

**DESIGNING CURRICULA OF
BPATC SHORT COURSES:
A CASE STUDY**

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Preface

Curriculum designing is one of the core functions of training management. Unfortunately the term denotes diverse names and meaning. Instructional designing, curriculum designing, curriculum planning and host of other related names are used. The scope of the topic ranges from the mere course contents to the whole range of training management activities. Course objectives, learning process, training methods, evaluation system come under the purview of curriculum designing. BPATC in designing and organizing its courses ascribe priority on career planning courses like FTC, ACAD and SSC. Research studies, refresher courses, course preparatory meeting, evaluation feedback and other training needs assessment and curriculum designing processes are mostly directed towards these courses. Short courses received fastidious attention particularly in the area of designing and redesigning course contents. This research studies have, thus, been undertaken to review the course contents of the current short courses and determine course durations.

The empirical results prove that the course contents designed by BPATC's specialist faculty members are mostly knowledge driven than skill driven. The course durations are inadequate in comparison to session topics. This session overloads diminished participants learning. The existing topics demands extension of the course duration with concurrent changes in training methods.

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Md. Shirajul Islam

ACRONYMS

AMC	=	Administrative Management Course
ACAD	=	Advanced Course on Administration and Development
ASE	-	Assistant Secretary & Equivalent
BPATC	=	Bangladesh Public Administration Training Centre
CNSDC	=	Consultancy Skills Development Course
CMSDC	=	Communication Skills Development Course
DAC	=	Discipline and Appeal Course
DMC	=	Disaster Management Course
DVAC	=	Development Administration Course
DSE	-	Deputy Secretary & Equivalent
FMC	=	Financial Management Course
FTC	=	Foundation Training Course
FY	=	Financial Year
FM	=	Faculty Members
GNRC	=	GO-NGO Relations Course
HRC	=	Human Relations Course
JSE	=	Joint Secretary & Equivalent
KSA	=	Knowledge , Skills & Attitare
LDC	=	Leadership Development Course
NGO	=	Non-government Organisation
OMC	=	Office Management Course
PAC	=	Poverty Alleviation Course
RMC	=	Research Methodology Course
SSC	=	Senior Staff Course
SASE	=	Senior Assistant Secretary & Equivalent
TOTC	=	Training of Trainers Course
TY	-	Training Year

DESIGNING CURRICULA OF BPATC SHORT COURSES: A CASE STUDY

ABSTRACT

Curriculum designing is one of the core functions of training management. Unfortunatly the term denotes diverse names and meaning. Instructional designing, curriculum designing, curriculum planning and host of other related names are used. The scope of the topic ranges from the mere course contents to the whole range of training management activities. Course objectives, learning process, training methods, evaluation system come under the purview of curriculum designing. BPATC in designing and organizing its courses ascribe priority on career planning courses like FTC, ACAD and SSC. Research studies, refresher courses, course preparatory meeting, evaluation feedback and other training needs assessment and curriculum designing processes are mostly directed towards these courses. Short courses received fastidious attention particularly in the area of designing and redesigning course contents. This research studies have, thus, been undertaken mainly to review the course contents of the current short courses and determine course durations.

The empirical results prove that the course contents designed by BPATC's specialist faculty members are mostly knowledge driven than skill driven. The course durations are inadequate in comparison to session topics. This session overloads diminished participants learning. The existing topics demands extension of the course duration with concurrent changes in training methods.

1.0 INTRODUCTION

Conceptual Model of Curriculum Designing

Curriculum designing is a term that has diverse meaning and names. Curriculum designing, curriculum planning, instructional designing, program designing and host of other related terms are used in training management literatures. Nadler predicted that "Perhaps, in the years to come, as the IIRD field develops its own identity, a new word will emerge which will communicate more exactly what we mean today by the word curriculum"(Nadler p. 124). The domain of curriculum depends on how one defines curriculum. Some definitions are too all-encompassing and some are too confining. In fact, the term 'curriculum' has been borrowed

directly from school-based learning. Oxford Advanced Learner's Dictionary (1995) defined curriculum as "the subjects included in a course of study or taught at a particular school, college, etc.". Saylor and Alexander (1954), defined curriculum as "...the total effort of the school to bring about desired outcomes in school and out-of school situations (Quoted in Taba, 1962 p.9). B. D. Smith, Stanley, and Shores, (1957) defined curriculum as" "... a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting" (Quoted in Taba, 1962, p.9). The focus of the curriculum " ... is on what is to be learned, and the sequence of learning" (Nadlar, 1985, p. 124)"A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them" (Taba, 1962, p. 10)

BPATC's Curriculum Designing Process:

Bangladesh Public Administration Training Centre (BPATC), an apex training institution in the civil service system, designs and organises both career planning and short specialized courses. The career planning course duration ranges from 12-16 weeks while short specialized course duration ranges from 1-4 weeks. Over 12 years, (April 1984-June 1996) BPATC designed and organised 279 training courses where 11,617 participants of diverse levels, (assistant secretary and equivalent to the joint secretary and equivalent) cadres and services participated. BPATC's specialized faculty members, have, thus, gained significant professional experience in training needs assessment and curriculum designing. In assessing training needs and designing curricula BPATC generally adopts following methods:

Expert Opinion of Faculty Members

This is one of the most commonly used training needs assessment methods being adopted from the inception of BPATC. Before commencement of any course, the course administration seeks opinion of all the specialist faculty members individually. The specialist faculty members, based on their specialized knowledge, experience and academic background provide their written comments to the course administration. The course administration then prepare a draft curricula for discussion in a faculty meeting. In the meeting, faculty members argue and counter-argue each topic. In this process, socio-cultural, political, economic and administrative situation; basic roles of civil servants/ participants; plans,

policies, development strategies and priorities of the government; international environment; technological changes and innovations are analysed.

Evaluation Feedback.

BPATC follows a double-pronged evaluation policy where both trainers and participants get opportunity to evaluate each other. The participants, however, evaluate curricula, management, logistics and other support services of BPATC both orally and in written form on structured formats. This oral and written evaluation serve as a constant source of curriculum planning and modifications. Moreover, the course management staff informally observes and evaluates the attitude, behaviour, human relations skills, leadership quality, communication skills, ethics, moralities and other norms and habits of the participants. These experiences subsequently help modernising the course curricula.

Refresher Courses

In each year BPATC organises at least three refresher courses for the career planning courses. These refresher courses are scheduled to secure feedback from the participants who had undertaken a course previously. The feedback usually centred around how the participants have used their earned knowledge, what problems they have encountered in the job situation and what further modifications they suggest for improvement of the course contents.

Research Studies

BPATC's specialist faculty members have conducted several course specific research studies on training needs assessment and curriculum designing. Inputs of these research studies were used for modifications of respective course curricula.

Specialized Committees

Sometimes specialized committees are formed to design and modernise course curricula. Committee members, based on their specialized knowledge and field experiences, analyse problems and propose modifications in course contents. The committee's proposals are then placed in a meeting for faculty consideration.

Over 12 years (1984-1996), BPATC organised about 20 research studies on training needs assessment and curriculum designing. Most studies centred around career planning courses (FTC, ACAD & SSC). Refresher courses were also held for career planning course. Short courses, unfortunately, received fastidious attention. Evaluation feedback and faculty members opinion comprise main sources of curriculum designing of short courses. This research studies, have, thus, undertaken to explore respondents opinion on the course contents, learning needs, training priorities of BPATC organised short courses.

Hypothesis:

The course contents designed by BPATC specialist faculty members are mainly knowledge driven. There are ample scope to design skill based courses. The training methodology and time invested in each topic are inadequate to maximise participants learning .

Objectives:

The above hypotheses are transformed into following main specific objectives:

1. to review and analyse the course contents of the current short courses of BPATC;
2. to analyse the time invested in each course/topic; and
3. to recommend actions for improvement of BPATC short courses.

Scope and Limitations:

The study entitled "Designing Curricula of BPATC Short Courses: A Case Study" was designed to analyse mainly the course contents of the currently organised short courses. Major variables related to this study are listed below:

- Respondent's profile such as work experience, major areas of work, organisational status and identity, academic level.
- Task structure, job demand, course contents, ethics, morality, human relations skills, respondent's needs for development of knowledge, skills and attitude.

The study design mainly concentrates on the course contents of the BPATC short courses. BPATC career planning courses (FTC, ACAD and SSC) and the computer application courses remain beyond the purview of this study.

Methodology:

The research study entitled "Designing Curricula of BPATC Short Courses: A Case Study" scheduled during FY 1995-96 is basically an evaluative research. The course contents of the currently organised BPATC specialized short courses were basically reviewed and analysed in this paper.

The research study is founded mainly on primary source of data. Seven sets of questionnaire (appendix-19) were designed for different clientle groups. Each questionnaire contained some common questions (Questions 1-9 and 12-13) and some specific questions (questions 10 & 11) for specific respondents. Number of courses under study being too many this data collection strategy was adopted. The conceptual model of the paper, however, is built on the secondary source of data. A list of references evidencing the secondary source is given in appendix- 20.

In selecting respondents, both census and random sampling methods were adopted. In the short courses, where participant's actual turn-up was more than 25, random sampling was adopted and where the participant's turn-up was 25 or less census method was adopted. Course wise respondent's distribution pattern is presented in tables 1-2.

2.0 EMPIRICAL FINDINGS

Distribution Pattern of Respondents

Table-1 depicts course and level-wise distribution pattern of respondents. The questionnaire (appendix-19) was distributed to the participants and BPATC faculty trainers (table-1). Total 139 (42 percent) responses, however, were processed on random sampling basis. Tables sparsed throughout this paper are basically the generous contributions of these respondents.

Number of respondents in case of FTC and ASE are the highest (53.9 and 69 percent respectively) followed by HRC (18 percent) and SASE (18 percent). The respondents in case of SSC and JSE are the lowest (2.2 and 2 percent respectively.)

Table - 1

Course and Level-wise Distribution Pattern of Respondents

DATA COLLECTED FROM	QUESTIONNAIRE DISTRIBUTION	RESPONSE	RESPONDENT'S LEVEL	RESPONSE
1. SSC	20	3 (2.2)	1 ASE	96 (69)
2. ACAD	22	11 (7.9)	2. SASE	25 (18)
3. HRC	27	25 (18)	3. DSE	15 (11)
4. FTC	176	75 (53.9)	4. JSE	3 (2)
5. TOTC	13	11 (7.9)		
6. FM	75	14 (10.1)		
TOTAL	333	139 (100)		139 (100)

Table-2 reveals list of courses studied and the concurrent data collection sources. From the FTC participants, data of 7 short courses (CMSDC, AMC, RMC, FMC, LDC, PAC and DVAC) were collected while in SSC and ACAD data of DMC, DAC, GNRC and CNSDC were collected. Data on TOTC was collected from TOTC participants and BPATC faculty trainers. In each short courses, maximum 25 responses were processed. In case of DMC, DAC, GNRC and CNSDC, total responses are 14 per course.

