them to preserve and manage natural resources and historical spots within their jurisdiction (68.0%). The respondents also mentioned that knowledge gathered from said modules enables them to assist the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of educational programmes (61.0%) and healthcare programmes (55.0%) in the workplace. In summary, it can be said that knowledge gained from modules under Bangladesh Studies helps the trained officers a lot in performing their job.

Table 10 shows the application of knowledge gained from the subject Public Administration which consists of the modules— Governmental System, Leadership Behaviour, and Changing Public Sector. According to the trainees, in most cases, knowledge gained from the said modules is useful to their present job. The areas where they are applying their earned knowledge are— making right decisions (97.0%), assisting higher authorities in decision-making process (93.0%) and taking lead in various government programmes (92.0%). Knowledge gathered from the said subject also helps them assist the higher authorities in preparing citizen charter (89.0%) and follow TQM method in discharging assigned duties (89.0%).

The areas where the gained knowledge is comparatively less related to their present job are — perform duties related to official protocol (77.0%), resolve existing conflicts within the jurisdiction (73.0%) and perform duties related to local government (Birth registration, TR, KABIKA, VGF etc) (72.0%). The area where application of knowledge gathered from

the said modules is least in performing duties related to law and order of the jurisdiction (63.0%). It is notable that knowledge of modules under Public Administration has the opportunity to apply in the workplaces of the trained officers of BCS Agriculture, Fisheries and Livestock cadres.

The study finds that knowledge gathered from modules under the subject Management Process are notably helpful to the trained officers in performing their present job (Table11). Highly useful areas, as mentioned by the respondents, are – fixing own salary (99.0%) and preparing tour diary and TA bill (98.0%), performing duties regarding personnel (staff) management of the office (95.0%), and writing different types of official letters (93.0%), writing Annual Confidential Report (ACR) of the subordinate employees (93.0%) and conducting meetings (90.0%).

Respondents also found the knowledge gathered from this subject significantly helpful in the areas like making proper inquiry into complaints related to conduct and discipline (89.0%), preparing working papers and resolutions of various meetings (87.0%), writing notes and summaries (85.0%), preparing budget of the office (83.0%), performing duties regarding personnel (staff) management of the office (82.0%) and procuring all necessary items of the office following PPR (80.0%).

Respondents also identified few areas where the knowledge is comparatively less useful. These are – fill up income tax form (79.0%), perform duties as a drawing and disbursing officer (77.0%) and perform duties to determine seniority of the subordinate employees (73.0%). Duties related to child labour and child rights (52.0%) where the trained officers found least applicability of their knowledge they gathered from the said modules.

Table12 shows some areas where participants are applying their knowledge gained from the modules under Development Economics. They are– realizing local problems and assisting to solve them locally as well (90.0%), assisting the higher authority in taking decision about coordination and implementation of development programmes of the

government (89.0%), coordinating and implementing poverty reduction programmes taken by government and NGOs (85.0%), building awareness among the local people about the causes of and remedies for environmental disaster (85.0%), performing duties related to disaster management (83.0%) and local level preservation of ecological balance (80.0%).

A few other areas where the trained officials apply their learning from the modules under development economics are— assisting the higher authority in preparing development programmes of the country and implementing them (76.0%), preparing questionnaire (76.0%), collecting data following various methods (79.0%) and present data using different graphs and charts (76.0%).

On the other hand, knowledge they gathered is least useful to their present job in some areas such as participating successfully in the process of approval of DPP & TPP (32.0%); preparing DPP & TPP (45.0%); discussing and exchanging views with higher authority and colleagues about the relation of Bangladesh economy with foreign aid, WTO and other regional forums (46.0%) and about any publications on micro and macro economics (51.0%), and mobilising local people against VAW (54.0%).

The modules under Skill Development include English Language Skills, Information and Communication Technology (ICT), Physical Conditioning and Games, Book review, Ethics and Morality, Extension Lectures, Car Driving, and BARD/RDA/BRDTI and Secretariat Attachment. The respondents were asked to identify the areas where the earned skills from FTC are useful in performing their present tasks and skills which are not currently related to their present job (Table13). They found the earned skills very useful to – discharge assigned duties with patience, tolerance and serenity (99.0%), strive hard to perform assigned duties (99.0%), cope with adverse environment of the workplace (99.0%), and update oneself on contemporary issues (99.0%), compose letters, applications, reports etc. using MS Word (96.0%), deliver formal or informal speech (94.0%), open an office file (92.0%), prepare PowerPoint documents and present them before the audience (92.0%) and distinguish between subtle differences of ethical and unethical acts (92.0%) as well.

Respondents also mentioned that gained skills are also useful to— give decision in the file or to assist in making decision (89.0%), take physical exercise regularly (83.0%), communicate by e-mail (83.0%), drive car/motor bike skillfully (85.0%), manage files/records in compliance with Secretariat Instructions (82.0%) and download documents using Internet (80.0%).

Moreover, accomplished skills again help the respondents to —assist the higher authority in solving problems of implementation of rural development programmes of the government (79.0%), take part in different sports and games (79.0%), review a book after reading it (79.0%), analyse data using MSExcel (79.0%), ensure proper use and maintenance of govt. vehicles (77.0%) and write letters, applications, reports, etc. in English (73.0%).

On the other side, respondents identified some areas where the application of skills they acquired from the FTC to a certain extent is not relevant to present job. These are— organising sports competition (66.0%), preparing draft of speech as required by the higher authority (66.0%), repairing minor defects/troubles of vehicles (66.0%), holding conversation with the colleagues in English (64.0%) and understanding documents, laws, rules, regulations, and papers written in English and translate/analyse them as required by the higher authority (65.0%).

Respondents recognised that FTC brought some behavioural and attitudinal changes among them (Table 14). Weighted scores for degree of support for behavioural and attitudinal changes range from 81.22 to 95.77. According to them Foundation Training Course endows with highly satisfactory support to learn more about the government rules and regulations and abide by those rules (weighted score 95.77) and develop sense of respect for the higher authority (weighted score 95.77) which is very much related to their job. Again FTC helps the probationers develop inter-personal relationship with colleagues of the same cadre (95.54) and develop inter-cadre relationships and relationships with non-cadre officials as well (weighted score 90.14). The FTC further helps avoid doing unethical deeds (weighted score 94.37).

Also FTC played a highly satisfactory role in changing their attitude and behaviour in some other areas such as— attitude to appreciate others (weighted score 90.0), value others' opinions (weighted score 93.19), sense of responsibility for subordinates (weighted score 94.37); attitude to help others (weighted score 95.54), and foster relationship with people (weighted score 95.0), develop human relations (weighted score 90.0) and guide them to practice morality in personal and family life (weighted score 90.61) and inspire and motivate the colleagues to practice morality (weighted score 93.43). Moreover, this course provides highly satisfactory support to create and protect gender friendly environment in the workplace (weighted score 93.43) and build gender friendly attitude among other colleagues (weighted score 92.96).

Furthermore, FTC helps satisfactorily to develop love for work (weighted score 87.56), increase interest in professional development (weighted score 88.49) and interest in English language practice (weighted score 86.85). Also it provides satisfactory support to the probationers to admit personal weakness (weighted score 81.22), express difference of opinion where required (weighted score 85.68) and disagree to comply with the unethical order (if any) of higher authority (weighted score 86.38). Therefore, from the above findings it can be safely said that FTC has a vital role to bring positive change in the behaviour of the probationers.

The respondents were asked to identify factors that bar them from applying their learnt KSA from FTC in their workplaces more effectively. They mentioned five important hindrances in this regard (Table 15). These are lack of opportunity to express new ideas (72.0%), lack of opportunity to practice English language (49.0%), lack of computer facility (32.0%), lack of cooperation from the senior officers (32.0%) and lack of scope to drive car (27.0%).

To apply their learnt KSA¹² from FTC more effectively, respondents identified some areas in their workplaces that require to be changed (Table-16). Four important areas that need to be addressed are— unavailability of computer with internet connectivity (48.0%), dearth of

¹² KSA denotes Knowledge, Skill and Attitude.

admissible facilities in the workplace/logistics/staff (41.0%), not encouraging the junior to express their views and foster creativity (25.0%), and lack of healthy relationship among different cadres and services in the field (23.0%).

Moreover, respondents suggested for introducing English as an option for correspondence (13%), developing relationship between the junior and the senior (11.0%), recognising the junior for their good performance by the senior (9.0%) and abolishing/amending present ACR system (9.0) that will in turn help them apply KSA learnt from FTC more effectively.

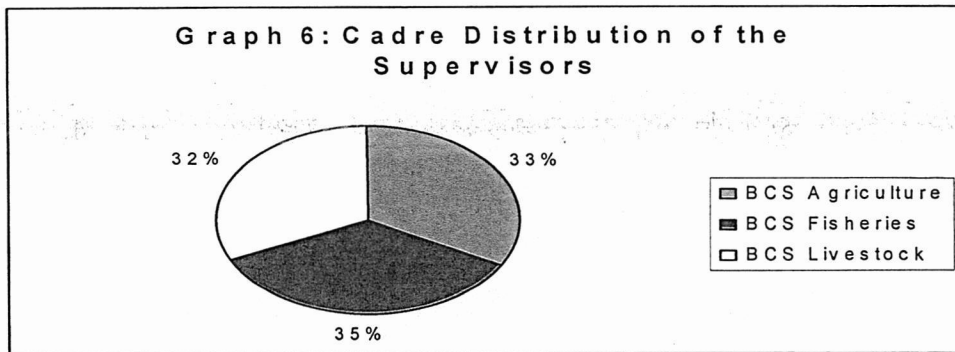
The respondents were also asked to provide some suggestions for making FTC more pragmatic (Table 17). They viewed that more time should be allocated for practical sessions/extra-curricular activities/field visit (36.0%) and sessions on Communicative English should be conducted with due importance (30.0%). Also they have maintained that duration of computer sessions needs to be increased and make it more practical (30.0%). Moreover, the respondents recommended that course curriculum should address the common needs of all cadres (22.0%) and special efforts to foster inter-cadre relationship during FTC (20.0%).

Furthermore, to make the FTC more pragmatic five other areas need to be considered. Such as conducting training sessions by skilled and knowledgeable trainers (16.0%), more emphasis on the issues of agricultural development (16.0%) and Financial Management and Office Management issues/government rules and regulations (14.0%), incorporating a special cadre specific-module could in the course curriculum (16.0%) and increasing course duration to reduce workload (13.0%).

B) Opinion of Supervisory Officials

Study solicits general views from the supervisory officials of the participants attended the Foundation training Course (FTC). A total of 88 district level supervisory officials were interviewed of which 29 from BCS Agriculture, 31 from BCS Fisheries and 28 from BCS

Livestock Cadre. Among the supervisory officials only two are female who represent BCS Fisheries Cadre. Graph 6 below shows the representation of supervisory officials.