Table -2
Course-wise Response

COURSE(S) STUDIED		DATA COLLECTION SOURCE		
		Course	Participant's level	Response
1.	DMC	SSC & ACAD	JSE & DSE	14
2.	DAC	-Do-	-Do-	14
3.	GNRC	-Do-	-Do-	14
4.	CNSDC	-Do-	-Do-	14
5.	IIRC	IIRC	ASE & SASE	25
6.	OMC	-Do-	-Do-	25
7.	CMSDC	a. HRC - 17	-Do-	
		b. FTC - 8	ASE	25

8.	AMC	FTC	ASE	25
9.	RMC	a. FTC - 18	ASE	
		b. FM - 7	ASE, SASE & DSE	25

10.	FMC	FTC	ASE	25
11.	LDC	-Do-	-Do-	25
12.	PAC	-Do-	-Do-	25
13.	DVAC	a. FTC - 17	-Do-	
		b. FM - 8	ASE, SASE & DSE	25

14.	TOTC	a. TOTC - 11	ASE & SASE	
		b. FM - 14	ASE, SASE & DSE	25

TOTAL				306

Respondent's Work Experience

Tabel-3 demonstrates 10.4 years mean work experience of respondents. In the work experience structure, 0-5 years respondents group is most dominant (46 percent) followed by 10-15 years group (13.7 percent). Respondents with 10 years and below, 15 years above and 20 years above experiences comprise 56.1 percent, 30.2 percent and 20.1 percent respectively.

Table -3

Respondent's Work Experience

Class Interval (In Years) (Inclusive Upper Limit)	Respondents
0 - 5	64 (46)
5 - 10	14 (10.1)
10 - 15	19 (13.7)
15 - 20	14 (10.1)
20 - 25	13 (9.4)
25 - 30	15 (10.7)
30 +	0
TOTAL	139 (100)
X (In Years)	10.4

Academic Background

Majority of the respondents (68 percent) are holder of master degree or equivalent while 28 percent respondents hold bachelor or equivalent degree (table-4). M.Phil and Ph.D constitute 1 percent and diploma 3 percent.

Table - 4

Academic Background of Respondents

ACADEMIC LEVEL	RESPONDENTS
SSC or Equivalent	0
HSC or Equivalent	0
Bachelor or Equivalent	39 (28)
Master or Equivalent	94 (68)
Diploma	4
a. Engineering - 3	(3)
b. Journalism - 1	
Other Degree(s)	2
a. M. Phil - 1	(1)
b. Ph. D - 1	
TOTAL	139 (100)

Respondent's Organisational Identity:

Table-5 reveals respondent's organisational identity. Out of 137 respondents, 135 (99 percent) respondents belong to government and autonomous organisations. Private sector respondents in BPATC short training courses are only 1 percent. The nature of the organisations where the respondents working for are diverse. Respondents from directorate/department is most dominant (43.5 percent) followed by Ministry/Division (19.6 percent). Private enterprise's representation in this case is the lowest (1.6 percent). There was no respondent from voluntary organisation.

Table - 5

Respondent's Organisational Identity

LEGAL STATUS OF THE ORGANISATION	RESPONSE	NATURE OF THE ORGANISATION	RESPONSE
Autonomous	19 (14)	Corporation/Public Enterprise	4 (3.3)
Government	116 (85)	Directorate/Department	53 (43.5)
Semi-Government	0	Ministry/Division	24 (19.6)
NGO	0	Private Enterprise	02 (1.6)
Private	2 (1)	Field Administration	20 (16.4)
Other	0	Training/Research Institute	19 (15.6)
		Voluntary Organisation	0
		Other	0
TOTAL	137 (100)		122 (100)

Major Work Areas

Table-6 (appendix-1) lists 32 major work areas of respondents. These work areas are grouped and presented in table-7 for easy comprehension and analysis. The table reveals highest scores for "General Administration" followed by "Human Resource Management". Financial Management, Judicial Administration/ Magistracy and Revenue Administration also occupy significant position. BPATC may consider introducing short courses in the areas of "General Management, Human Resource Management, and Revenue Administration.

The listed areas of work (table 6 & 7) portray diversity of functions that concurrently confirm heterogeneity of respondents. Nomination procedures, curriculum planning and training methodology thus, should be synchronised with respondents job demands and major areas of work.

Table - 7

Grouping of Respondent's Major Area of Work

Response Category (Class Interval) Inclusive Upper Limit	MAJOR WORK AREA
1 - 5	Child & Women Development, Cooperative Management, Credit Management, Computer System, Development Management, Development Communication, Election Management, Environment Management, Extension Services, Engineering (Civil/Mechanical, Water Resources), Field Administration, Food Management, Law & Order, Library/Information Management, Office Security/Safety Management, Project Management, Prison Management, Record Management, Silo Management, Trade & Commerce
6 - 10	Planning/Programing, Procurement Management, Training Management.
11 - 15	Financial Management, Judicial Administration/Magistracy, Revenue Administration
16 - 20	Human Resource Management
21 - 25	General Administration

TASK STRUCTURE AND TRAINING NEEDS

Respondent's task structure (table-8, appendix-2) portrays wide range of activities. This activities account for 34 in number. These activities are classified and presented in more simplified form in table-9. This table confirms "General Administration" and "Supervision" as the top ranking tasks of respondents. Financial Management, Human Resource Mnagement, Judicial Administration/Magistracy, Project Management, Revenue Administration and Research Management ranked third highest position. BPATC based on this statistics may redesign it's training plans and programs. New short courses in the areas of Human Resource Management and Project Management may be introduced and the existing modules may be redesigned to meet respondent's job demands. However, diverse tasks and the heterogenous respondents warrant synchronisation of nomination procedures.

Table -9

Grouping of Respondents Jobs/Tasks

Response Category (Class Interval) Inclusive Upper Limit	JOBS/TASKS
1 - 10	Accounting, Auding, Credit Management, Development Management, Disaster Management, Debt Service Liability, Enterprenuership Dcvlopment, Land Management, Library/Information Management, Motivation/Mass Mobilization, Office/Project Inspection, Office Security/Safety, Public Relations, Poverty Alleviation, Prison Management, Procurement Management, Stores Management
11- 20	Coordination, Election Management, Law & Order, Office Management, Protocol Management, Planning/Programming, Policy Making/Dicistion Making, Report Writing, Training Management.
21 - 40	Financial Management, Human Resource Management, Project Management, Revenue Administration, Research Management.
41 - 60	Supervision
61 - 80	-
81 - 100	General Administration

Respondents were asked to report list of topics commensurate with their jobs/tasks. The topics proposed by them accounts for 46 in number (table-10, appendix-3). The table proves heterogenious training needs for heterogenis jobs/tasks. Some of the topics, however, are broad in nature while some are specific. However, five top rated topics are shown below (table-11).

Table-11
Five Most Significant Topics/Subject Areas

NAME OF TOPICS	RESPONSE (In Percent)
1. Office Management	11.5
2. Human Resource Management	7.7
3. General Management	7.3
4. Project Management	5.8
5. Policy Analysis/Policy Making/Decision Making	4.7

BPATC's specialist faculty members may review all the topics listed in table-10 and incorporate it in the appropriate short courses. Moreover, BPATC may consider introducing short courses on i) Human Resource Management, ii) General Management and iii) Project Management as listed in table-11.

Occasional Duties and Training Needs

The research studies planned to secure information on the occasional duties and corresponding training needs of respondents. Table-12 reveals that amongst the listed occasional duties "Field Visit/Inspection" and "Meeting Management" comprise the highest (22 percent) and second highest (20.8 percent) position. All other occasional duties, also occupy significant positions. The corresponding training needs accounts for 16 different topics. Most of the topics matches with all previous topics. BPATCs specialist faculty members may review and incorporate those topics into the appropriate courses/modules.

Table - 12

Occasional Duties and Corresponding Training Needs

Occasional Duties	Response	Corresponding Training Needs	Response
Disaster Management	33 (10.1)	Constitution	1 (0.9)
Election Management	45 (13.8)	Coordination	2 (1.9)
Field Visit/Inspection	72 (22)	Development Commu- nication	3 (2.9)
Meeting Management	68 (20.8)	Disaster Management	12 (11.5)
Protocol Management	42 (12.8)	Election Management	15 (14.5)
Relief Distribution	29 (8.9)	Financial Management	3 (2.9)
Training Management	38 (11.6)	General Management	6 (5.9)
Other	0	Human Resource Management	4 (3.9)
		Leadership Develop- ment	3 (2.9)
		Meeting Management	13 (12.9)
		Office Inspection	11 (10.5)
		Planning/Programing	2 (1.9)
		Protocol Management	7 (6.7)
		Project Management	3 (2.9)
		Report Writing	2 (1.9)
		Training Management	17 (16.5)
TOTAL	327 (100)		104 (100)

RELEVANCE OF BPATC SHORT COURSES

BPATC usually plans, designs and organises 15-20 short courses annually. During Training Year 1996-97, BPATC scheduled 15 short courses in its annual calendar. This research study tested relevance of the 14 short courses. Computer operations course being highly technical have been excluded from the purview of this study. The results (table-13) reveal most of the short courses significantly relevant. Office Management course has been rated highest relevant (88 percent) followed by Administrative Management Course and Discipline and Appeal Course (each 80 percent). Research Methodology Course, GO-NGO Relations Course and Disaster Management Course have been rated least relevant (24, 33 and 34 percent respectively). These courses either may be deleted from the annual calendar or nominations procedures may be readjusted to accommodate most relevant clientele groups.

Table - 13

RELEVANCE OF THE BPATC ORGANISED SHORT COURSES TO RESPONDENT'S JOB/CAREER/CADRE/DEPARTMENT

RELEVANCE TO RESPONDENT'S JOB/CAREER				COURSE CODE	RELEVANCE TO RESPONDENT'S CADRE/ DEPARTMENT				OVERALL (RELEVANCE TO RESPONDENT'S JOB/ CAREER/ CADRE/DE- PARTMENT)			
Sub Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		Not Rele- vant	Some what Rele- vant	Fully Rele- vant	Sub Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant	Grand Total
109 (100)	2 (2)	20 (18)	87 (80)	AMC	5 (5)	15 (15)	81 (80)	101 (100)	7 (3)	35 (17)	168 (80)	210 (100)
101 (100)	22 (22)	26 (26)	53 (52)	CNSDC	17 (19)	39 (43)	35 (38)	91 (100)	39 (20)	65 (34)	88 (46)	192 (100)
107 (100)	6 (6)	18 (17)	83 (77)	CMSDC	9 (9)	18 (17)	78 (74)	105 (100)	15 (7)	36 (17)	161 (76)	212 (100)
108 (100)	2 (2)	19 (18)	87 (80)	DAC	4 (4)	17 (17)	80 (79)	101 (100)	6 (3)	36 (17)	167 (80)	209 (100)
96 (100)	25 (26)	40 (42)	31 (32)	DMC	26 (26)	39 (38)	37 (36)	102 (100)	51 (26)	79 (40)	68 (34)	98 (100)
105 (100)	15 (14)	29 (28)	61 (58)	DVAC	15 (15)	35 (34)	52 (51)	102 (100)	30 (14)	64 (31)	113 (55)	207 (100)
100 (100)	12 (12)	35 (35)	53 (53)	FMC	5 (5)	35 (34)	63 (61)	103 (100)	17 (8)	70 (35)	116 (57)	203 (100)
99 (100)	29 (29)	35 (36)	35 (35)	GNRC	30 (30)	39 (40)	30 (30)	99 (100)	59 (30)	74 (37)	65 (33)	198 (100)

104 (100)	6 (6)	23 (22)	75 (72)	HRC	8 (8)	28 (28)	63 (64)	99 (100)	14 (7)	51 (25)	138 (68)	203 (100)
108 (100)	5 (5)	22 (20)	81 (75)	LDC	3 (3)	28 (28)	70 (69)	101 (100)	8 (4)	50 (24)	151 (72)	209 (100)
107 (100)	2 (2)	11 (10)	94 (88)	OMC	3 (30)	15 (14)	87 (83)	105 (100)	5 (2)	26 (12)	181 (86)	212 (100)
95 (100)	23 (24)	25 (26)	47 (50)	PAC	28 (29)	25 (26)	44 (45)	97 (100)	51 (27)	50 (26)	91 (47)	192 (100)
101 (100)	39 (38)	37 (37)	25 (25)	RMC	38 (39)	36 (37)	23 (24)	97 (100)	77 (39)	73 (37)	48 (24)	198 (100)
101 (100)	16 (16)	36 (36)	49 (48)	TOTC	16 (16)	37 (38)	46 (46)	99 (100)	32 (16)	73 (37)	95 (47)	200 (100)

COURSE CONTENT ANALYSIS

Administrative Management Course

The Administrative Management Course designed and organised by BPATC's specialist faculty members contain 39 session topics (each session topic comprise of 1-1.5 hour duration). Respondents were asked to review each topic to determine its relevance (to their job/career/cadre/department) and individual learning needs. Overall statistics (table-14, appendix-4) reveal that the course contents determined by the BPATC's specialist faculty members are significantly relevant. (66 percent fully relevant, 24 percent somewhat relevant and 10 percent not relevant). This means that the topics are 90 percent relevant (66 percent fully and 24 percent somewhat) to respondent's job/career/cadre/department.

The time allotted for each topic have been proved inadequate to maximise learning and to develop job skills. Respondent's learning needs and expectations are much higher than actual training delivery. On an average, 1 percent respondents demand two or more session per topic. This means that the duration of the course should at least be doubled. This, in other words, challenges the existing training methodologies. BPATC, thus, should consider introducing other training methodologies like case, exercise, simulation, role play etc.

Communication Skills Development Course

One week long Communication Skills Development Course designed and organised by BPATC have been proved valid and relevant to respondent's job/ career/ cadre/ department. Overall statistics (table-15, appendix-5) confirms this hypothesis. On an average 67 percent respondents consider the course contents as fully relevant while 27 percent consider as somewhat relevant. The learning needs and demands of the respondents, however,

do not confirm to the number of sessions currently allocated for the course. On an average, 73 percent respondents demanded two or more sessions per topic. This, in other words, signifies enhancement of the course duration to at least 10 working days and adoption of skill based training methods. BPATC's specialist faculty members may review the new topics (Table-15, Sl. 19(a) - (d)) for inclusion in the next course.

Consultancy Skills Development Course

Table-16(appendix-6) confirms BPATC's specialist faculty members capacity in designing the course contents of the consultancy skills development course. On an average, 99.5 percent respondents confirmed all the topics as relevant (66.5 percent fully relevant and 33 percent somewhat relevant) for them and for their cadre/ department. The number of sessions allocated for the course proved inadequate to maximise individual learning and improving desired job skills. Majority respondents (54 percent) denounced the current session numbers. This warrants for enhancing course duration and introducing diverse learning focused training methodologies.

Conduct and Discipline Course

The course contents of the conduct and discipline course have been proved significantly relevant. Overall statistics in table-17 (appendix-7) confirm the course content as fully relevant in 86 percent cases and somewhat relevant in 13 percent cases. The number of sessions in 52 percent cases need enhancement resulting extension of the course duration and adoption of skill based training techniques.

Disaster Management Course

The course contents of the week-long disaster management course proved significantly relevant. On an average, 63 percent respondents termed the course contents as 'fully relevant' while 28 percent termed as 'somewhat relevant' leaving only 9 percent as 'irrelevant'. The respondents, however, proposed five new topics for inclusion in future courses. BPATC faculty member may review and redesign the topics if necessary.

The learning needs of the respondents are much higher than what is met through the disaster management training program. The number of sessions planned and organised in the course proved inadequate. On an average 47 percent respondents demanded two or more sessions on the listed topics. This warrants for extension of the course duration with concurrent shifts in training methodologies.

Development Administration Course

Table - 19 (appendix-9) confirms that the subject course designed by BPATC specialist faculty members is significantly relevant to respondent's job/career/cadre/department. The rate in case of 'fully relevant' comprise 51 percent, and 'somewhat relevant' 38 percent. Only 11 percent respondents denounced relevance of the course contents. To maximise learning needs, single session of 1-1.5 hour duration for each topic has proved inadequate. On an average 54 percent respondents favoured two or more sessions per topic. Moreover, they have proposed four new topics for inclusion in the future courses. BPATC may consider these new topics for future courses. The course duration may be doubled and the training methodologies may accordingly be redesigned.

Financial Management Course

The course contents of the two-week long Financial Management Course has been labelled as significantly relevant. On an average 52 percent respondents have confirmed the course contents as 'fully relevant' while 31 percent respondents reported as 'somewhat relevant'. The rate in case of not relevant constitute 17 percent.

The learning needs of the respondents are much higher than what is currently planned. Majority respondents (68 percent) feel that the single session per topic has failed to maximise their learning and improve desired job skills. The course duration either be expanded or some of the topics that proved least relevant may be dropped. Appropriate training methodologies suaiting each topic should be adopted for effective participants behavioural changes. The new topics (Sl. 30 (a)-(c) proposed by the respondents seem irrelevant and thus donot deserve consideration.

GO-NGO Relationship Course

The one week long GO-NGO Relationship Course designed and organised by BPATC proved marginally relevant. Only 34 percent respondent, on an average, endorsed the course contents as 'fully relevant' while 46 percent reported as 'somewhat relevant' and 20 percent as 'not relevant'. The number of sessions (1-1.5 hour duration each) need be enhanced for effective transfer of the desired knowledge and skills. The new topics (Sl. 10 (a) - (c) proposed by the respondents may be reviewed by the BPATC's specealist faculty members for inclusion the next courses. Appropriate training methodologies according to the nature of the topics may be designed and introduced.

Human Relations Course

The two week long human relations course designed and organised by BPATC have been found most relevant to the respondents jobs/ career/ cadre./department. On an average, 91 percent respondents have termed the course contents as 'fully relevant'. Only 6 percent respondents termed the course content as 'somewhat relevant' and only 3 percent as 'not relevant'. Number of sessions(1-1.5 hour duration each) invested for each topic have been proved inadequate. On an average, 70 percent respondents suggested enhancement of the session duration for each topic to meet the learning needs. This warrants for extension of the course duration from two-weeks to atleast 4-weeks with adoption of appropriate training methodologies. New topics (Sl. 41(a)-(d) suggested by respondents may be reviewed and analysed by faculty members for inclusion in the future courses.

Leadership Development course

Majority respondents(86 percent) confirmed course topics ' relevant' (51 percent 'fully relevant' and 35 percent 'somewhat relevant') to their job/ career/ cadre/ department (Table-23, appendix-13) However, the time invested for each topic have been proved inadequate to maximise learning. On an average, 53 percent respondents believe that their learning needs will be maximised if the time invested in the course is atleast doubled. No respondent, however, could suggest any new topic for this course. This again reconfirm the validity of the course contents. Thus the basic professional tasks required to improve the course quality is to design and introduce appropriate training methodologies suiting each topic and topic objectives.

Office Management Course

On an average, the office management course meets the job demands of 97 percent respondents (table-24, appendix-14). Out of this response, 77 percent reported course contents as 'fully relevant' while 20 percent as 'somewhat relevant'. Only 3 percent respondents termed course topics as 'not relevant'. The respondents learning needs presented in the overall statistics of the table are much higher than what is met in the course. On an average, 70 percent respondents aspires for extension of the session duration for each topic. This, in otherwords, signifies enhancement of the course duration. This again demands redesigning training methodologies of the office management course.

Poverty Alleviation Course

Poverty Alleviation Course has been found least relevant in comparison to other short courses of BPATC. Only 39 percent respondents certifies course topics as fully relevant to their job/career/cadre/department. This, in otherwords, signifies that the nominations must be secured from specialised participants who are directly involved in poverty alleviation programs. The learning needs of participants are also lower in comparison to other short courses of BPATC. Majority respondents (52 percent) supported the current course/topic duration. However, substantial number of respondents (48 percent) have also suggested enhancement of topic session time. BPATC's specealest faculty members, thus, should review each topic to determine a realistic time frame for the course. New topics proposed by the respondents sounds relevant and thus may be incorporated in future courses.

Research Methodology Course

Table-26 (appendix-16) confirms the course contents as 'fully relevent' to a extent of 42 percent and 'somewhat relevant' at 45 percent. This, in otherwords, implies that the course is suitable for specialized clientele groups. Nominations procedures, thus, need be synchronised accordingly. The course reasonably meets the learning needs of respondents. On an average, 47 percent respondents supported the current session topic duration as sufficient. However, 53 percent respondents aspires for two or more sessions per topic. The tendency for and against enhancement of the session duration is strong. BPATC specialised faculty trainers may review each topic and determine the session/course duration. Appropriate traning methodologies need be developed commensurate with each topic and topic session time.

Training of Trainers Course

Training of Trainers Course is one of the most specialized course specially designed and organised for the trainers. Managers and administrators are not usually inducted in this course. Thus in this course opinion of the BPATC faculty trainers and the course participants were secured. The overall results (table-27, appendix-17) confirm the course contents as 'fully relevant' (81 percent) and 'somewhat relevant' by 18 percent. The total rate of relevance accounts for 99 percent. The duration of the course in 67 percent cases have been found inadequate. The course duration may be enhanced and the training methodologies accordingly be redesigned. The new topics proposed by the respondents are relevent and thus may be incorporated in future training courses.