The study observed that 53 (60.0%) supervisors have less than 1 year of length of service in the present workplace (Table18) while 19 (22.0%) have been working in present working places for 1 year to 2 years. Ten (11.0%) supervisors have been working for 2 years to 3 years and six (7.0%) are working for 3 years to 5 years in the present working place.

According to the views of the supervisory officers, objectives of Foundation Training Course are mostly relevant to the probationers belonging to the Agriculture, Fisheries and Livestock Cadre (Table19) The relevancy of weighted scores of objectives varies from 78 to 86. They opined that except objective 7 all other eight objectives are relevant (weighted score 81.0- 86.0) to newly recruited BCS Agriculture, BCS Fisheries and BCS Livestock officers. However, according to their views objective 7 (to communicate in English with reasonable accuracy and fluency) is comparatively less relevant (weighted score 78.03) to newly recruited BCS Agriculture, BCS Fisheries and BCS Livestock officers (Graph 7).

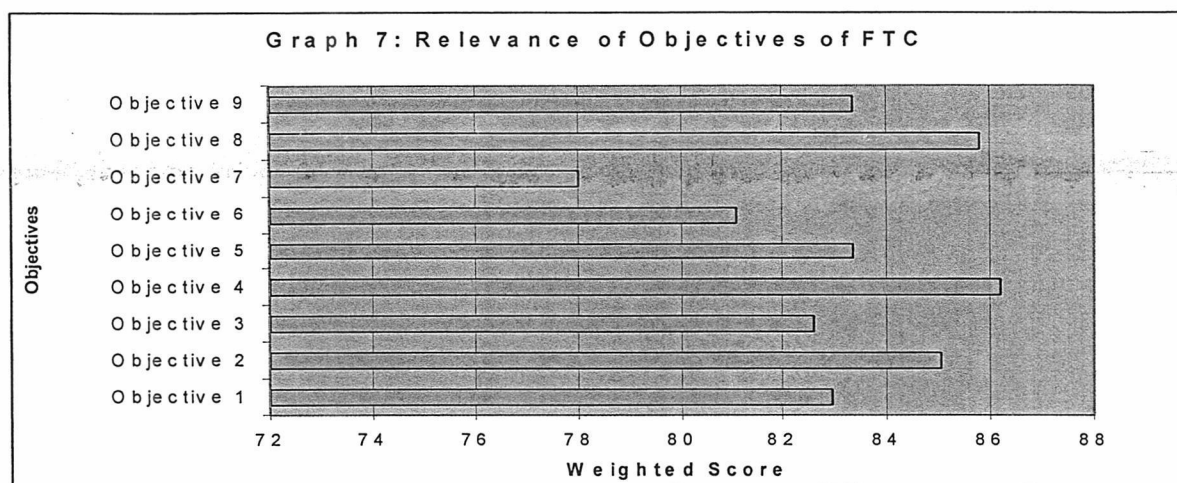
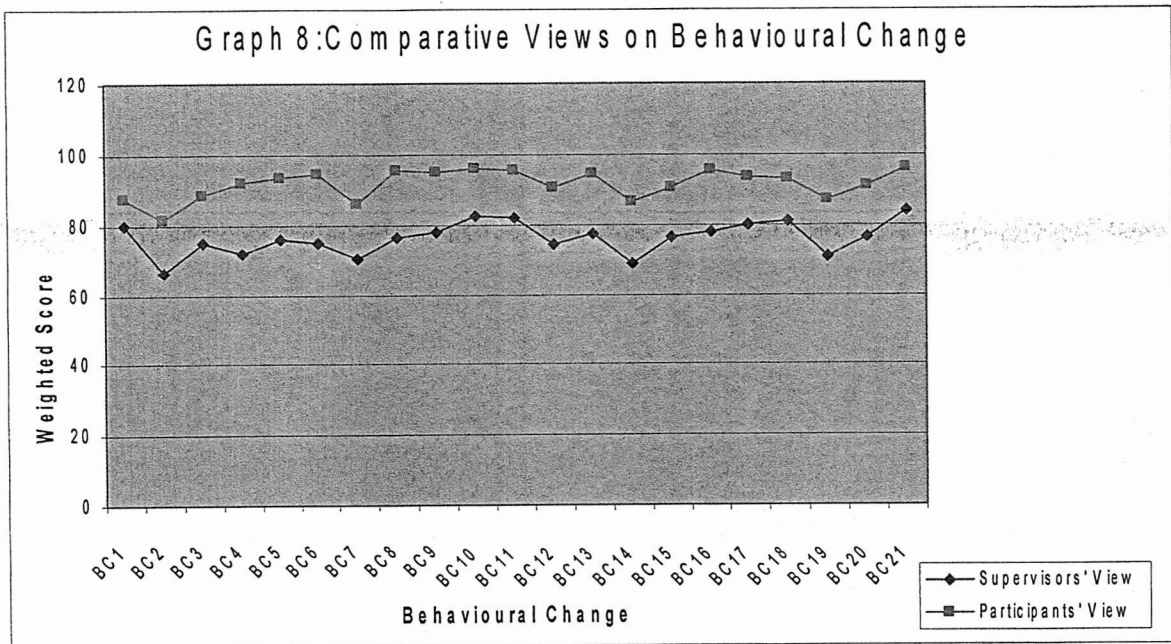


Table 20 portrays the level of different skills, which trainee officers have achieved from the FTC as identified by their supervisors. From their general observation, supervisors provided their feedback on achievement level of as many as 21 different skills by the participants attended the FTC. Weighted scores of achievement level of those skills vary from 68.0 to 78.0. In qualitative term none of 21 skills achieved satisfactory level. The study reveals that out of 21 different skills, 18 are less satisfactory (LS) while achievement of three other skills such as efficiency in settling audit objections (Weighted score 68.18), efficiency in English language use (Weighted score 67.42) and efficiency in general use of computer (Weighted score 68.94) is not satisfactory (NS).

Less satisfactory areas of application of skills as viewed by the supervisors include decision making (Weighted score 78.98), demonstrating leadership (Weighted score 76.32), time management (Weighted score 77.08), conducting meetings (Weighted score 78.21), preparing working papers and minutes (Weighted score 773.67), writing letters, notes, summaries (Weighted score 72.34), file management (Weighted score 72.15), writing inquiry reports (Weighted score 71.40) and office inspection report (Weighted score 74.05), facing untoward situation (Weighted score 73.29), preparing office budget (Weighted score 73.29), pay fixation (Weighted score 76.32), conducting research (Weighted score 71.96), negotiating with development partners (Weighted score 75.38)

Supervisory officials were asked to comment on behavioural changes of the trained officials against 21 different areas. Supervisory officials recognised that FTC brought

some behavioural and attitudinal change among the trained officials of junior level (Table 21). According to them Foundation Training Course satisfactorily helps trainees learn more about the government rules and regulations and abide by those rules as well (weighted score 83.71) which is very much related to their job, have sense of respect for higher authority (weighted score 82.39), develop interpersonal relationship with colleagues of the same cadre (weighted score 81.63) and build gender friendly attitude among other colleagues (81.06).



They also pointed out that the FTC contribution is less satisfactory to bring about attitudinal change among the probationers of BCS Agriculture, Fisheries and Livestock cadres in sixteen different areas. These are— increase interest in professional development, create and protect gender friendly environment in the workplace (weighted score 79.92), practice morality in personal and family life (weighted score-78.03), develop attitude to foster relationship with people (weighted score-77.84), refrain from doing unethical deeds in the workplace (weighted score-77.08), develop interest of work in the workplace (weighted score 75.0), appreciate others (weighted score 71.97), show respect for others' opinions (weighted score 75.76), have sense of responsibility for the subordinates (weighted score 74.62), have difference of opinion where required (weighted score 70.07),

develop attitude to help others (weighted score 76.32), develop inter-personal relationship with other cadre and non-cadre officers (weighted score 74.43) inspire and motivate the colleagues to practise morality (weighted score 76.52), develop interest in English language practice (weighted score 71.02), and develop human relations' (weighted score 76.52).

Supervisory officers further viewed that FTC role is not satisfactory (NS) to bring changes in three important behavioural aspects such as admitting personal weakness (weighted score 66.10), and saying no to the unethical order (if any) of the higher authority (weighted score 68.94).

Remarkably, the study reveals a contradictory picture about role of FTC in changing behaviour and attitude of trained probationers while we compare the opinions of the participants as well as their supervisors (Graph 8).

To apply trainees' learnt KSA from FTC more effectively, supervisory officials identified as many as 26 areas in their workplaces that required to be changed (Table22). Supervisors viewed that strengthening inter-cadre relationship (64.0%) in the field is very much essential to achieve government development goals in a more coordinated way. They further pointed out that introducing and ensuring ICT facilities in the workplace (39.0%) of the trainees is very much essential to apply achieved KSA as well as to cope with modern world. Other two important areas that need to be addressed include ensure logistic support/infrastructural facilities (26.0%) and accept juniors' views by the seniors/allow juniors taking decisions independently (18.0%).

They further suggested that creating opportunity to practice English language in workplaces/ English could be used while writing note alongside Bangla (10.0%), creating undue-influence-free work environment (10.0%) and practicing ethics and morality in workplaces and introducing reward for ethical practices (10.0%) are also required so that trainees can apply their learnt KSA.

Supervisory officials also identified some areas of FTC that require extra measures to make the course more pragmatic (Table23). Five important suggested measures include

more emphasis on e-Governance (39.0%), Office Management and Financial Management (25.0%), ethics, social values and human qualities (22.0%), making the curricula need-based and training method participatory (22.0%), incorporation of cadre specific basic issues (16.0%) and agriculture related issues (16.0%) in course curricula.

Supervisory officials again mentioned that due importance should be given on climate change, disaster management and sustainable environment (13.0%), healthy inter-cadre relationship (13.0%) and Communicative English (13.0%). They further maintained that proper intervention is required to enhance the sense of loyalty, manner, discipline and accountability to people among the probationers (12.0%) and training sessions should be conducted by cadre specific resource persons as well as skilled, knowledgeable and ethically sound trainers (12.0%).

Chapter Five

Findings, Conclusion and Recommendations

Findings

The study conducts interview of 71 trained probationers (64 male and 7 female) of 38 to 40 Foundation Training Course (FTC) representing BCS Agriculture, Fisheries and Livestock Cadres and 88 district level supervisory officials of the said three cadres. Among the supervisors 29, 31 and 28 represent BCS Agriculture, Fisheries and Livestock Cadres respectively.