Respondent's Developmental needs

Every training program is designed for participant's behavioral changes. This changes specifically occur in the areas of participants knowledge, skills and attitude, succinctly called KSA or ASK. This KSA or ASK has got direct links with organisational performance of the individual who received the training. Warren points out that "Training is one management tool used to develop the full effectiveness of an essential organizational resource: its people. The function of training, then, is to bring about the behavioral changes required to meet management's goals". Table-28 (appendix-18) reveals respondents course specific reactions on what priority they ascribe on the development of KSA. The result in most of the courses demonstrates dominance of knowledge and skills. However, development of 'attitude' also occupy seminal position in certain courses. A succinct account in this regard is presented in table-29:

Table - 29

Course-wise Developmental Needs of Respondents

COURSE CODE	PRIORITY FOR DEVELOPMENT OF KSA OR ASK		COURSE CODE	PRIORITY FOR DEVELOPMENT OF KSA OR ASK	
	HIGHEST PRIORITY	SECOND HIGHEST PRIORITY		HIGHEST PRIORITY	SECOND HIGHEST PRIORITY
1. AMC	Knowledge	Skills	2. CNSDC	Knowledge	Skills
3. CMSDC	Skills	Knowledge	4. DAC	Knowledge	Attitude
5. DMC	Knowledge & Attitude	Skills	6. DVAC	Skills	Knowledge
7. FMC	Knowledge	Skills	8. GNRC	Knowledge	Skills & Attitude
9. HRC	Knowledge & Attitude	Skills	10. LDC	Skills & Attitude	Knowledge
11. OMC	Knowledge	Skills	12. PAC	Knowledge	Skills
13. RMC	Knowledge	Skills	14. TOT	Knowledge	Skills

The table reveals respondent's highest needs for development of knowledge in 10 courses and second highest needs in 3 courses (out of total 14 courses). Attitude and skills developmental needs also occupy highest position in 3 courses and second highest position is 9 and 2 courses respectively. The overall results signifies wide knowledge gap of respondents. This knowledge gap may mainly be attributed to poor education standards and limited training opportunities. BPATC in designing course objectives, course contents, duration and training methods, must consider this developmental needs of respondents.

Ethics & Morality

Ethics, morality, attitude and human relations skills of a development manager is extremely seminal in creating congenial work environment. Earned knowledge and skills donot always guarantee it's application. Ethical, moral, attitudinal and other behavioural aspects to a great extent can facilitate effective utilization of earned knowledge and skills. Thus most management courses may consider introducing atleast a small component to develop ethics, morality, attitude and human relations skills of the participants. Table - 30 listed some topics suggested by respondents. Out of the listed topics, 'Ethics/Morality/Religion' preferred most (30.7 percent) followed by 'Human Relations' (16.5 percent). However, BPATC faculty members may review the topics and incorporate those topics in appropriate short courses.

Table - 30
Training Needs for Development of Respondents
Ethics/Morality/Attitude/Human Relations Skills

List of Topics	Response
Attitude Development	5 (5.5)
Accountability	4 (4.4)
Behaviour Analysis	2 (2.2)
Biography of Greatmen	2 (2.2)
Case Story of Specific Project/Organisation	3 (3.3)
Conduct Rules	1 (1.1)
Coordination	1 (1.1)
Ethics/Morality/Religion	28 (30.7)
Effect of Corruption	1 (1.1)
Human Relations	15 (16.5)
Human Resource Management	7 (7.7)
Leadership Development	5 (5.5)
Motivation/Social Mobilization	3 (3.3)
Manners & Ettiquettee	3 (3.3)
Performance Evaluation	4 (4.4)
Social Responsibility of Public Servants	4 (4.4)
Social Norms and Values	2 (2.2)
Self Analysis	1 (1.1)
TOTAL	91 (100)

3.0 RECOMMENDATIONS AND CONCLUSION

Recommendations

Recommendations founded on empiricism are listed below:

1. Respondents perform diverse tasks. These tasks covers 32 major areas. This demands introducing more new short courses and or redesigning existing modules on General Management, Human Resource Management, Project Management and Revenue Administration. Nomination procedures, curriculum planning and training methodology must be synchronised with respondents job demands.
2. Respondents tasks structure stimulates them to propose 46 topics (table-10) of heterogenions nature. BPATC's specialist faculty members may review and introduce these topics in appropriate short courses. Occasional duties performed by respondents also triggered 16 different topics. BPATC's specialist faculty members may also review and incorporate these topics in appropriate short courses.
3. Most of the courses designed and organised by BPATC proved relevant to repondents job/career/cadre/department. Research Management, GO-NGO Relations and Disaster Management Courses have been rated least relevant. These courses may either be deleted or nomination procedures may be readjusted to accommodate most relevant clienle groups.
4. Course contents of all the short courses proved significantly relevant. However, time invested for each session topic proved highly inadequate in most cases to maximise participant's learning and improve job skills. This session overloads demands enhancement of course duration or deletion of least important topics with concurrent readjustments in training methodologies.
5. Development of knowledge needs are higher than of skills and attitudinal needs. BPATC in determining course objectives, course contents, duration and training methodology must consider these developmental needs of respondents.

6. Effective utilization of earned knowledge and skills to a great extent depend on ethics, morality, attitude and human relations skills. BPATC may consider introducing a small component on ethics and morality in most short courses. Topics proposed by respondents may be considered for inclusion in appropriate short courses.

Conclusion

Curriculum designing is one of the core functions of training management. Unfortunately the term denotes diverse names and meaning. Instructional designing, curriculum designing, curriculum planning and host of other related names are used. The scope of the topic ranges from the mere course contents to the whole range of training management activities. Course objectives, learning process, training methods, evaluation system come under the purview of curriculum designing. BPATC in designing and organising its courses ascribes priority on career planning courses like FTC, ACAD and SSC. Research studies, refresher courses, course preparatory meeting, evaluation feedback, and other training needs assessment and curriculum designing processes are mostly directed towards these courses. Short courses received fastidious attention particularly in the area of designing and redesigning course contents. This research studies have, thus, been undertaken to review the course contents of the current short courses, evaluate course duration and training methodologies.

Most of the courses (except RMC, GNRC & DMC) designed and organised by BPATC prove significantly relevant to respondent's job/career/cadre/department. The courses rated least relevant may either be deleted or nomination procedures may be readjusted to accommodate most relevant clientele groups.

Course contents of all the short courses are knowledge driven than skill driven. The course durations are inadequate in comparison to session topics. This session overloads diminished participant's learning. This demands enhancement of course duration or deletion of least important topics with concurrent readjustment in training methodologies. Diverse tasks performed by respondents call for introducing new short courses and or redesigning existing modules on general management, human resource management, project management and revenue administration. Development of respondent's knowledge needs must be accommodated in future curriculum designing. Application of earned knowledge depends on ethical and moral values of respondents. BPATC may consider introducing a small component on ethics and morality in its short courses.

Table - 6

Respondent's Major Area of Work

MAJOR AREA OF WORK	RESPONSE
Child & Women Development	1 (0.6)
Cooperative Management	1 (0.6)
Credit Management	1 (0.6)
Computer System	1 (0.6)
Development Management	3 (1.8)
Development Communication	1 (0.6)
Election Management	3 (1.8)
Environment Management	1 (0.6)
Extension Services	2 (1.2)
Engineering (Civil)	3 (1.8)
Engineering (Mechanical)	4 (2.4)
Engineering (Water Resources)	4 (2.4)
Financial Management	12 (7.2)
Field Administration	1 (0.6)
Food Management	1 (0.6)
General Administration	22 (13.1)
Human Resource Management	20 (11.9)

Appendix-1

MAJOR AREA OF WORK	RESPONSE
Judicial Administration/Magistracy	13 (7.7)
Law & Order	5 (2.9)
Library/Information Management	3 (1.8)
Office Security/ Safety Management	1 (0.6)
Planning/ Programming	8 (4.8)
Project Management	5 (2.9)
Procurement Management	9 (5.3)
Prison Management	1 (0.6)
Research Management	8 (4.8)
Revenue Administration	14 (8.4)
Record Management	4. (2.4)
Stores Management	8 (4.7)
Silo Management	1 (0.6)
Training Management	6 (3.5)
Trade & Commerce	1 (0.6)
TOTAL	165 (100)

Table - 8

Jobs/Tasks Structure of Respondents

Nature of Jobs/Tasks	Response			
	Jobs / Tasks			
	Previously Performed	Currently Performing	Likely to Perform	Total
Accounting	2	1	1	4 (0.8)
Auditing	2	2	2	6 (1.2)
Coordination	7	4	8	19 (3.8)
Credit Management	3	2	3	8 (1.6)
Development Management	1	0	4	5 (1)
Disaster Management	1	1	0	2 (0.4)
Dobt Service Liability	0	1	1	2 (0.4)
Enterprenuer Development	1	1	1	3 (0.6)
Election Management	4	4	4	12 (2.4)
Financial Management	9	8	8	25 (5.1)
General	16	32	33	81 (16.5)
Human Resource Management	9	7	6	22 (4.5)
Judicial Administration/Magistracy	7	10	9	26 (5.3)
Land Management	0	1	1	2 (0.4)
Law & Order	9	2	1	12 (2.5)

Library/Information Management	2	1	0	3 (0.6)
Motivation/Mass Mobilization	4	3	3	10 (2)
Office/Project Inspection	3	2	2	7 (1.4)
Office Management	4	6	8	18 (3.7)
Office Security/Safety	1	1	1	3 (0.6)
Project Management	8	12	9	29 (5.9)
Protocol Management	4	4	3	11 (2.2)
Public Relations	0	1	1	2 (0.4)
Poverty Alleviation	1	0	0	1 (0.2)
Planning / Programming	1	8	2	11 (2.2)
Prison Management	1	1	1	3 (0.6)
Procurement Management	5	0	0	5 (1)
Policy Making/Decision Making	4	3	4	11 (2.2)
Revenue Administration	8	14	12	34 (6.9)
Research Management	4	12	11	27 (5.5)
Report Writing	5	7	5	17 (3.5)
Supervision	9	18	19	46 (9.3)
Stores Management	2	2	3	7 (1.4)
Training Management	5	7	7	19 (3.9)
TOTAL	142	178	173	493 (100)

Table-10

Training Needs of Respondents

AREAS/TOPICS OF TRAINING NEEDS	RESPONSE
Accountability	2 (1)
Accounting	7 (3.7)
Behavioural Science	4 (2.1)
Coordination	5 (2.5)
Credit Management	1 (0.5)
Computer Operations	6 (3)
Disaster Management	1 (0.5)
Development Communication	4 (2.1)
Development Planning	4 (2.1)
Ethics/Morality/Religion	5 (2.5)
Election Management	3 (1.5)
Enterpreneuership Development	1 (0.5)
Financial Management	8 (4.2)
First Aid	1 (0.5)
General Management	14 (7.3)
Govt. Structure	1 (0.5)
GO-NGO Relations	1 (0.5)

Government Corporation Relations	1 (0.5)
Human Resource Management	15 (7.7)
Human Relations	4 (2)
Inferential Statistics	1 (0.5)
Judicial Administration/ Magistracy	3 (1.5)
Leadership Development	7 (3.7)
Library/Information Management	4 (2.1)
Law & Order	1 (0.5)
Manners & Ettiquettee	2 (1)
Motivation	3 (1.5)
Meeting Management	2 (1)
Network Planning	2 (1)
Office Management	22 (11.5)
Office/Project Inspection	3 (1.5)
Planning/Programming	5 (2.6)
Project Management	11 (5.8)
Policy Analysis/Policy Making/Decision Making	9 (4.7)
Public Relations	3 (1.5)
Poverty Alleviation	1 (0.5)
Procurement Management	4 (2.1)
Research Management	5 (2.6)
Resource Management	1 (0.5)

Report Writing	1 (0.5)
Revenue Administration	1 (0.5)
Relief Distribution	1 (0.5)
Supervision	2 (1)
Stores Management	4 (2.1)
Social Security Programmes	2 (1)
Training Management	6 (3.1)
TOTAL	194 (100)

Table - 14

Learning Needs and Course Contents: Administrative Management Course

Relevance of the topic to respondent's job/career cadre/department				T O P I C (S)	RESPONSE				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
25 100)	3 (12)	13 (52)	9 (36)	1. Overview of Organisation Theory	8 (35)	6 (26)	5 (22)	4 (17)	23 (100)
24 100)	2 (8)	13 (54)	9 (38)	2. Organisation Management: Theoretical Aspect	8 (35)	4 (17)	5 (22)	6 (26)	23 (100)
24 100)	3 (13)	6 (25)	15 (62)	3. Leadership and Team Process	3 (14)	4 (19)	6 (29)	8 (38)	21 (100)
22 100)	4 (18)	7 (32)	11 (50)	4. Transaction Analysis	7 (37)	2 (10)	10 (53)	0	19 (100)
22 100)	2 (9)	13 (59)	7 (32)	5. Organisation Analysis	6 (29)	7 (33)	5 (24)	3 (14)	21 (100)
23 100)	2 (9)	2 (9)	19 (82)	6. Decision Making Process	1 (5)	3 (14)	8 (36)	10 (45)	22 (100)
22 100)	0	2 (9)	20 (91)	7. Basic Features of Constitution	0	3 (15)	7 (35)	10 (50)	20 (100)
22 100)	0	1 (4)	21 (96)	8. Rights and Duties of Govt. Servant as per Constitution	1 (5)	2 (10)	7 (35)	10 (50)	20 (100)
23 100)	1 (5)	2 (9)	20 (86)	9. Rules of Business	0	3 (14)	7 (34)	11 (52)	21 (100)
23 100)	0	8 (35)	15 (65)	10. Secretariate and Corporate Bodies Relations	3 (15)	2 (10)	7 (35)	8 (40)	20 (100)
24 100)	0	6 (25)	18 (75)	11. Letter Writing & Administrative Communication	1 (5)	5 (24)	7 (33)	8 (38)	21 (100)
23 100)	1 (4)	3 (14)	19 (82)	12. Note Writing	2 (10)	3 (14)	7 (33)	9 (43)	21 (100)
22 100)	2 (9)	7 (32)	13 (59)	13. Summary Writing	4 (21)	5 (27)	6 (31)	4 (21)	19 (100)

24 (100)	1 (4)	2 (8)	21 (88)	14. File Management	1 (5)	3 (14)	10 (45)	8 (36)	22 (100)
24 (100)	1 (4)	10 (42)	13 (54)	15. Time Management	5 (23)	5 (23)	7 (31)	5 (23)	22 (100)
23 (100)	1 (4)	3 (14)	19 (82)	16. Office Inspection	5 (24)	5 (24)	3 (14)	8 (38)	21 (100)
23 (100)	1 (4)	7 (31)	15 (65)	17. Office Protocol.	6 (29)	6 (29)	5 (23)	4 (19)	21 (100)
24 (100)	4 (16)	10 (42)	1 (42)	18. Stores Management	6 (27)	6 (27)	5 (23)	5 (23)	22 (100)
23 (100)	1 (4)	4 (17)	18 (79)	19. Conducting Meeting ,Preparing Working Papers and Minutes	3 (13)	5 (22)	9 (29)	6 (26)	23 (100)
24 (100)	0	3 (12)	21 (88)	20. Service Rules.	1 (4)	4 (17)	10 (42)	9 (37)	24 (100)
24 (100)	1 (4)	1 (4)	22 (92)	21. Govt.Servant Conduct Rules	1 (4)	4 (18)	9 (39)	9 (39)	23 (100)
24 (100)	0	3 (12)	21 (88)	22. Discipline and Appeal Rules	3 (13)	8 (35)	5 (22)	7 (30)	23 (100)
24 (100)	0	2 (8)	22 (92)	23. Discipline and Appeal Rules	4 (17)	8 (33)	5 (21)	7 (29)	24 (100)
24 (100)	0	1 (4)	23 (96)	24. Leave Rules	4 (17)	7 (29)	6 (25)	7 (29)	24 (100)
24 (100)	3 (12)	6 (25)	15 (63)	25. Human Resource Management and Planning	6 (27)	7 (32)	3 (14)	6 (27)	22 (100)
24 (100)	4 (17)	3 (12)	17 (71)	26. Planning Process	3 (13)	6 (25)	7 (31)	7 (31)	23 (100)
24 (100)	6 (25)	7 (29)	11 (46)	27. Agriculture Development in Bangladesh.	11 (50)	4 (18)	4 (18)	3 (14)	22 (100)
23 (100)	6 (26)	7 (31)	10 (43)	28. Industrial Development in Bangladesh.	10 (45)	5 (23)	2 (9)	5 (23)	22 (100)
24 (100)	6 (25)	6 (25)	12 (50)	29. Foreign Aid and Development	6 (27)	7 (32)	5 (23)	4 (18)	22 (100)
23 (100)	4 (17)	5 (22)	14 (61)	30. Concept of Projects and Project Cycle.	4 (17)	9 (37)	6 (25)	5 (21)	24 (100)
25 (100)	6 (24)	6 (24)	13 (52)	31. Type of PP and PP approval Process	6 (24)	10 (42)	4 (17)	4 (17)	24 (100)
25 (100)	3 (12)	10 (40)	12 (48)	32. Project Appraisal	9 (38)	8 (33)	2 (8)	5 (21)	24 (100)
24 (100)	6 (25)	8 (33)	10 (42)	33. Project Monitoring & Evaluation	7 (30)	10 (44)	2 (9)	4 (17)	23 (100)
24 (100)	7 (29)	7 (29)	10 (42)	34. Land Acquisition for Development	6 (25)	7 (29)	6 (25)	5 (21)	24 (100)
24 (100)	2 (8)	6 (25)	16 (67)	35. Basic Financial Rules	2 (8)	10 (42)	6 (25)	6 (25)	24 (100)

24 (100)	3 (12)	5 (21)	16 (67)	36. Budgetary Process	1 (4)	6 (26)	9 (29)	7 (31)	23 (100)
25 (100)	3 (12)	5 (20)	17 (68)	37. Delegation of Financial Powers and Fund Release Procedures	4 (16)	7 (31)	5 (22)	7 (31)	23 (100)
25 (100)	4 (16)	5 (20)	16 (64)	38. Audit and Audit Settlement	3 (13)	8 (35)	8 (35)	4 (17)	23 (100)
22 (100)	2 (9)	2 (9)	18 (82)	39. Duties & Responsibilities of Drawing & Disbursing Officer	0	6 (28)	8 (36)	8 (36)	22 (100)
0	0	0	0	40. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)	0	0	0	0	0
920 (100)	95 (10)	217 (24)	608 (66)	TOTAL	161 (19)	220 (25)	238 (28)	246 (28)	865 (100)

Table-15

Learning Needs and Course Contents: Communication Skills Development Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		One	Two	Three	Three +	Total
23 (100)	0	7 (30)	16 (70)	1. Communication: Nature, Scope & Evolution	6 (24)	11 (44)	3 (12)	5 (20)	25 (100)
23 (100)	0	6 (26)	17 (74)	2. Interpersonal Communication	6 (24)	11 (44)	5 (20)	3 (12)	25 (100)
22 (100)	0	2 (9)	20 (91)	3. Effective Communication	5 (20)	11 (44)	5 (20)	4 (16)	25 (100)
21 (100)	1 (5)	6 (29)	14 (66)	4. Public Relations, Propaganda, Briefing, Press Notes, Press Release & Handout	6 (25)	7 (29)	9 (38)	2 (8)	24 (100)
21 (100)	3 (14)	6 (29)	12 (57)	5. News Preparation & Processing	6 (27)	10 (45)	5 (23)	1 (5)	22 (100)
23 (100)	1 (4)	6 (26)	16 (70)	6. Communication & Development	5 (22)	11 (47)	6 (26)	1 (5)	23 (100)
21 (100)	0	8 (38)	13 (62)	7. Democracy & Mass Communi- cation	6 (26)	8 (35)	7 (30)	2 (9)	23 (100)
21 (100)	0	8 (38)	13 (62)	8. Steps of Development in Communication Planning	8 (35)	9 (39)	4 (17)	2 (9)	23 (100)
23 (100)	1 (4)	6 (26)	16 (70)	9. Communication Planning (Exercise)	6 (26)	12 (52)	4 (17)	1 (5)	23 (100)
22 (100)	1 (5)	6 (27)	15 (68)	10. Do (Presentation)	9 (39)	10 (43)	2 (9)	2 (9)	23 (100)
21 (100)	2 (9)	7 (33)	12 (58)	11. Public Relations of Civil Servant: A Case Study	6 (26)	13 (56)	3 (13)	1 (5)	23 (100)
21 (100)	3 (14)	4 (19)	14 (67)	12. Communication: Counselling & Social Mobilization	5 (24)	11 (53)	3 (14)	2 (9)	21 (100)
22 (100)	3 (14)	6 (27)	13 (59)	13. Integrated Communication Strategies in Local Development	7 (29)	10 (41)	4 (17)	3 (13)	24 (100)

21 (100)	1 (5)	8 (38)	12 (57)	14. International Flow of Information	7 (30)	11 (48)	4 (18)	1 (4)	23 (100)
21 (100)	1 (5)	5 (24)	15 (71)	15. Qualities of a Communication Worker	5 (21)	11 (48)	3 (13)	4 (18)	23 (100)
24 (100)	2 (8)	7 (29)	15 (63)	16. Principles of Correct Spelling	9 (36)	3 (12)	7 (28)	6 (24)	25 (100)
22 (100)	2 (9)	7 (32)	13 (59)	17. Rules of Pronunciation.	9 (38)	5 (20)	5 (21)	5 (21)	24 (100)
21 (100)	2 (10)	1 (5)	18 (85)	18. Field Visit	2 (9)	11 (50)	5 (23)	4 (18)	22 (100)
				19. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S):	0	0	0	1	01
				a. Role of Civil Servants in Development					
				b. Social Mobilization in Maintaining Law & Order	0	0	0	1	01
				c. Motivation	0	1	0	0	01
				d. Problems of Motivation	1	0	0	0	01
393 (100)	23 (6)	106 (27)	264 (67)	TOTAL	114 (27)	176 (41)	84 (20)	51 (12)	425 (100)