Relevance of the Objectives of FTC and their Level of Achievements

The study reveals that out of nine objectives of the FTC, seven are highly relevant (weighed score 91.31 to 97.65) to newly recruited officers belonging to BCS Agriculture, Fisheries and Livestock Cadres as opined by the trained probationers who have already attended FTC (Table 6). The objectives namely objective 6 and 7 are ranked as relevant (weighted score 89.67). On the other hand supervisory officers viewed that out of nine objectives except objective 7 (to communicate English with reasonable accuracy and fluency), all are relevant (weighted score 81.06 to 86.17) as reflected in the questionnaire survey (Table 19). Here objective 7 is viewed as less relevant (weighted score 78.03) by the supervisors. From these findings it can be said that all the objectives of FTC are relevant to the probationers of BCS Agriculture, Fisheries and Livestock Cadres

The study also discloses that out of nine, only three objectives (2, 8 and 9) of FTC attained satisfactory level of achievement (weighted score 80.51 to 84.98) as rated by trained probationers (Table 6). For the rest six objectives (1, 3, 4, 5, 6 and 7) level of achievement is less satisfactory (weighted score 70.18 to 79.34).

Though the respondents evaluated the objectives to be relevant to the probationers, as regards lesser degree of achievement of the objectives they have identified some reasons. The four significant reasons that resulted in lower degree of achievements include— i)

insufficient time for ICT sessions and inadequate facilities of ICT, ii) lack of initiative to foster inter-cadre relationship, iii) inadequate number of sessions on English, lack of opportunity for presentation in English and resource persons with insufficient skills, and iv) course contents not equally relevant for all cadre officials (Table 8).

Application of Knowledge and Skills in Workplaces

The content of Foundation Training Course is divided into 24 different modules, which are again brought under five major subjects such as Bangladesh Studies, Public Administration, Management Process, Development Economics, and Skill Development. Trainees were asked to respond about to what extent the knowledge, skills and attitudes (KSA) they gained from the FTC help perform their present tasks.

The study reveals that knowledge and skills, which gathered from the modules under Management Process, help most of the trainees perform their tasks to a greater extent. Knowledge and skills earned from the modules under Bangladesh Studies, Public Administration and Skill Development subjects help most of the trainees significantly perform their tasks. On the contrary, knowledge and skills gathered from modules under Development Economics are found significantly less helpful to them (Table 9 -Table12). This finding indicates that BPATC should work on the modules under Development Economics to make them more pragmatic so that participants can apply their knowledge and skill learnt from the said modules in their workplaces.

The two important tasks where trainees apply their knowledge and skills gained from modules under Bangladesh Studies are observing national days (i.e. Language Day, Independence Day and Victory Day) with due importance and assisting higher authorities by providing necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes. Modules under Public Administration help them in taking right decisions and leading in various government programmes. Moreover, it enables the trained probationers assisting higher authorities taking decisions, negotiating with the development partners, preparing citizen charter and discharging assign duties following TQM methods.

Knowledge and skills gathered from the modules under Management Process extensively help the trained probationers to accomplish their tasks that include fixing own salary and preparing tour diary and TA bill, performing duties regarding personnel management of the office, writing different types of official letters, notes and summary, conducting meetings, preparing working papers and minutes of meetings and writing ACR of the subordinate employees.

The study reveals some areas where trained probationers are effectively applying their knowledge and skills gained from the modules under Development Economics (Table12). They are— realizing local problems and assisting to solve them locally as well, assisting the higher authority in taking decision about coordination and implementation of development programmes taken by government and NGOs, building awareness among the local people about preservation of environment and taking active part in disaster management.

As regards FTC modules under Skill Development most of the trained officers (91%-99%) found the earned skills very useful to discharge assigned duties with patience, tolerance and serenity, strive hard to perform assigned duties, cope with adverse environment of the workplace, and update themselves on contemporary issues, compose letters, applications, reports, etc. using MSWord, deliver formal and informal speech, open an office file, prepare PowerPoint documents and present them before the audience, and distinguish between subtle differences of ethical and unethical acts as well (Table13).

On the other side, respondents identified some areas where the application of skills they acquired from the FTC to a certain extent is not relevant to their present job. These are— organising sports competition, preparing draft of speech as required by the higher authority, repairing minor defects of vehicles and using English in formal and informal situations.

Through questionnaire survey supervisors provided their general feedbacks on as many as 21 different skills (Table 20) obtained by the probationers from FTC. Weighted scores of

achievement level of those skills vary from 68.0 to 78.0. In qualitative term none of 21 skills achieved satisfactory level. The study reveals that out of 21 different skills 18 are less satisfactory (LS, Weighted score 71.40 to 78.98) while achievement of three other skills such as efficiency in settling audit objections, efficiency in English language use and efficiency in general use of computer is not satisfactory (NS).

Less satisfactory areas of application of skills as viewed by the supervisors include decision making, demonstrating leadership, time management, conducting meetings, preparing working papers and minutes, writing letters, notes, summaries, file management, writing inquiry reports and office inspection report, facing untoward situation, preparing office budget, pay fixation, conducting research, negotiating with development partners, oral presentation, motivating others and driving motor bike/cars.

Looking at the application of skills from their respective point of view, the supervisors and the trained probationers opined differently about application of skills by the trained probationers in their offices. In most cases the trained officers are of the view that they are applying the gained skills from FTC in discharging their official duties satisfactorily. But the supervisors evaluate the performance of their probationers as regards FTC's skills to be less satisfactory in most cases.

FTC's Role in Changing Behaviour and Attitudes of the Trainees

Trained probationers also recognised that FTC brought some behavioural and attitudinal change among them (Table 14). Weighted scores for degree of support for behavioural and attitudinal changes ranges from 81.22 to 95.77. According to them Foundation Training Course endows with highly satisfactory support (weighted score 90.0 to 95.54) to learn more about the government rules and regulations and abide by those rules and develop sense of respect for the higher authority which is very much related to their job. Again FTC helps the probationers develop inter-personal relationship with colleagues of the same cadre and develop inter-cadre relationships and relationships with non-cadre officials as well. The FTC further helps avoid doing unethical deeds.

Also FTC played a highly satisfactory role in changing their attitude and behaviour in some other areas such as— attitude to appreciate others, value others' opinions, sense of responsibility for subordinates, attitude to help others, and foster relationship with people, develop human relations and guide them to practice morality in personal and family life and inspire and motivate the colleagues to practice morality and create and protect gender friendly environment in the workplace.

Furthermore, FTC helps satisfactorily (weighted score 81.22 to 88.49) to develop love for work, increase interest in professional development, and interest in English language practice. Also it provides satisfactory support to the probationers to admit personal weakness, express difference of opinion where required and disagree to comply with the unethical order (if any) of higher authority. Therefore, from the above findings it can be safely said that FTC has a vital role to bring positive change in the behaviour of the probationers.

Through questionnaire survey, the study also reveals the views of the supervisory officers about the role of FTC in bringing behavioural and attitudinal change among the trained probationers in the same 21 areas as they (trained officers) mentioned earlier (Table 21). According to them Foundation Training satisfactorily (weighted score 81.06 to 83.71) helps trained probationer only four areas. They are— learning about the government rules and regulations and abide by those rules, developing sense of respect for higher authority and interpersonal relationship with colleagues of the same cadre as well as building gender friendly attitude among other colleagues.

They also pointed out that the FTC contribution is less satisfactory (Weighted score 71.02 to 79.92) to bring about attitudinal change among the probationers of BCS Agriculture, Fisheries and Livestock cadres in sixteen different areas. These are— increase interest in professional development, create and protect gender friendly environment in the workplace, practice morality in personal and family life, develop attitude to foster relationship with people, refrain from doing unethical deeds in the workplace, develop

interest of work in the workplace, appreciate others, show respect for others' opinions, have sense of responsibility for the subordinates, have difference of opinion where required, develop attitude to help others, develop inter-personal relationship with other cadre and non-cadre officers, inspire and motivate the colleagues to practice morality, develop interest in English language practice and develop human relations.

Supervisory officers also opined that FTC's role is quite unsatisfactory in changing trainees' attitude and behaviour in six important areas such as to – show difference of opinion where required and disagree to comply with the unethical order (if any) of higher authority, inspire and motivate the colleagues to practice morality, appreciate others, participate in games and physical exercise, practice English language and admit personal weakness. However, FTC's role was less satisfactory to change trainees' attitude and behaviour in the rest 15 areas (Table 21).

Supervisory officers further viewed that FTC role is not satisfactory (weighted score 66.10-68.94) to bring changes in two important behavioural aspects such as admitting personal weakness and declining to carry out the unethical order (if any) of the higher authority.

The study reveals a contradictory picture about role of FTC in changing behaviour and attitude of trained probationers while we compare the opinions of the participants as well as their supervisors. It depicts that FTC, according to the views of the participants, has been successful to bring attitudinal and behavioural changes among them and the degree of change is highly satisfactory in most cases. Contrary to their views the supervisors opined differently. To them none of the 21 behavioural and attitudinal aspects of FTC appear to be satisfactory in bringing change among the participants. The degree of change in all aspects is less satisfactory except two of them, which are even poorer than that is not satisfactory.

The respondents were asked to identify factors that negatively influence in applying their learnt KSA from FTC in their workplaces more effectively. They mentioned five important hindrances in this regard (Table 15). These are lack of opportunity to express new ideas,

lack of opportunity to practice English language, lack of computer facility, lack of cooperation from the senior officers and lack of scope to drive car.

Interventions Suggested by the Respondents in the Workplaces

To apply their learnt KSA from FTC more effectively, both participant respondents and their supervisors proposed a number of interventions in workplaces (Table16 and Table22). Out of them five most crucial measures are— i) strengthen inter-cadre relationship, ii) ensure ICT facilities with internet connectivity, iii) make admissible logistic facilities available, iv) encourage the juniors to express their creative views and v) create opportunity to practice English language in the workplaces.

Measures Suggested by the Respondents to Make FTC More Effective

Trained respondents and their supervisors also identified some extra measures for making FTC more pragmatic (Table17 and Table23). They recommended that course curricula of FTC must be revised to make it more relevant with the objectives as well as pragmatic and need-based. Participants should be trained more on the issues on what they are dealing with so that after completion of training they would be able to correlate the training with their assigned tasks.

Lecture method should be given less emphasis. Training methods must be participatory and sessions must be conducted by skilled and knowledgeable trainers as well. Learning by seeing could be introduced. Participants could be sent to different offices and fields to have first hand experience by themselves.

Moreover, due importance needs to be given on communicative English, office management, financial management, human qualities, manner and etiquette. Number of computer sessions should be increased and more practice session should be arranged. Also due care should be taken on the issues of climate change, disaster management and sustainable development. Furthermore, more sessions could be arranged on agricultural development of the country. A special cadre specific-module could in the course curriculum for each cadre as an optional one.

Since inter-cadre and inter-departmental relationship in the field is not satisfactory at all, some special efforts to foster inter-cadre relationship need be taken during FTC without fail.

Sessions on ethics, morality and integrity must be given priority so that participants can learn something practically and in this process they will have chance to know the essence of ethics, morality and integrity.