Table-16

Learning Needs and Course Contents: Consultancy Skills Development Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		One	Two	Three	Three +	Total
14 (100)	0	2 (14)	12 (86)	1. Nature and Purpose of Consul- tancy	6 (50)	4 (33)	2 (17)	0	12 (100)
12 (100)	0	3 (25)	9 (75)	2. Models of Consultancy	4 (33)	7 (59)	1 (8)	0	12 (100)
12 (100)	0	3 (25)	9 (75)	3. Consultancy Process	3 (25)	7 (58)	2 (17)	0	12 (100)
11 (100)	0	2 (18)	9 (82)	4. Fundamental Principles of Consultancy: Context of Developing Countries	4 (31)	7 (54)	2 (15)	0	13 (100)
12 (100)	0	3 (25)	9 (75)	5. Problem Identification and Analysis	4 (31)	7 (54)	2 (15)	0	13 (100)
12 (100)	0	5 (42)	7 (58)	6. Consultancy in Bangladesh: Opportunities & Constraints	7 (50)	5 (36)	2 (14)	0	14 (100)
14 (100)	0	5 (36)	9 (64)	7. Professional Approach & Con- sultancy Management	6 (43)	6 (43)	2 (14)	0	14 (100)
13 (100)	0	4 (31)	9 (69)	8. Consultancy & Human Resource Development	4 (33)	6 (50)	2 (17)	0	12 (100)
13 (100)	0	5 (38)	8 (62)	9. Productivity and Consultancy	4 (33)	5 (42)	2 (17)	1 (8)	12 (100)
14 (100)	0	8 (57)	6 (43)	10. Consultancy Proposal Prepara- tion	7 (54)	2 (15)	4 (31)	0	13 (100)
14 (100)	0	7 (50)	7 (50)	11. Consultancy Proposal Prepa- ration (Exercise)	9 (68)	2 (16)	2 (16)	0	13 (100)
14 (100)	0	6 (43)	8 (57)	12. Consultancy Proposal Evaluation	9 (68)	2 (16)	2 (16)	0	13 (100)
13 (100)	0	4 (31)	9 (69)	13. Techniques of Consultancy Report Preparation	8 (67)	4 (33)	0	0	12 (100)

12 (100)	0	3 (25)	9 (75)	14. Do (Exercise)	7 (54)	3 (23)	3 (23)	0	13 (100)
12 (100)	0	4 (33)	8 (67)	15. Do (Exercise)	3 (21)	7 (50)	4 (29)	0	14 (100)
13 (100)	1 (8)	4 (31)	8 (61)	16. Report Presentation	9 (75)	3 (25)	0	0	12 (100)
				17. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)	0	0	0	1	01
205 (100)	01 (0.5)	68 (33)	136 (66.5)	TOTAL	94 (46)	77 (38)	32 (15)	02 (1)	205 (100)

Table-17

Learning Needs and Course Contents: Discipline & Appeal Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		One	Two	Three	Three +	Total
14 (100)	0	0	14 (100)	1. Desired Behaviour of Govt. Servants: Constitutional Pers- pective	7 (64)	2 (18)	1 (9)	1 (9)	11 (100)
13 (100)	0	0	13 (100)	2. Accountability and Related Laws/Rules	3 (30)	5 (50)	2 (20)	0	10 (100)
13 (100)	0	0	13 (100)	3. Conduct Rules	4 (33)	6 (50)	2 (17)	0	12 (100)
13 (100)	0	1 (8)	12 (92)	4. Discipline & Appeal Rules	3 (27)	6 (55)	1 (9)	1 (9)	11 (100)
13 (100)	0	1 (8)	12 (92)	5. -Do-	3 (27)	6 (55)	1 (9)	1 (9)	11 (100)
13 (100)	0	1 (8)	12 (92)	6. -Do-	3 (27)	6 (55)	1 (9)	1 (9)	11 (100)
13 (100)	0	1 (8)	12 (92)	7. -Do- (Group Discussion)	6 (60)	2 (20)	1 (10)	1 (10)	10 (100)
13 (100)	0	1 (8)	12 (92)	8. -Do- (Exercise)	4 (33)	5 (42)	2 (17)	1 (8)	12 (100)
13 (100)	0	1 (8)	12 (92)	9. Other Rules/Ordinances Relating to Disciplinary System	5 (46)	3 (27)	2 (18)	1 (9)	11 (100)
12 (100)	1 (8)	2 (17)	9 (75)	10. Conduct & Discipline in BSR, FR & MR	3 (28)	4 (36)	4 (36)	0	11 (100)
13 (100)	0	2 (15)	11 (85)	11. Discipline Rules & Role of Public Service Commission	10 (91)	0	1 (9)	0	11 (100)
12 (100)	0	3 (25)	9 (75)	12. Conduct & Discipline in Labour Laws	8 (68)	2 (16)	2 (16)	0	12 (100)
12 (100)	0	4 (33)	8 (67)	13. Conduct & Discipline Rules of Autonomous Bodies	5 (42)	5 (42)	1 (8)	1 (8)	12 (100)

14 (100)	0	1 (8)	13 (92)	14. Service Rules	6 (46)	4 (31)	2 (15)	1 (8)	13 (100)
13 (100)	0	0	13 (100)	15. -Do-	7 (54)	3 (23)	2 (15)	1 (8)	13 (100)
13 (100)	1 (8)	0	12 (92)	16. Statement of Allegation Preparation (Exercise)	6 (46)	4 (31)	3 (23)	0	13 (100)
13 (100)	0	1 (8)	12 (92)	17. Charge Sheet Framing (Exercise)	7 (54)	3 (23)	3 (23)	0	13 (100)
13 (100)	0	1 (8)	12 (92)	18. Conducting Enquiry	7 (54)	3 (23)	3 (23)	0	13 (100)
14 (100)	0	1 (8)	13 (92)	19. Enquiry Report Writing	7 (54)	2 (15)	3 (23)	1 (8)	13 (100)
13 (100)	0	5 (38)	8 (62)	20. Administrative Tribunal	9 (70)	2 (15)	2 (15)	0	13 (100)
13 (100)	0	4 (31)	9 (69)	21. Anti Corruption Laws/Rules	6 (46)	5 (39)	2 (15)	0	13 (100)
12 (100)	0	2 (17)	10 (83)	22. Case Analysis	8 (62)	3 (23)	2 (15)	0	13 (100)
14 (100)	1 (7)	3 (22)	10 (71)	23. Report Preparation	8 (57)	2 (14)	4 (29)	0	14 (100)
13 (100)	1 (8)	3 (23)	9 (69)	24. Report Presentation	10 (72)	2 (14)	2 (14)	0	14 (100)
12 (100)	0	4 (33)	8 (67)	25. Syndicate Discussion	2 (18)	6 (55)	2 (18)	1 (9)	11 (100)
10 (100)	0	3 (30)	7 (70)	26. -Do-	4 (33)	4 (33)	2 (17)	2 (17)	12 (100)
02	0	0	2	27. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S) a. Abuse of Discipline & Appeal Rules	1	0	0	0	01
336 (100)	4 (1)	45 (13)	287 (86)	TOTAL	152 (48)	95 (30)	53 (17)	14 (5)	314 (100)

Table -18

Learning Needs and Course Contents: Disaster Management Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Relevant	Some what Relevant	Fully Relevant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
13 (100)	0	5 (38)	8 (62)	1. Definition, Types of Disasters and Purpose of Disaster Management	10 (76)	2 (16)	0	1 (8)	13 (100)
13 (100)	0	3 (23)	10 (77)	2. Environment Protection & Disaster Management	5 (38)	3 (23)	3 (23)	2 (16)	13 (100)
13 (100)	2 (16)	5 (38)	6 (46)	3. Community Approach in Disaster Management	7 (64)	4 (36)	0	0	11 (100)
13 (100)	2 (16)	5 (38)	6 (46)	4. Impact of Disasters in Bangladesh	6 (50)	4 (33)	2 (17)	0	12 (100)
12 (100)	2 (17)	3 (25)	7 (58)	5. Disaster Management Laws/Rules	6 (60)	4 (40)	0	0	10 (100)
12 (100)	0	4 (33)	8 (67)	6. Techniques of Coordination in Coping Disasters	7 (53)	4 (31)	0	2 (16)	13 (100)
14 (100)	2 (14)	2 (14)	10 (72)	7. Experience of April 29, 1991 Cyclone	6 (60)	4 (40)	0	0	10 (100)
13 (100)	2 (16)	3 (23)	8 (62)	8. Disaster Management at Local Level: A Case Study	5 (42)	5 (42)	2 (16)	0	12 (100)
13 (100)	2 (16)	3 (23)	8 (62)	9. Disaster Management: People's Awareness and People's Participation in Work plan preparation	7 (54)	3 (23)	3 (23)	0	13 (100)
12 (100)	0	3 (25)	9 (75)	10. Post Disaster Rehabilitation Program	3 (23)	8 (63)	1 (7)	1 (7)	13 (100)
12 (100)	1 (8)	5 (42)	6 (50)	11. Flood Action Program & Long Term Program	4 (31)	7 (54)	0	2 (15)	13 (100)

14 (100)	1 (7)	4 (29)	9 (64)	12. Role of Mass Media in Disaster Management	9 (70)	2 (15)	0	2 (15)	13 (100)
01	0	0	01	13. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)	2	0	0	0	2
01	0	0	01	a. Accountability in Disaster Management	01	0	0	0	01
01	0	0	01	b. Local Resource Mobilization in Managing Disaster	01	0	0	0	01
01	0	0	01	c. Seed, Livestock Maintenance Procedures during Disasters	01	0	0	0	01
01	0	0	01	d. Primary Health Care	01	0	0	0	01
01	0	0	01	e. People's Participations in Disaster Rehabilitation	01	0	0	0	01
159 (100)	14 (9)	45 (28)	100 (63)	TOTAL	81 (53)	50 (33)	11 (7)	10 (7)	152 (100)

Table - 19

Learning Needs and Course Contents: Development Administration Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
25 (100)	2 (8)	10 (40)	13 (52)	1. Goals & Background of Development Adminstration	10 (46)	9 (41)	2 (9)	1 (4)	22 (100)
25 (100)	3 (12)	10 (40)	12 (48)	2. Development and Decentra- lization	10 (48)	7 (33)	3 (14)	1 (5)	21 (100)
25 (100)	3 (12)	9 (36)	13 (52)	3. People's Participantion in Local Government and Development	11 (52)	6 (29)	3 (14)	1 (5)	21 (100)
25 (100)	2 (8)	11 (44)	12 (48)	4. Leadership in Development Administration	14 (67)	4 (19)	2 (9)	1 (5)	21 (100)
25 (100)	2 (8)	7 (28)	16 (64)	5. Human Resource Management & Planning	6 (30)	9 (45)	2 (10)	3 (15)	20 (100)
25 (100)	2 (8)	13 (52)	10 (40)	6. Team Building and Communi- cation Techniques	11 (48)	6 (26)	5 (22)	1 (4)	23 (100)
25 (100)	2 (8)	7 (28)	16 (64)	7. Transparancy and Accountabi- lity in Dev. Administration	10 (48)	6 (29)	4 (19)	1 (4)	21 (100)
25 (100)	2 (8)	8 (32)	15 (60)	8. Goals of Development Administration: Constraints	12 (55)	7 (32)	2 (9)	1 (4)	22 (100)
25 (100)	3 (12)	10 (40)	12 (48)	9. GO-NGO Coordination in Dev Administration: Significance & Constraints	9 (41)	8 (36)	3 (14)	2 (9)	22 (100)
25 (100)	2 (8)	11 (44)	12 (48)	10. Syndicate (Dev. Administration of Bangladesh: Opportunities & Constraints	7 (32)	7 (32)	6 (27)	2 (9)	22 (100)
25 (100)	6 (24)	9 (36)	10 (40)	11. Concepts of Economic Development	10 (46)	4 (18)	7 (32)	1 (4)	22 (100)
25 (100)	2 (8)	6 (24)	17 (68)	12. Planning Process	4 (18)	10 (46)	5 (23)	3 (13)	22 (100)

25 (100)	4 (16)	12 (48)	9 (36)	13. Planning Experience of Bangladesh	10 (50)	3 (15)	4 (20)	3 (15)	20 (100)
25 (100)	2 (8)	11 (44)	12 (48)	14. Resource Mobilization for Development	13 (62)	3 (14)	3 (14)	2 (10)	21 (100)
25 (100)	4 (16)	11 (44)	10 (40)	15. Foreign Aid & Development	11 (55)	2 (10)	5 (25)	2 (10)	20 (100)
25 (100)	2 (8.4)	11 (45.8)	11 (45.8)	16. Economic Reforms & Bureaucracy	12 (57)	5 (24)	4 (19)	0	21 (100)
25 (100)	3 (13)	8 (34.8)	12 (52.2)	17. Role of Development Projects & Project Implementation Problems	10 (46)	3 (14)	8 (36)	1 (4)	22 (100)
01	0	0	01	18. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)	0	01	0	0	01
01	0	0	01	a. Leadership and Coordination	0	01	0	0	01
01	0	0	01	b. Conflict Resolution	0	01	0	0	01
01	0	0	01	c. Administrative Reforms	0	01	0	0	01
01	0	0	01	d. Good Governance	0	01	0	01	01
426 (100)	46 (11)	164 (38)	216 (51)	TOTAL	170 (46)	103 (28)	68 (19)	26 (7)	367 (100)

Table - 20

Learning Needs and Course Contents: Financial Management Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		One	Two	Three	Three +	Total
25 (100)	2 (8)	8 (32)	15 (60)	1. Bangladesh Constitution and Parliamentary Control in Financial System	5 (21)	3 (12)	11 (46)	5 (21)	24 (100)
25 (100)	4 (16)	13 (52)	8 (32)	2. Financial System and Role of Ministry of Finance	7 (32)	7 (32)	4 (18)	4 (18)	22 (100)
25 (100)	8 (32)	8 (32)	9 (36)	3. Delegation of Financial Powers by M/O Finance: Dev. & Revenue	9 (44)	8 (38)	2 (9)	2 (9)	21 (100)
25 (100)	12 (48)	9 (36)	4 (16)	4. Decentralization of Accounts	9 (45)	6 (30)	3 (15)	2 (10)	20 (100)
24 (100)	2 (8)	13 (54)	9 (38)	5. Maintenance of Accounts	4 (18)	12 (55)	4 (18)	2 (9)	22 (100)
23 (100)	6 (26)	11 (48)	6 (26)	6. Financial Policy: Theory & Practice	7 (33)	9 (43)	3 (14)	2 (10)	21 (100)
23 (100)	2 (8)	14 (61)	7 (31)	7. Budgetary Process of Bangladesh	9 (45)	9 (45)	1 (5)	1 (5)	20 (100)
24 (100)	0	12 (50)	12 (50)	8. Office/Organization's Budget Preparation	3 (14)	8 (38)	8 (38)	2 (10)	21 (100)
25 (100)	0	11 (44)	14 (56)	9. Treasury Rules	5 (23)	7 (32)	6 (27)	4 (18)	22 (100)
25 (100)	11 (44)	6 (24)	8 (32)	10. Taxation Management of Bangladesh	7 (39)	6 (33)	2 (11)	3 (17)	18 (100)
24 (100)	10 (42)	10 (42)	4 (16)	11. Role of Audit in Financial Administration	10 (55)	3 (17)	5 (28)	0	18 (100)
24 (100)	4 (16)	9 (38)	11 (46)	12. Drawing and Release of Fund	5 (25)	9 (45)	6 (30)	0	20 (100)
24 (100)	13 (54)	7 (30)	4 (16)	13. Role of Bangladesh Bank in Financial Management	9 (60)	3 (20)	3 (20)	0	15 (100)
25 (100)	11 (44)	12 (48)	2 (8)	14. Features of Financial Manage- ment of Autonomus Bodies	13 (76)	3 (18)	1 (6)	0	17 (100)

24 (100)	12 (50)	7 (29)	5 (21)	15. Role of NBR in Financial Management	7 (44)	4 (25)	5 (31)	0	16 (100)
24 (100)	1 (4)	9 (38)	14 (58)	16. Administrative and Financial Powers of Deptt. Heads	5 (24)	10 (48)	5 (24)	1 (4)	21 (100)
23 (100)	3 (13)	6 (26)	14 (61)	17. Duties and Responsibilities of Drawing & Disbursing Officer	7 (35)	5 (25)	5 (25)	3 (15)	20 (100)
24 (100)	3 (13)	6 (25)	15 (62)	18. Procurement Procedures and Disposal of Unserviceable Goods	5 (23)	7 (32)	8 (36)	2 (9)	22 (100)
23 (100)	2 (9)	7 (30)	14 (61)	19. Cost Control	7 (34)	10 (48)	3 (14)	1 (4)	21 (100)
22 (100)	3 (14)	6 (27)	13 (59)	20. Stores Management	6 (32)	8 (42)	4 (21)	1 (5)	19 (100)
24 (100)	2 (8)	5 (21)	17 (71)	21. Entitlement of Government Servants	4 (20)	8 (40)	7 (35)	1 (5)	20 (100)
24 (100)	1 (4)	3 (13)	20 (83)	22. Basic Issues of Service Rules	2 (9)	8 (39)	7 (33)	4 (19)	21 (100)
24 (100)	3 (13)	6 (25)	15 (62)	23. Pay Fixation	7 (33)	10 (48)	4 (19)	0	21 (100)
24 (100)	3 (13)	5 (21)	16 (66)	24. Pay Fixation (Exercise)	7 (32)	12 (54)	3 (14)	0	22 (100)
24 (100)	2 (8)	2 (8)	20 (84)	25. Leave Rules	4 (18)	8 (36)	8 (36)	2 (10)	22 (100)
24 (100)	1 (4)	2 (8)	21 (88)	26. TA DA Rules	8 (35)	10 (44)	4 (17)	1 (4)	23 (100)
25 (100)	0	6 (24)	19 (76)	27. TA and Other Bills Preparation (Exercise)	6 (27)	9 (41)	7 (32)	0	22 (100)
25 (100)	1 (4)	2 (8)	22 (88)	28. CPF, GPF, Group Fund, Benevolent Fund	9 (41)	9 (41)	3 (13)	1 (5)	22 (100)
25 (100)	0	3 (12)	22 (88)	29. Pension Procedures	7 (32)	11 (50)	3 (13)	1 (5)	22 (100)
				30. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
01	0	0	01	a. Personnel Management	0	0	0	0	0
01	0	0	01	b. Industrial Management	0	0	0	0	0
01	0	0	01	c. Office Management	0	0	0	0	0
703 (100)	122 (17)	218 (31)	363 (52)	TOTAL	193 (32)	222 (37)	135 (23)	45 (8)	595 (100)

Table - 21

Learning Needs & Course Contents: GO-NGO Relationship Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
14 (100)	2 (14)	5 (36)	7 (50)	1. Development Goals and Stra- tegies: Bangladesh Context	8 (62)	0	2 (15)	3 (23)	13 (100)
14 (100)	2 (14)	5 (36)	7 (50)	2. Role of GO and NGOs in Development	3 (30)	7 (70)	0	0	10 (100)
14 (100)	3 (22)	7 (50)	4 (28)	3. Legal Framework of NGOs in Bangladesh : Historical Perspec- tive.	5 (45)	4 (36)	2 (19)	0	11 (100)
14 (100)	2 (14)	6 (43)	6 (43)	4. Development Efforts and Socio- economic & Cultural Environ- ment of Bangladesh.	6 (50)	3 (25)	3 (25)	0	12 (100)
13 (100)	3 (23)	7 (54)	3 (23)	5. GO-NGO Relationship: Global Perspective	6 (55)	3 (27)	2 (18)	0	11 (100)
14 (100)	3 (22)	8 (56)	3 (22)	6. Development and GO-NGO Relationship: Donors' Perspective	7 (70)	0	3 (30)	0	10 (100)
14 (100)	4 (29)	8 (57)	2 (14)	7. Monitoring and Evaluation of NGO Activities	5 (50)	5 (50)	0	0	10 (100)
14 (100)	4 (28)	7 (50)	3 (22)	8. Relationship of Local Govt. and NGO in Development	5 (42)	5 (42)	2 (16)	0	12 (100)
13 (100)	3 (24)	5 (38)	5 (38)	9. Collaboration of GO and NGOs in Poverty Alleviation	0	5 (63)	3 (37)	0	8 (100)
				10 OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
01	0	0	1	a. Peoples Participation in Development	0	0	0	0	0
01	0	0	1	b. Contributing Factors for Success of NGO	0	0	0	0	0
01	0	0	1	c. Constraints to NGO Activities	0	0	0	0	0
127 (100)	26 (20)	58 (46)	43 (34)	TOTAL	45 (47)	32 (33)	17 (17)	3 (3)	97 (100)