Nonetheless the study establishes a link between training inputs imparted through FTC and their relevance in practical job situations of the trained probationers. It also depicts the pattern of utilisation of training inputs in their work fields. Again, it reveals a number of important factors that negatively influence application of learnt KSA in the workplace. It further reinforces that work environment, one of the significant factors, can play an important role and may exert an 'impelling and impeding force in the training utilisation' (Hossain and Husain, 1997:49). Based only on the opinions given by the trained probationers and their supervisors, it is indeed very difficult to specify the exact level of achievement of a study. However, one can find that the overall findings have significantly addressed the objectives of the study set forth.

Conclusion

One of the fundamentals of training evaluation is study on post-training utilisation (PTU). We should not conduct PTU for the sake of mere evaluation. It helps the clientele organisations optimize their resources spent on training in one hand and explores the strengths and weaknesses of a particular training course imparted by institutions concerned on the other. It further feeds back to the training institutions concerned about their problems and prospects.

Bangladesh Public Administration Training Centre (BPATC) is the apex training institution in the public sector of the country. Since its inception, the Centre has been organising Foundation Training Course for the newly recruited officers of Bangladesh Civil Service. Of course FTC, to some extent, helps the probationers of BCS Agriculture, Fisheries and Livestock Cadres perform a wide range of tasks, yet application of the learnt

knowledge, skills and attitudes obtained from the said course is not that much satisfactory to them. Moreover, the Course, as viewed by the supervisors, does not play significant role as regards change in behaviour and attitudes of the probationers of the said three cadres. It is a reality that the level of achievement of the objectives of FTC is not satisfactory despite they are highly relevant to the probationers.

This study could not cover each and every aspect of post-training utilisation (PTU). It is indeed a highly complicated, hard and massive task. Without having baseline data on knowledge, skills and attitudes (KSA) of the target population it is not possible to determine exact extent of application of KSA learnt from FTC by them on return from training.

Recommendations

The institutions imparting training are not alone responsible for application of learnt knowledge, skills and attitudes from any training course rather it mostly depends on work culture of the organisations which the trainees work for. On the one hand, training institutions have to concentrate on the needs of their clientele and on the other, organisations that invest resources for training must facilitate their officers with enabling work environment. Hence, based on the findings, the study recommends twofold measures for effective application of knowledge, skills and attitudes gathered from FTC by the probationers.

What BPATC May Do to Make FTC More Effective

Foundation Training Course involves a process of providing the probationers with knowledge, skills and abilities specific to a particular task or job. It helps develop appropriate attitude and willingness to achieve organisational goals and bring about required change in attitude of the probationers for the benefit of the organisation. It also prepares the probationers to keep pace with the growth of the organisation. Imparting FTC effectively and efficiently requires analysis of organisational needs and identifying training needs which will equip the probationers with knowledge and skills to meet the

organisational needs. Some measures are suggested below to make the FTC more effective to the trainees by BPATC:

- (xii) Ideally, any training programme starts with training needs assessment (TNA) by the organisations then developing or procuring training to address the identified needs. So, training needs of the new entrants to the Civil Service have to be assessed on regular intervals before imparting the training. Trainees should be trained more on the common issues that they are dealing with. Therefore, on completion of training they would be able to correlate the training with their assigned tasks rather than specialised issues as there are departmental training institutions for every cadre that impart training on specialised skills.
- (xiii) Course curriculum of FTC needs to be thoroughly revised to make it more relevant with the objectives as well as pragmatic and need-based.
- (xiv) Teamwork is essential for every officer for successful implementation of development activities. Therefore, adequate number of practical sessions is required to be conducted in FTC to develop essential skills for teamwork.
- (xv) To serve the people candidly, maintaining ethical standard by the officers is a prerequisite. Members of the BCS are obliged to reliably, impartially, efficiently and timely perform their duties and to behave in a dignified manner. So, issue of ethics, morality and integrity must be properly discussed in the FTC with real life examples.
- (xvi) Training methods need to be more participatory by giving less emphasis on lecture method. A blending of lecture method and practical sessions should be ensured as much as possible so that trainees can link theory into practice.
- (xvii) Success of a training session largely depends on the knowledge and skills of the trainer concerned. Training sessions of FTC need to be conducted by skilled and knowledgeable trainers. Selection of guest resources must be based on their knowledge and skills, not on their rank and status.
- (xviii) Sessions on Office Management and Financial Management have to be facilitated more extensively along with practical exercise. Relevant service rules and procedures of departmental proceeding should be taught thoroughly.
- (xix) Due importance needs to be given on Communicative English, need-based ICT, manner and etiquette, human qualities, and environment and disaster management.
- (xx) Again, more sessions could be arranged on agricultural development of the country. A special cadre specific-module may be there in the course curriculum for each cadre as an optional one.
- (xxi) Since inter-cadre and inter-departmental relationship in the field is not satisfactory at all, some special efforts to foster inter-cadre relationship need be taken during FTC.

- (xxii) Duration of the Foundation Training Course may be increased and number of participants may be reduced as well.

What Top Managers in the Workplaces Can Do

Application of learnt KSA from a training course fundamentally depends on the work environment provided to the trained workforce on return from the training. The work environment includes clients, logistics, staff, peers, supervisors and current level of their knowledge, skills and attitudes. So, organisations in which trained officers belong to must take necessary measures for effective and efficient application of learnt KSA from the FTC. Some of the key measures are suggested below:

- (vi) A culture has to be developed in the workplaces by encouraging juniors to express their views and recognising their views by seniors. Senior officers should provide institutional support to the juniors and involve them in decision-making process.
- (vii) Skill of using ICT is vital for modern office management. So, computers with internet connectivity have to be provided to make the office computerized and automated, which will ultimately help the trained officers use their earned knowledge and skills on ICT from FTC and thereby accelerate building Digital Bangladesh, the vision set by the Government.
- (viii) English is now a *lingua franca* for communication across the globe. In the FTC, trainees are provided with important knowledge and skills in English but they lack opportunity to practice it in their workplaces. So, all kinds of internal communications and presentations can be made in English, which will, in turn, help the trainees apply their knowledge and skills.
- (ix) Development policies will never be implemented without coordination with and cooperation from the other cadre and non-cadre officials. Therefore, the top managers should make efforts to strengthen the intra- and inter-cadre relationships and the relationships with non-cadre officials of other departments as well.
- (x) Proper logistics (accommodation, telephone, mobile, and vehicle) should also be made available to the junior officers.

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Annex A-Tables

A) Opinion of Officers Trained in FTCs

Table1: Distribution of the Respondents According to their Cadre

No of Respondents	Frequency	%
BCS Agriculture	32	45.0
BCS Fisheries	23	32.0
BCS livestock	16	23.0
Total	71	100.0

Source: Questionnaire Survey, 2010.

Table2: Sex Distribution of the Respondents

Sex distribution	Frequency	%
Male	64	90.0
Female	7	10.0
Total	71	100.0

Source: Questionnaire Survey, 2010.

Table3. Distribution of Respondents according to BCS batch

BCS batch	Frequency	%
22 nd	47	67.0
24 th	23	32.0
19 th	01	1.0
Total	71	100.0

Source: Questionnaire Survey, 2010.

Table4: Distribution of Respondents according to Foundation batch

FTC batch	Frequency	%
38 th	24	34.0
39 th	16	22.0
40 th	31	44.0
Total	71	100.0

Source: Questionnaire Survey, 2010.

Table 5: Participate in Foundation Training Course after Joining the Cadre Service

Attended the FTC	Number of participant	%
1 year to 1.5 years	3	4.0
1.5 years to 2 years	3	4.0
2 years to 3 years	31	44.0
3 years to 5 years	33	47.0
5 years and above	1	1.0
Total	71	100.0

Source: Questionnaire Survey, 2010.

Table6: Relevance of Objectives of FTC to the Probationers of BCS Agriculture, Fisheries and Livestock Cadres and level of Achievement of the Objectives

Level of relevance		Objectives	Level of Achievement	
Relevance	Score		Score	Achievement
HR	91.78	(1) To recognise the role of civil service in a changing national and global environment	78.64	LS
HR	92.25	(2) To identify individual behavioural strengths & weaknesses, and promote interpersonal relations in administration	80.51	S
HR	97.65	(3) To perceive and analyse socio - cultural, political and economic development issues, strategies and processes realistically.	77.69	LS
HR	91.55	(4) To adhere to the basic administrative norms, rules, policies and procedures.	79.34	LS
HR	92.49	(5) To use information and communication technology in management	74.41	LS
R	89.67	(6) To prepare research papers, reports and other documents professionally.	74.88	LS
R	89.67	(7) To communicate in English with reasonable accuracy and fluency	70.18	LS
HR	91.31	(8) To foster esprit de corps, empathy, common perception, and understanding among diverse stakeholders.	81.69	S
HR	92.25	(9) To maintain physical and ethical fitness to meet arduous challenges.	84.98	S

Source: Questionnaire Survey, 2010

[Weighted Score: 'Highly Relevant' (HR)/'Highly Satisfactory' (HS), 80.0-89.0 as 'Relevant' (R)/'Satisfactory' (S), 70.0-79.0 as 'Less Relevant' (LR)/'Less Satisfactory' (LS) and below 70.0 as 'Not Relevant' (NR)/'Not Satisfactory' (NS)].

Table6A: Comparative Views on Relevance of Objectives of FTC to Agriculture, Fisheries and Livestock Cadre Officials and Level of Achievement

Level of Relevance				Objectives	Level of Achievement	
Supervisors' view		Trainees' view			Trainees' view	
WS	LR	LR	WS		WS	LA
82.95	R	HR	91.78	1. To recognize the role of civil service in a changing national and global environment.	78.64	LS
85.03	R	HR	92.25	2. To identify individual behavioural strengths & weakness promote interpersonal relations in administration	80.51	S
82.58	R	HR	97.65	3. To perceive and analyse socio-cultural, political and economic development issues, strategies and processes realistically.	77.69	LS
86.17	R	HR	91.55	4. To adhere to the basic administrative norms, rules, policies and procedure	79.34	LS
83.33	R	HR	92.49	5. To use information and communication technology in management	74.41	LS
81.06	R	R	89.67	6. To prepare research papers, reports and other documents professionally	74.88	LS
78.03	LR	R	89.67	7. To communicate in English with reasonable accuracy and fluency	70.18	LS
85.79	R	HR	91.31	8. To foster esprit de corps, empathy, common perception and understanding among diverse stakeholders.	81.69	S
83.33	R	HR	92.25	9. To maintain physical and ethical fitness to meet arduous challenges.	84.98	S

WS=Weighted Score; LR =Level of Relevance; LA= level of Achievement.

[Weighted score 90.0 and above= "Highly Relevant" (HR)/"Highly Satisfactory" (HS); 80.0-89.0= "Relevant"(R)/"Satisfactory"(S); 70.0-79.0= Less Relevant" (LR)/Less Satisfactory" (LS), and below 70.0= Not Relevant"/ "Unsatisfactory" (US)]

Table7: Reasons for Considering a Few Objectives of FTC as Less Relevant

Reasons	n=8	
	f	%
1. Absence of English as official language	3	38.0
2. No scope of conducting research in the field	2	25.0
3. No/limited internet facilities in the field level offices	2	25.0
4. Unequal distribution of age among the participants	1	13.0
5. Course curriculum of FTC does not equally address the needs of all cadres	1	13.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

Table8: Reasons that Caused Lesser Degree of Achievement of FTC's Objectives

Reasons	(n=50)	
	f	%
1. Insufficient time for ICT sessions and inadequate facilities	25	50.0
2. Lack of initiative to foster inter-cadre relationship	17	34.0
3. Inadequate number of English language sessions and lack of opportunity for presentation in English as well. Sessions inconsistent and resource persons were not sufficiently skilled.	14	28.0
4. Course contents are not equally relevant to the job of all cadres	12	24.0
5. The course contents are too big to cover within 4 months	7	14.0
6. Lack of skilled resource persons	5	10.0
7. Sessions are mostly lecture-based and theoretical	5	10.0
8. Improper selection of guest resource persons	5	10.0
9. No special emphasis on identifying strengths and weaknesses of the participants	5	10.0
10. In the context of ever changing national and global scenario the training sessions are very much traditional	3	6.0
11. Inadequate number of sessions on basic administrative norms, principles, rules etc.	3	6.0
12. No special care for the weak users of English language	3	6.0
13. Course management is not always efficient enough	2	4.0
14. Not nominating FTC participants from the same BCS batch	1	2.0
15. Huge number of participants in a Section of FTC	1	2.0
16. No discussion on role of civil service in the context of ever changing national and global scenario	1	2.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

Table9. Application of knowledge Gained from Modules under Bangladesh Studies

Nature of Application in the Practical Field	Help performing present job	Not related to present job
1. Arrange important programmes properly on various national days like 21 st February, Independence Day & Victory Day.	58 (82.0)	13 (18.0)
2. Discuss the historical background, Liberation War etc and enhance sense of responsibility to the public because of the knowledge acquired through <i>Know Bangladesh</i> Programme	67 (94.0)	4 (6.0)
3. Preserve and manage natural resources and historic spots within your jurisdiction	48 (68.0)	23 (32.0)
4. Cooperate the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of healthcare programmes in the workplace	39 (55.0)	32 (45.0)
5. Cooperate and assist the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of educational programmes in the workplace	43 (61.0)	28 (39.0)
6. Cooperate and help the higher authorities by providing them necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes (agriculture, fisheries and livestock) in the workplace	68 (96.0)	3 (4.0)

Source: Questionnaire Survey, 2010. Parentheses show percentage

Table10. Application of Knowledge Gained from Modules under Public Administration

Nature of Application in the Practical Field	Help performing present job	Not related to present job
1. Perform duties related to law and order of the jurisdiction	45 (63.0)	26 (37.0)
2. Perform duties related to official protocol (VIP, Senior Officials and guests)	55 (77.0)	16 (23.0)
3. Perform duties related to local government (Birth registration, TR, KABIKA, VGF etc)	51 (72.0)	20 (28.0)
4. Take lead in government programmes	65 (92.0)	6 (8.0)
5. Take / make right decisions	69 (97.0)	2 (3.0)
6. Assist the higher authorities in decision-making process	68 (93.0)	5 (7.0)
7. Resolve existing conflicts within the jurisdiction	52 (73.0)	19 (27.0)
8. Assist the higher authorities in negotiation with the development agencies (i.e. NGOs)	61 (86.0)	10 (14.0)
9. Assist the higher authorities in preparing citizen charter	63 (89.0)	8 (11.0)
10. Follow TQM method in discharging assigned duties	63 (89.0)	8 (11.0)

Source: Questionnaire Survey, 2010. Parentheses show percentage

Table 11: Application of Knowledge Gained from Modules under Management Process

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Perform duties regarding personnel (staff) management of the office	67 (94.0)	3 (4.0)
(2) Perform duties to determine seniority of subordinate the employees.	52 (73.0)	18 (25.0)
(3) Make a proper inquiry into complaints related to conduct and discipline	63 (89.0)	7 (10.0)
(4) Write Annual Confidential Report (ACR) of the subordinate employees.	66 (93.0)	4 (6.0)
(5) Preserve and manage govt. records	63 (89.0)	7 (10.0)
(6) Write notes and summaries	60 (85.0)	10 (14.0)
(7) Write different types of letters for official purpose	66 (93.0)	4 (6.0)
(8) Prepare reports after office inspections	47 (66.0)	23 (32.0)
(9) Conduct various types of meetings	64 (90.0)	6 (8.0)
(10) Prepare working papers and resolutions of various meetings	62 (87.0)	8 (11.0)
(11) Perform duties related to child labour and child rights	37 (52.0)	33 (46.0)
(12) Prepare budget of the office	59 (83.0)	11 (15.0)
(13) Perform duties as a drawing and disbursing officer	55 (77.0)	15 (21.0)
(14) Fix of own salary	70 (99.0)	0 (0.0)
(15) Prepare tour diary and TA bill	68 (96.0)	2 (3.0)
(16) Fill up income tax form	56 (79.0)	14 (20.0)
(17) Perform duties of store management of the office	58 (82.0)	12 (17.0)
(18) Procure all necessary items of the office following PPR 2003	57 (80.0)	13 (18.0)

Source: Questionnaire Survey, 2010. Parentheses show percentage

Table 12: Application of Knowledge Gained from Modules under Development Economics

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Assist the higher authority in preparing development programmes of the country and implementing them	54 (76.0)	17 (24.0)
(2) Exchange views with superior authority and colleagues about any publications on micro and macro economics	36 (51.0)	35 (49.0)
(3) Prepare research proposals	45 (63.0)	25 (35.0)
(4) Prepare Questionnaire	54 (76.0)	16 (23.0)
(5) Collect data following various methods of data collection	56 (79.0)	14 (20.0)
(6) Process and analyse data collected for research	49 (69.0)	21 (30.0)
(7) Present data using different graphs and charts	54 (76.0)	16 (23.0)
(8) Prepare research reports	44 (62.0)	26 (37.0)
(9) Realize local problems and assist to solve them locally	64 (90.0)	6 (8.0)
(10) Assist the higher authority in taking decision about coordination and implementation of development programmes of the govt.	63 (89.0)	7 (10.0)
(11) Coordinate and implement poverty reduction programmes taken by govt. and non- govt. organisations	60 (85.0)	10 (14.0)
(12) Prepare DPP & TAPP	32 (45.0)	38 (54.0)
(13) Participate successfully in the process of approval of DPP & TAPP	23 (32.0)	47 (66.0)
(14) Discuss and exchange views with higher authority and colleagues about the relation of Bangladesh economy with foreign aid, WTO, and other regional forums.	33 (46.0)	37 (52.0)
(15) Perform duties related to disaster management	59 (83.0)	11 (15.0)
(16) Perform duties related to local level preservation of ecological balance	57 (80.0)	13 (18.0)
(17) Create awareness among the local people about the causes of and remedies for environmental disaster	60 (85.0)	10 (14.0)
(18) Facilitate appropriate authorities to take legal action against the persons/institutions locally liable for environmental disruption	48 (68.0)	22 (31.0)
(19) Mobilize local people against violence against women	49 (69.0)	21 (30.0)
(20) Assist inquiry into cases related to violence against women and children	38 (54.0)	32 (45.0)

Source: Questionnaire Survey, 2010. Parentheses show percentage

Table 13: Application of Knowledge Gained from Modules under Skill Development

Nature of Application in the Practical Field	Help performing present job	Not related to present job
(1) Write letters, applications, reports etc. in English	52 (73.0)	20 (28.0)
(2) Hold conversation with the colleagues in English	46 (65.0)	25 (35.0)
(3) Understand documents, laws, rules, regulations, and papers written in English and translate/analyse them as required by the higher authority	46 (65.0)	25 (35.0)
(4) Compose letters, applications, reports etc. using MSWord	68 (96.0)	3 (4.0)
(5) Analyse data using MSExcel.	56 (79.0)	14 (20.0)
(6) Prepare PowerPoint documents and present them before the audience	65 (92.0)	6 (8.0)
(7) Communicate by e-mail	59 (83.0)	12 (17.0)
(8) Download documents using Internet	57 (80.0)	14 (20.0)
(9) Strive hard to perform assigned duties	70 (99.0)	1 (1.0)
(10) Take part in different sports and games	56 (79.0)	15 (21.0)
(11) Take physical exercise regularly	59 (83.0)	11 (15.0)
(12) Organize sports competition	47 (66.0)	24 (34.0)
(13) Review a book after reading it	56 (79.0)	15 (21.0)
(14) Deliver formal or informal speech	67 (94.0)	4 (6.0)
(15) Prepare draft of speech as required by the higher authority	47 (66.0)	24 (34.0)
(16) Distinguish between subtle differences of ethical and unethical acts.	65 (92.0)	6 (8.0)
(17) Cope with adverse or unfavourable environment of the workplace.	70 (99.0)	1 (1.0)
(18) Discharge assigned duties with patience, tolerance and calmness	70 (99.0)	1 (1.0)
(19) Update oneself on contemporary issues	70 (99.0)	1 (1.0)
(20) Drive car/motor bike skillfully	60 (85.0)	11 (15.0)
(21) Ensure proper use and maintenance of govt. vehicles	55 (77.0)	16 (23.0)
(22) Repair minor defects/troubles of vehicles	47 (66.0)	24 (34.0)
(23) Assist the higher authority in solving problems of implementation of rural development programmes of the govt.	56 (79.0)	15 (21.0)
(24) Open an office file	65 (92.0)	6 (8.0)
(25) Give decision in the file or to assist in making decision	63 (89.0)	8 (11.0)
(26) Manage files/records in compliance with Secretariat Instructions	58 (82.0)	13 (18.0)

Source: Questionnaire Survey, 2010. Parentheses show percentage

Table14: Role of FTC in Bringing Behavioural and Attitudinal Change among the Probationers

Areas of behavioural and Attitudinal Change	Degree of Change	
	Score	Change
(1) Increase interest in professional development	87.56	S
(2) Admit personal weaknesses	81.22	S
(3) Develop interest of work in the workplace	88.49	S
(4) Appreciate others	92.01	HS
(5) Show respect for others' opinions	93.19	HS
(6) Have sense of responsibility for the subordinates	94.37	HS
(7) Have difference of opinion with superiors where required	85.68	S
(8) Develop attitude to help others	95.54	HS
(9) Develop attitude to foster relationship with people	95.07	HS
(10) Have sense of respect for the higher authority	95.77	HS
(11) Develop inter-personal relationship with colleagues of the same cadre	95.54	HS
(12) Develop inter-personal relationship with other cadre and non-cadre officers.	90.14	HS
(13) Refrain from doing unethical deeds in the workplace	94.37	HS
(14) Say no to the unethical order (if any) of the higher authority	86.38	S
(15) Inspire and motivate the colleagues to practise morality	90.61	HS
(16) Practise morality in personal and family life	95.30	HS
(17) Create and protect gender friendly environment in the workplace	93.43	HS
(18) Build gender friendly attitude among other colleagues	92.96	HS
(19) Develop interest in English language practice	86.85	S
(20) Develop human relations	91.08	HS
(21) Obey the govt. rules & regulations	95.77	HS

Source: Questionnaire Survey, 2010

Weighted score 90.0 and above = "Highly Satisfactory (HS)"; 80.0-89.0 = "Satisfactory (S)"; 70.0- 79.0 = "Less Satisfactory (LS)"; and below 70.0 = "Not Satisfactory (NS)";

Table-15: Factors that Hinder to Apply Learnt KSA¹³ from FTC More Effectively in the Workplaces

(n=71)

Hindrances	f	%
1. Lack of opportunity to practice English language	35	49.0
2. Lack of scope to drive car	19	27.0
3. Lack of computer facility	23	32.0
4. Lack of opportunity to express new ideas	51	72.0
5. Lack of cooperation from the senior officers	23	32.0
6. Others (Lack of essential logistic support, Not getting promotion in time, Undue political influence, Unhealthy inter cadre relationship, Lack of morality and ethics in the workplace, Mentality to stick to traditional/backdated ideas)	16	23.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

¹³ KSA stands for Knowledge, Skills and Attitudes

Table-16: Changes Required in the Workplaces to Apply Learned KSA from FTC

n=64

Changes Required	f	%
1. Ensure availability of internet connection/computer	31	48.0
2. Ensure admissible facilities in the workplace/logistics/staff	26	41.0
3. Encourage the junior to express their views and foster creativity	16	25.0
4. Create and maintain a healthy relationship among different cadres and services in the field	15	23.0
5. Introduce English as an option for correspondence	8	13.0
6. Develop relationship between the junior and the senior	7	11.0
7. Recognition of the junior for their good performance by the senior	6	9.0
8. Abolish/amend present ACR system	6	9.0
9. Ensure promotion and financial benefits in due time	4	6.0
10. Have motivational programmes on ethics and morality	2	3.0
11. Develop client-focused attitude among the officers	1	2.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

Table17: Changes Suggested by Participants Making FTC More Pragmatic

n=64		
Changes Required	f	%
1. More time allocation for practical sessions/extra-curricular activities/field visit/participatory method	23	36.0
2. Conduct sessions on Communicative English with due importance	19	30.0
3. Increase duration of computer sessions and make it more practical/more practice sessions on ICT	19	30.0
4. Course curriculum should address the common needs of all cadres	14	22.0
5. Special efforts to foster inter-cadre relationship during FTC	13	20.0
6. Conduct training sessions by skilled and knowledgeable trainers/module directors/guest speakers	10	16.0
7. More emphasis should be given on the issues of agricultural development	10	16.0
8. A special cadre specific-module could be incorporated in the course curriculum	10	16.0
9. More emphasis on Financial Management and Office Management issues/government rules & regulations	9	14.0
10. Increase course duration to reduce workload	8	13.0
11. FTC should be participated by officers of the same BCS batch	5	8.0
12. Questions for exams should not be similar to the previous FTCs/ set more analytical questions	2	3.0
13. Visit to disaster prone areas to internalize the situation for improvement	2	3.0
14. Follow up study by BPATC on PTU of FTC in field	2	3.0
15. More sessions to develop client-focused attitude	2	3.0
16. More emphasis on local government issues	1	2.0
17. Reduce the number of trainees	2	3.0
18. Reflect the feedback given by the participants in the course curriculum	1	2.0
19. Reduce time for games and physical training	1	2.0
20. Cluster the modules and organise training at different times, not within the four months	1	2.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

B) Opinion of Supervisory Officials

Table 18: Length of Service in Present Workplace

Length of Service (year)	Frequency	Percentage
Less than 1 year	53	60
1 year to 2 years	19	22
2 years to 3 years	10	11
3 years to 5 years	6	7
Total	88	100

Source: Questionnaire Survey, 2010

Table 19: Opinion on the Relevance of the Objectives of FTC to the Probationers

Objectives of FTC	Level of Relevance	
	Score	Relevance
1. To recognise the role of civil service in a changing national and global environment.	82.95	R
2. To identify individual behavioural strengths and weakness promote interpersonal relations in administration.	85.03	R
3. To perceive and analyse socio-cultural, political and economic development issues, strategies and processes realistically.	82.58	R
4. To adhere to the basic administration norms, rules, policies and procedure.	86.17	R
5. To use information and communication technology in management.	83.33	R
6. To prepare research papers, reports, and other documents professionally.	81.06	R
7. To communicate in English with reasonable accuracy and fluency.	78.03	LR
8. To foster esprit de corps, empathy, common perception and understanding among diverse stakeholders.	85.79	R
9. To maintain Physical and ethical fitness to meet arduous challenges.	83.33	R

Source: Questionnaire Survey, 2010

[Weighted score 90.0 and above = "Highly Relevant (HR)"; 80.0-89.0="Relevant(R)"; 70.0- 79.0="Less Relevant (LR)"; and below 70.0="Not Relevant (NR)";

Table20: Opinion on the Participants' Skills, Which they Have Achieved from FTC

Skills Achieved	Level of Achievement	
	Score	Achievement
1. Efficiency in decision making	78.98	LS
2. Efficiency in demonstrating leadership	76.32	LS
3. Efficiency in time management and discharging work	77.08	LS
4. Efficiency in conducting meetings	78.21	LS
5. Efficiency in preparing working papers and resolutions of meetings	73.67	LS
6. Efficiency in writing letters, notes, summaries for official purpose	72.34	LS
7. Efficiency in file management	72.15	LS
8. Efficiency in writing inquiry reports	71.40	LS
9. Efficiency in office inspection and writing inspection report	74.05	LS
10. Capability to face untoward situation/event	73.29	LS
11. Efficiency in office budget preparation	73.29	LS
12. Efficiency in settling audit objections	68.18	NS
13. Efficiency in pay fixation	76.32	LS
14. Efficiency in writing research proposals and research reports	71.96	LS
15. Analytical skill	72.16	LS
16. Efficiency in negotiation with development partners (i.e. NGOs)	75.38	LS
17. Efficiency in English language use	67.42	NS
18. Efficiency in general use of computer	68.94	NS
19. Efficiency in oral presentation/public speech	77.65	LS
20. Efficiency to motivate others	76.14	LS
21. Efficiency to drive a car/Motor Bike	76.51	LS

Source: Questionnaire Survey, 2010

[Weighted score 90.0 and above ="Highly Satisfactory (HS)"; 80.0-89.0="Satisfactory (S)"; 70.0-79.0="Less Satisfactory (LS)"; and below 70.0="Not Satisfactory (NS)";

Table 21 role of FTC on Behavioural and Attitudinal Change of the Participants

Areas of behavioural and Attitudinal Change	Degree of Change	
	Score	Change
1. Increase interest in professional development	79.92	LS
2. Admit personal weaknesses	66.10	NS
3. Develop interest of work in the workplace	75.0	LS
4. Appreciate others	71.97	LS
5. Show respect for others' opinions	75.76	LS
6. Have sense of responsibility for the subordinates	74.62	LS
7. Have difference of opinion where required	70.07	LS
8. Develop attitude to help others	76.32	LS
9. Develop attitude to foster relationship with people	77.84	LS
10. Have sense of respect for the higher authority	82.39	S
11. Develop inter-personal relationship with colleagues of the same cadre	81.63	S
12. Develop inter-personal relationship with other cadre and non-cadre officers.	74.43	LS
13. Refrain from doing unethical deeds in the workplace	77.08	LS
14. Say no to the unethical order (if any) of the higher authority	68.94	NS
15. Inspire and motivate the colleagues to practise morality	76.52	LS
16. Practise morality in personal and family life	78.03	LS
17. Create and protect gender friendly environment in the workplace	79.92	LS
18. Build gender friendly attitude among other colleagues	81.06	S
19. Develop interest in English language practice	71.02	LS
20. Develop human relations	76.52	LS
21. Abide by govt. rules & regulations	83.71	S

Source: Questionnaire Survey, 2010

[Weighted score 90.0 and above ="Highly Satisfactory (HS)"; 80.0-89.0="Satisfactory (S)"; 70.0-79.0="Less Satisfactory (LS)"; and below 70.0="Not Satisfactory (NS)";

Table22: Changes Required in the Workplaces to Apply Learnt KSA from FTC

n=83

Changes Required	f	%
1. Strengthen inter-cadre relationships	54	64.0
2. Introduce and ensure ICT facilities	33	39.0
3. Ensure logistics support/infrastructural facilities	22	26.0
4. Accept juniors' views by the seniors/allow juniors taking decisions independently	15	18.0
5. Create opportunity to practice English language/make English compulsory during conversation/English could be used while writing note alongside Bangla/ Provide officers with English books and newspaper.	8	10.0
6. Create undue-influence-free work environment	8	10.0
7. Practice ethics and morality in workplaces and introduce reward for ethical practices	8	10.0
8. Introduce Performance-based reward and penalty	5	6.0
9. Strengthen On-the-Job training	5	6.0
10. Ensure timely promotion and time scale	4	5.0
11. Introduce evaluation system be replacing present ACR system	2	2.0
12. Ensure timely promotion/Introduce quota-free promotion in DS and above positions	3	4.0
13. Increase Personnel support	3	4.0
14. Introduce performance improvement test after regular interval	3	4.0
15. Specify job description	3	4.0
16. Introduce market based salary package	2	2.0
17. Ensure proper monitoring by supervisors	2	2.0
18. Ensure equal opportunity for foreign training	2	2.0
19. Introduce prize-posting for those who secured 1 st to 5 th position in FTC	1	1.0
20. Arrange training after every five years interval	1	1.0
21. Arrange 15-day long realistic training at Union level	1	1.0
22. Senior official should follow ethics and morality	1	1.0
23. Ensure transparency and accountability in implementation of Service Rules	1	1.0
24. Avoid unnecessary delay in urgent cases	1	1.0
25. Share knowledge and experience with subordinates	1	1.0
26. Divisional Fisheries Official should be given magistracy power to implement fisheries related laws	1	1.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

Table23: Changes Suggested by Supervisors Making FTC More Pragmatic

n=85

Changes Required	f	%
1. More emphasis need to be given on ITC/e-Governance	33	39.0
2. Office management and Financial Management	21	25.0
3. Give due importance on ethics, social values and human qualities	19	22.0
4. Make the curricula need-based and training method participatory	19	22.0
5. Cadre specific basic issues should be incorporated in course curricula	14	16.0
6. Incorporate sessions on agricultural related issues	14	16.0
7. Climate Change, Disaster Management and Sustainable Environment	11	13.0
8. Due importance should be given on healthy inter-cadre relationship	11	13.0
9. Give emphasis on Communicative English	11	13.0
10. Intervene properly to enhance the sense of loyalty, manner, discipline and accountability to people among the probationers	10	12.0
11. Sessions should be conducted by cadre specific resource persons/skilled, knowledgeable and ethically sound trainers	10	12.0
12. More emphasis should be given on Service Rules	9	11.0
13. Organise refresher course by BPATC after five years interval	7	8.0
14. Human Rights (1), Project Management (3), Monitoring and Evaluation (1), Land Management (2)	7	8.0
15. More Field Trip (3)	6	7.0
16. Orient on IELTS/TOFEL	5	6.0
17. Introduce interdepartmental issues (2) and Protocol	5	6.0
18. Emphasis should be given on Gender Issues	4	5.0
19. Incorporate PPR (3), RTI Act 2009 (1) in FTC	4	5.0
20. Increase Course Duration (2), Bring change in present course evaluation system (1)	3	4.0
21. Foreign tour (2)	3	4.0
22. Others [Zero Population Growth (1), Bottom-up Planning (1), Medium of Communication (1), Rural Development (1), Public Administration (1), Socio-economic Development (1), Public Relations (1), Games & Physical Exercise (1), Micro credit (1), Religious Affairs (1), Renewable Energy (1), HRM (2), ACR (1)]	14	16.0

Source: Questionnaire Survey, 2010. Multiple responses recorded.

Annex B-Questionnaires

Bangladesh Public Administration Training Centre
Savar, Dhaka

Post Training Utilisation (PTU) of Foundation Training Course (FTC)
A Study on BCS Agriculture, Fisheries and Livestock Cadre Officials

Questionnaire for the BCS Agriculture, Fisheries and Livestock Officers Trained in FTC

[In Foundation Training Course there were 24 modules under 5 main subjects -Bangladesh Studies, Public Administration, Management Process, Development Economics & Skill Development. Study tour and visit to different institutions were also included in the course. Besides the regular classroom sessions, initiatives were taken to develop your latent talents by involving you in different committee activities like mess committee, literary and cultural committee, sports committee, environment committee etc. and at the same time steps were taken to strengthen bond of friendship and empathy among the fellow trainee officers. Moreover the training that was conducted following a tight schedule everyday starting from early in morning till late in the evening keeping you engaged in various activities, gave you a unique opportunity to develop the latent potentials of tolerance, patience and hard labour. Amidst the huge activities, the main objective of the FTC was to make you responsive civil servants to face the challenges of the 21st century by further refining your knowledge, skills and attitude. This questionnaire has been designed to know how far you are able to make use of the knowledge, skills and attitude achieved from FTC in your workplace and what hindrances you are facing to materialize them in the field. Data collected through the questionnaire will be used for the research of the centre only. In no way your identity will be disclosed for your taking part in the questionnaire survey. Findings of the research will be used for further improvement of quality of Foundation Training Course of the centre. You are earnestly requested to take part in questionnaire survey.]

Name of the Respondent:

Cadre (Please tick $\sqrt{}$): (1) BCS (Agriculture) (2) BCS (Fisheries) (3) BCS (Livestock)

Designation :

Place of Posting :

1. Your Sex (Please put tick $\sqrt{}$) : (1) Male (2) Female
2. Please mention your BCS batch
3. Please mention your FTC number:
4. When did you participate in FTC after joining the service? Please tick ($\sqrt{}$)

(1) Within 6 months - 1 year	(2) Within 1 year- 1.5 year
(3) Within 1.5 year - 2 years	(4) Within 2 year - 3 years
(5) Within 2 year - 3 years	(6) More than 5 years
5. Have you attended any training related to your job other than FTC? Please tick ($\sqrt{}$)

(1) Yes	(2) No
---------	--------

6. Please name three important tasks you are currently performing:

(1)

(2)

(3)

7. In FTC, there were nine different objectives of the training. Some questions are placed before you to know about your opinion regarding how far those objectives were relevant to the new admin cadre officials and how far they were achieved from FTC. Please put tick (✓) to show your opinion:

Degree of Relevance (1=minimum 6=maximum)						Objectives of Foundation Training Course	Degree of Achievement (1=minimum, 6=maximum)					
1	2	3	4	5	6	(1) To recognise the role of civil service in a changing national and global environment	1	2	3	4	5	6
1	2	3	4	5	6	(2) To identify individual behavioural strengths & weaknesses, and promote interpersonal relations in administration	1	2	3	4	5	6
1	2	3	4	5	6	(3) To perceive and analyse socio - cultural, political and economic development issues, strategies and processes realistically.	1	2	3	4	5	6
1	2	3	4	5	6	(4) To adhere to the basic administrative norms, rules, policies and procedures.	1	2	3	4	5	6
1	2	3	4	5	6	(5) To use information and communication technology in management	1	2	3	4	5	6
1	2	3	4	5	6	(6) To prepare research papers, reports and other documents professionally.	1	2	3	4	5	6
1	2	3	4	5	6	(7) To communicate in English with reasonable accuracy and fluency	1	2	3	4	5	6
1	2	3	4	5	6	(8) To foster esprit de corps, empathy, common perception, and understanding among diverse stakeholders.	1	2	3	4	5	6
1	2	3	4	5	6	(9) To maintain physical and ethical fitness to meet arduous challenges.	1	2	3	4	5	6

8. Please give three main reasons for marking Degree of Relevance below 5:

1.

2.

3.

9. Please give three main reasons for marking Degree of Achievement below 5:

1.

2.

3.

10. In Foundation Training Course sessions were conducted on various topics consisting of 24 modules under 5 main subjects. Please mention how the knowledge obtained from FTC helps in discharging duties in workplace. [Value of your opinion: presently it is helping = 1, Not relevant with present responsibilities= 2]

10.1 Name of the subject and modules: Bangladesh Studies: Introducing Bangladesh, Public Policies.

Nature of application in the practical field		Please put tick (✓) either of the two: Presently it is helping = 1, Not related with present responsibilities= 2]	
(1)	Arrange important programmes properly on various national days like 21 st February, Independence Day & Victory Day.	1	2
(2)	Discuss the historical background, Liberation War etc and enhance sense of responsibility to the public because of the knowledge acquired through <i>Know Bangladesh</i> Programme	1	2
(3)	Preserve and manage natural resources and historic spots within your jurisdiction	1	2
(4)	Cooperate the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of healthcare programmes in the workplace	1	2
(5)	Cooperate and assist the higher authorities by giving them information and suggestions about the solution to the problems existing in implementation of educational programmes in the workplace	1	2
(6)	Cooperate and help the higher authorities by providing them necessary information and suggestions about the solution to problems existing in implementation of agricultural programmes (agriculture, fisheries and livestock) in the workplace	1	2

10.2 Name of the Subject area and Modules- Public Administration: Governmental System, Leadership Behaviour, Changing Public Sector.

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(1) Perform duties related to law and order of the jurisdiction	1	2
(2) Perform duties related to official protocol (VIP, Senior Officials and guests)	1	2
(3) Perform duties related to local government (Birth registration, TR, KABIKA, VGF etc)	1	2
(4) Take lead in government programmes	1	2
(5) Take / make right decisions	1	2
(6) Assist the higher authorities in decision-making process	1	2
(7) Resolve existing conflicts within the jurisdiction	1	2
(8) Assist the higher authorities in negotiation with the development agencies (i.e. NGOs)	1	2
(9) Assist the higher authorities in preparing citizen charter	1	2
(10) Follow TQM method in discharging assigned duties	1	2

10.3 Name of the subject and modules- Management Process: Human Resource Development and Office Management, Important Laws, Financial Management.

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(1) Perform duties regarding personnel (staff) management of the office	1	2
(2) Perform duties to determine seniority of subordinate the employees.	1	2
(3) Make a proper inquiry into complaints related to conduct and discipline	1	2
(4) Write Annual Confidential Report (ACR) of the subordinate employees.	1	2
(5) Preserve and manage govt. records	1	2
(6) Write notes and summaries	1	2
(7) Write different types of letters for official purpose	1	2
(8) Prepare reports after office inspections	1	2
(9) Conduct various types of meetings	1	2
(10) Prepare working papers and resolutions of various meetings	1	2
(11) Perform duties related to child labour and child rights	1	2
(12) Prepare budget of the office	1	2
(13) Perform duties as a drawing and disbursing officer	1	2
(14) Fix of own salary	1	2
(15) Prepare tour diary and TA bill	1	2

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(16) Fill up income tax form	1	2
(17) Perform duties of store management of the office	1	2
(18) Procure all necessary items of the office following PPR 2003	1	2

- 14.4 Name of the subject and modules- Development Economics: Economic Theory-Micro & Macro, Quantitative Analysis, Social Research Method, Village Study, Poverty Reduction and Development Planning, Globalization, Environmental Management & Sustainable Development, Gender & Reproductive Health.

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(1) Assist the higher authority in preparing development programmes of the country and implementing them	1	2
(2) Exchange views with superior authority and colleagues about any publications on micro and macro economics	1	2
(3) Prepare research proposals	1	2
(4) Prepare Questionnaire	1	2
(5) Collect data following various methods of data collection	1	2
(6) Process and analyse data collected for research	1	2
(7) Present data using different graphs and charts	1	2
(8) Prepare research reports	1	2
(9) Realize local problems and assist to solve them locally	1	2
(10) Assist the higher authority in taking decision about coordination and implementation of development programmes of the govt.	1	2
(11) Coordinate and implement poverty reduction programmes taken by govt. and non- govt. organisations	1	2
(12) Prepare DPP & TAPP	1	2
(13) Participate successfully in the process of approval of DPP & TAPP	1	2
(14) Discuss and exchange views with higher authority and colleagues about the relation of Bangladesh economy with foreign aid, WTO, and other regional forums.	1	2
(15) Perform duties related to disaster management	1	2
(16) Perform duties related to local level preservation of ecological balance	1	2
(17) Create awareness among the local people about the causes of and remedies for environmental disaster	1	2
(18) Facilitate appropriate authorities to take legal	1	2

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
action against the persons/institutions locally liable for environmental disruption		
(19) Mobilize local people against violence against women	1	2
(20) Assist inquiry into cases related to violence against women and children	1	2

- 10.5 Name of the subject and modules -Skill Development: English Language Skills, Information & Communication Technology (ICT), Physical Conditioning & Games, Book Review, Ethics & Morality, Extension Lectures, Car Driving, BARD/RDA/BRDTI and Secretariat Attachment

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(1) Write letters, applications, reports etc. in English	1	2
(2) Hold conversation with the colleagues in English	1	2
(3) Understand documents, laws, rules, regulations, and papers written in English and translate/analyse them as required by the higher authority	1	2
(4) Compose letters, applications, reports etc. using MSWord	1	2
(5) Analyse data using MSExcel.	1	2
(6) Prepare PowerPoint documents and present them before the audience	1	2
(7) Communicate by e-mail	1	2
(8) Download documents using Internet	1	2
(9) Strive hard to perform assigned duties	1	2
(10) Take part in different sports and games	1	2
(11) Take physical exercise regularly	1	2
(12) Organize sports competition	1	2
(13) Review a book after reading it	1	2
(14) Deliver formal or informal speech	1	2
(15) Prepare draft of speech as required by the higher authority	1	2
(16) Distinguish between subtle differences of ethical and unethical acts.	1	2
(17) Cope with adverse or unfavourable environment of the workplace.	1	2
(18) Discharge assigned duties with patience, tolerance and calmness	1	2
(19) Update oneself on contemporary issues	1	2
(20) Drive car/motor bike skillfully	1	2
(21) Ensure proper use and maintenance of govt. vehicles	1	2
(22) Repair minor defects/troubles of vehicles	1	2

Nature of application in the practical field	Please put tick (✓) either of the two: Presently it is helping = 1, Not relevant with present responsibilities= 2]	
(23) Assist the higher authority in solving problems of implementation of rural development programmes of the govt.	1	2
(24) Open an office file	1	2
(25) Give decision in the file or to assist in making decision	1	2
(26) Manage files/records in compliance with Secretariat Instructions	1	2

13. Various initiatives were taken to bring positive change in behaviour and attitude of the trainee officers under Foundation Training Course. Please mention how much those initiatives have helped in bringing behavioural and attitudinal change in you.

Fields/ subjects of behaviour or attitude development	Degree of Usefulness [1= lowest 6 =highest					
	1	2	3	4	5	6
(1) Increase interest in professional development	1	2	3	4	5	6
(2) Admit personal weaknesses	1	2	3	4	5	6
(3) Develop interest of work in the workplace	1	2	3	4	5	6
(4) Appreciate others	1	2	3	4	5	6
(5) Show respect for others' opinions	1	2	3	4	5	6
(6) Have sense of responsibility for the subordinates	1	2	3	4	5	6
(7) Have difference of opinion with superiors where required	1	2	3	4	5	6
(8) Develop attitude to help others	1	2	3	4	5	6
(9) Develop attitude to foster relationship with people	1	2	3	4	5	6
(10) Have sense of respect for the higher authority	1	2	3	4	5	6
(11) Develop inter-personal relationship with colleagues of the same cadre	1	2	3	4	5	6
(12) Develop inter-personal relationship with other cadre and non-cadre officers	1	2	3	4	5	6
(13) Refrain from doing unethical deeds in the workplace	1	2	3	4	5	6
(14) Say no to the unethical order (if any) of the higher authority	1	2	3	4	5	6
(15) Inspire and motivate the colleagues to practice morality	1	2	3	4	5	6
(16) Practise morality in personal and family life	1	2	3	4	5	6
(17) Create and protect gender friendly environment in the workplace	1	2	3	4	5	6
(18) Build gender friendly attitude among other colleagues	1	2	3	4	5	6
(19) Develop interest in English language practice	1	2	3	4	5	6
(20) Develop human relations	1	2	3	4	5	6
(21) Obey the govt. rules & regulations	1	2	3	4	5	6

11. Please mention the hindrances to application of knowledge, skills and attitudes gained from FTC more effectively in the workplace. Please put tick (✓) where applicable. Answer may be more than one.

1. Lack of opportunity to express new ideas
2. Lack of computer facility
3. Lack of scope to drive car
4. Lack of opportunity to practise English language
5. Lack of cooperation by the senior officers
6. Others (please mention)

12. Please mention what types of changes are to bring in the workplaces for making the knowledge, skills and attitude gained from FTC more pragmatic and effective.

- 1.
- 2.
- 3.

16. Please mention what types of changes are to bring in the Foundation Training (in syllabus & training methods) to make FTC more pragmatic and more applicable in the workplace.

- 1.
- 2.
- 3.

Signature of the respondent:

Date:

We express our sincere thanks and gratitude for your cooperation.

Bangladesh Public Administration Training Centre
Savar, Dhaka

Post Training Utilisation (PTU) of Foundation Training Course (FTC):
A Study on BCS Agriculture, Fisheries and Livestock Cadre Officials

**Questionnaire for Division and District Level Senior Officials Belong to
BCS Agriculture, Fisheries and Livestock Cadre**

[Since its inception Bangladesh Public Administration Training Centre imparts Foundation Training Course (FTC) to the new entrants of different cadres of Bangladesh Civil Service. This questionnaire has been designed to know how far the young officers especially who belong BCS (Agriculture), BCS (Fisheries) and BCS (Livestock) Cadre, are able to make use of the knowledge, skills and attitude achieved from FTC in their workplace and what hindrances they face to materialize them in the field. Data collected through this questionnaire will be used for the research of the centre only. In no way your identity will be disclosed for your taking part in the questionnaire survey. Findings of the research will be used for further improvement of quality of Foundation Training Course of the centre. You are earnestly requested to kindly take part in questionnaire survey]

1. Your name:
2. Your Cadre (Please put tick ✓):
(1) BCS (Agriculture) (2) BCS (Fisheries) (3) BCS (Livestock)
3. Your Designation:
4. Your Place of Posting:
5. Your duration of service in the present place of posting. Please put tick (✓) where applicable.
(1) Less than 1 year (2) 1 year - 2 year (3) 2 year - 3 year
(4) 3 year - 5 year (5) 5 year - 7 year (6) More than 7 year

6. In the Foundation Training Course, there were nine different objectives of the training. Some questions are placed before you to know your opinion regarding how far those objectives were relevant for the new admin cadre officials and how far they were achieved from FTC. Please put tick (✓) to show your opinion:

Objectives of Foundation Training Course	Degree of Relevance (1=minimum 6=maximum)					
1. To recognize the role of civil service in a changing national and global environment	1	2	3	4	5	6
2. To identify individual behavioural strengths & weaknesses promote interpersonal relations in administration	1	2	3	4	5	6
3. To perceive and analyze socio - cultural, political and economic development issues, strategies and processes realistically.	1	2	3	4	5	6
4. To adhere to the basic administrative norms, rules, policies and procedures.	1	2	3	4	5	6
5. To use information and communication technology in management	1	2	3	4	5	6
6. To prepare research papers, reports and other documents professionally.	1	2	3	4	5	6
7. To communicate in English with reasonable accuracy and fluency	1	2	3	4	5	6
8. To foster esprit de corps, empathy, common perception, and understanding among diverse stakeholders.	1	2	3	4	5	6
9. To maintain physical and ethical fitness to meet arduous challenges.	1	2	3	4	5	6

7. According to your general observation how far the officers who have completed the Foundation Training Course were able to achieve skill/efficiency in the following fields/affairs. Please put tick (✓) to show your opinion.

Fields/affairs of efficiency	Degree of Achievement (1=minimum, 6=maximum)					
1. Efficiency in decision making	1	2	3	4	5	6
2. Efficiency in demonstrating leadership	1	2	3	4	5	6
3. Efficiency in time management and discharging work	1	2	3	4	5	6
4. Efficiency in conducting meetings	1	2	3	4	5	6
5. Efficiency in preparing working papers and resolutions of meetings	1	2	3	4	5	6
6. Efficiency in writing letters, notes, summaries for official purpose	1	2	3	4	5	6
7. Efficiency in file management	1	2	3	4	5	6
8. Efficiency in writing inquiry reports	1	2	3	4	5	6
9. Efficiency in office inspection and writing inspection report	1	2	3	4	5	6

Fields/affairs of efficiency	Degree of Achievement (1=minimum, 6=maximum)					
10. Capability to face untoward situation/event	1	2	3	4	5	6
11. Efficiency in office budget preparation	1	2	3	4	5	6
12. Efficiency in settling audit objections	1	2	3	4	5	6
13. Efficiency in pay fixation	1	2	3	4	5	6
14. Efficiency in writing research proposals and research reports	1	2	3	4	5	6
15. Analytical skill	1	2	3	4	5	6
16. Efficiency in negotiation with development partners (i.e. NGOs)	1	2	3	4	5	6
17. Efficiency in English language use	1	2	3	4	5	6
18. Efficiency in general use of computer	1	2	3	4	5	6
19. Efficiency in oral presentation/public speech	1	2	3	4	5	6
20. Efficiency to motivate others	1	2	3	4	5	6
21. Efficiency to drive a car/Motor Bike	1	2	3	4	5	6

8. Various initiatives were taken to bring positive change in behaviour and attitude of the trainee officers under Foundation Training Course. Please mention how much those initiatives have helped in bringing behavioural and attitudinal change in you. Please put tick (✓) to show your opinion.

Fields of behaviour and attitude development	Degree of positive change (1=minimum, 6=maximum)					
1. To increase interest in professional development	1	2	3	4	5	6
2. To admit personal weaknesses	1	2	3	4	5	6
3. To develop interest of work in the workplace	1	2	3	4	5	6
4. To appreciate others	1	2	3	4	5	6
5. To show respect for others' opinions	1	2	3	4	5	6
6. To have sense of responsibility for the subordinates	1	2	3	4	5	6
7. To have difference of opinion where required	1	2	3	4	5	6
8. To develop attitude to help others	1	2	3	4	5	6
9. To develop attitude to foster relationship with people	1	2	3	4	5	6
10. To develop sense of duty towards people	1	2	3	4	5	6
11. To have sense of respect for the higher authority	1	2	3	4	5	6
12. To develop inter-personal relationship with colleagues of the same cadre	1	2	3	4	5	6
13. To develop inter-personal relationship with other cadre and non-cadre officers.	1	2	3	4	5	6
14. To refrain from doing unethical deeds in the workplace	1	2	3	4	5	6
15. To say no to the unethical order (if any) of the higher authority	1	2	3	4	5	6
16. To inspire and motivate the colleagues to practise morality	1	2	3	4	5	6

Fields of behaviour and attitude development	Degree of positive change (1=minimum, 6=maximum)					
17. To practise morality in personal and family life	1	2	3	4	5	6
18. To create and protect gender friendly environment in the workplace	1	2	3	4	5	6
19. To build gender friendly attitude among other colleagues	1	2	3	4	5	6
20. To develop interest in English language practice	1	2	3	4	5	6
21. To develop human relations	1	2	3	4	5	6
22. To obey the govt. rules & regulations	1	2	3	4	5	6
23. Participate in sports/physical exercise	1	2	3	4	5	6

9. Please mention what types of changes are to bring in the workplaces for making the knowledge, skills and attitude gained from FTC more pragmatic and effective.

1.
2.
3.

10. Please mention what types of changes are to bring in the Foundation Training Course (in syllabus & training methods) to make FTC more pragmatic and more applicable in the workplace.

1.
2.
3.

Signature of the respondent:

Date:

We express our sincere thanks and gratitude for your kind cooperation