Table - 22

Learning Needs & Course Contents: Human Relations Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Relevant	Some what Relevant	Fully Relevant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
25 100)	0	0	25 (100)	1. Personality Diagnosis	2 (8)	18 (72)	4 (16)	1 (4)	25 (100)
23 100)	0	1 (4)	22 (96)	2. Exercise	8 (32)	13 (52)	2 (8)	2 (8)	25 (100)
24 100)	0	1 (4)	23 (96)	3. Behaviour Analysis	3 (13)	12 (50)	7 (29)	2 (8)	24 (100)
24 100)	0	0	24 (100)	4. Motivation	6 (24)	5 (20)	11 (44)	3 (12)	25 (100)
22 100)	0	0	22 (100)	5. Exercise	13 (55)	7 (29)	2 (8)	2 (8)	24 (100)
21 100)	0	0	21 (100)	6. Transaction Analysis	7 (30)	11 (49)	3 (13)	2 (8)	23 (100)
24 100)	0	1 (4)	23 (96)	7. Team Building	6 (24)	12 (48)	5 (20)	2 (8)	25 (100)
22 100)	0	1 (5)	21 (95)	8. Exercise	9 (38)	10 (42)	3 (12)	2 (8)	24 (100)
23 100)	0	1 (4)	22 (96)	9. Exercise	9 (38)	10 (42)	3 (12)	2 (8)	24 (100)
21 100)	0	1 (5)	20 (95)	10. Listening Skills	10 (42)	6 (25)	6 (25)	2 (8)	24 (100)
23 100)	0	1 (4)	22 (96)	11. Organisation and Human Relations Theory	5 (20)	10 (40)	5 (20)	5 (20)	25 (100)
24 100)	0	0	24 (100)	12. Superior-subordinate Relations	8 (32)	6 (24)	8 (32)	3 (12)	25 (100)
22 100)	0	2 (9)	20 (91)	13. Organisation-clientele Relations	4 (16)	11 (44)	7 (28)	3 (12)	25 (100)
20 100)	0	0	20 (100)	14. Decision Making Process: Human Aspect	7 (30)	6 (27)	7 (30)	3 (13)	23 (100)

000)	0	0	20 (100)	15. Supervision	4 (17)	11 (46)	6 (25)	3 (12)	24 (100)
900)	0	1 (5)	18 (95)	16. Case/Film	8 (35)	12 (53)	1 (4)	2 (8)	23 (100)
000)	0	0	20 (100)	17. Leadership	3 (13)	6 (26)	12 (52)	2 (9)	23 (100)
900)	0	1 (5)	18 (95)	18. Leadership (Role Play)	7 (32)	9 (41)	4 (18)	2 (9)	22 (100)
900)	0	1 (5)	18 (95)	19. Leadership (Role Play)	6 (28)	9 (43)	4 (19)	2 (10)	21 (100)
900)	1 (5)	3 (16)	15 (79)	20. Human Side of Security Administration	6 (25)	13 (54)	3 (13)	2 (8)	24 (100)
900)	1 (5)	3 (16)	15 (79)	21. Human Side of Security Administration	6 (27)	11 (50)	3 (14)	2 (9)	22 (100)
900)	1 (5)	1 (5)	17 (90)	22. Constitution & Constitutional Rights	7 (32)	6 (27)	6 (27)	3 (14)	22 (100)
900)	0	2 (10)	17 (90)	23. Case Analysis	8 (35)	8 (35)	5 (22)	2 (8)	23 (100)
900)	0	2 (10)	17 (90)	24. Human Right: Concepts	9 (39)	8 (35)	4 (18)	2 (8)	23 (100)
900)	0	2 (10)	17 (90)	25. Case Analysis	8 (35)	10 (43)	3 (14)	2 (8)	23 (100)
900)	1 (5)	2 (10)	16 (85)	26. Human Rights and Rule of Law	8 (36)	8 (36)	4 (19)	2 (9)	22 (100)
900)	2 (10)	1 (5)	16 (85)	27. Case Preparation	5 (21)	13 (54)	4 (17)	2 (8)	24 (100)
800)	2 (11)	0	16 (89)	28. Syndicate Report Writing	6 (25)	8 (33)	8 (33)	2 (9)	24 (100)
900)	2 (10)	0	17 (90)	29. Syndicate Report Presentation	6 (27)	6 (27)	8 (37)	2 (9)	22 (100)
900)	2 (10)	0	17 (90)	30. Case Preparation	5 (22)	7 (30)	8 (35)	3 (13)	23 (100)
000)	1 (5)	1 (5)	18 (90)	31. Social Relations of Govt. Servants	2 (8)	16 (67)	4 (17)	2 (8)	24 (100)
000)	0	1 (5)	19 (95)	32. Social Relations of Govt. Servants	4 (17)	13 (57)	4 (17)	2 (9)	23 (100)
900)	1 (5)	2 (11)	16 (84)	33. Culture and Human Relations	4 (19)	11 (52)	1 (5)	5 (24)	21 (100)
800)	0	2 (11)	16 (89)	34. Human Relations and its Constraints	9 (41)	8 (36)	2 (9)	3 (14)	22 (100)
900)	1 (5)	1 (5)	17 (90)	35. Criminal Psychology	5 (21)	12 (50)	3 (12)	4 (17)	24 (100)
900)	1 (5)	2 (11)	16 (84)	36. Abnormal Psychology & Crime	12 (54)	4 (18)	3 (14)	3 (14)	22 (100)

20 (100)	0	4 (20)	16 (80)	37. Delinquency	12 (52)	4 (17)	5 (22)	2 (9)	23 (100)
24 (100)	3 (12)	4 (17)	17 (71)	38. Jail Management & Inmates Relations	9 (41)	9 (41)	3 (13)	1 (5)	22 (100)
18 (100)	3 (17)	3 (17)	12 (66)	39. Jail Management & Reforms	12 (60)	4 (20)	4 (20)	0	20 (100)
17 (100)	2 (11)	3 (18)	12 (71)	40. Crime Reduction: Police Citizen Relations	11 (50)	6 (27)	4 (18)	1 (5)	22 (100)
				41. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
2	0	0	2	a. Religion and Human Relations	0	2	0	0	2
2	0	0	2	b. Legal Constraints in Human Relations	0	2	0	0	2
2	0	0	2	c. Peoples Representative and Government Servant Relations	0	2	0	0	2
1	0	0	1	d. State Security and Human Relations	0	0	0	0	0
824 (100)	24 (3)	51 (6)	749 (91)	TOTAL	279 (30)	375 (40)	189 (20)	92 (10)	935 (100)

Table - 23

Learning Needs and Course Contents: Leadership Development Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
24 (100)	1 (4)	10 (42)	13 (54)	1. Self-concept for self-develop- ment: Methods & Strategies	10 (48)	7 (33)	4 (19)	0	21 (100)
23 (100)	1 (4)	8 (35)	14 (61)	2. Techniques of Self-perception & Self-confrontation (Exercise)	11 (50)	6 (27)	3 (14)	2 (9)	22 (100)
24 (100)	0	6 (25)	18 (75)	3. Personality Development: Objectives & Strategies	8 (33)	10 (42)	6 (25)	0	24 (100)
24 (100)	2 (8)	8 (33)	14 (59)	4. Type- A Behaviour Pattern (TABP) of Personality	9 (43)	9 (43)	1 (5)	2 (9)	21 (100)
24 (100)	4 (17)	4 (17)	16 (66)	5. Attitude Development	12 (60)	2 (10)	6 (30)	0	20 (100)
24 (100)	0	7 (29)	17 (71)	6. Behaviour Analysis (Movie & Exercise)	11 (48)	7 (30)	5 (22)	0	23 (100)
24 (100)	0	8 (34)	16 (66)	7. Ethics & Values in Personality Development	8 (35)	9 (39)	6 (26)	0	23 (100)
25 (100)	2 (8)	10 (40)	13 (52)	8. Leadership: Concepts & Theories	10 (48)	7 (34)	2 (9)	2 (9)	21 (100)
24 (100)	4 (17)	11 (46)	9 (37)	9. Leader-follower Linkage: Perspectives of 1990s	12 (57)	5 (24)	3 (14)	1 (5)	21 (100)
23 (100)	5 (22)	6 (26)	12 (52)	10. Leadership & Tactics of Influence: Overt & Covert Mechanisms	8 (44)	4 (22)	6 (34)	0	18 (100)
24 (100)	3 (13)	9 (37)	12 (50)	11. Role of Leadership: Develop- ment Administration Perspec- tives	10 (48)	6 (29)	5 (23)	0	21 (100)
23 (100)	3 (13)	9 (39)	11 (48)	12. Managing Conflicts in Organi- sation	8 (40)	6 (30)	4 (20)	2 (10)	20 (100)
23 (100)	10 (44)	7 (30)	6 (26)	13. Leaders As Builders of Corpo- rate Culture	12 (67)	5 (28)	1 (5)	0	18 (100)
24 (100)	8 (33)	8 (33)	8 (34)	14. Pelitical Functions of Bureau- cratic Leadership	7 (41)	8 (47)	1 (6)	1 (6)	17 (100)

23 (100)	5 (22)	9 (39)	9 (39)	15. Coordination: Horizontal & Vertical Aspects	9 (45)	8 (40)	1 (5)	2 (10)	20 (100)
24 (100)	4 (17)	7 (29)	13 (54)	16. Delegation of Power	9 (47)	6 (32)	2 (10)	2 (11)	19 (100)
22 (100)	3 (14)	13 (59)	6 (27)	17. Leadership Behaviour & Inter- personal Communication	12 (60)	8 (40)	0	0	20 (100)
23 (100)	2 (9)	12 (52)	9 (39)	18. Verbal, Non-verbal & Paraverbal Skills for Effective Leadership	7 (35)	11 (55)	1 (5)	1 (5)	20 (100)
24 (100)	10 (41)	4 (17)	10 (42)	19. Transaction Analysis	9 (53)	6 (35)	2 (12)	0	17 (100)
22 (100)	3 (14)	9 (41)	10 (45)	20. Leadership and Team Concepts	10 (50)	6 (30)	4 (20)	0	20 (100)
24 (100)	1 (4)	11 (56)	12 (50)	21. The Art of Listening	15 (65)	5 (22)	3 (13)	0	23 (100)
24 (100)	3 (12)	8 (34)	13 (54)	22. Motivation	8 (40)	8 (40)	2 (10)	2 (10)	20 (100)
23 (100)	0	3 (14)	20 (86)	23. Decision-making	3 (14)	8 (36)	5 (23)	6 (27)	22 (100)
0	0	0	0	24. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)	0	0	0	0	0
542 (100)	74 (14)	187 (35)	281 (51)	TOTAL	218 (47)	157 (33)	73 (15)	23 (5)	471 (100)

Table - 24

Learning Needs and Course Contents: Office Management Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
Total	Not Relevant	Some what Relevant	Fully Relevant		Number of Session(s) Needed to maximise learning/improve job performance				
					One	Two	Three	Three +	Total
24 (100)	0	2 (8)	22 (92)	1. Functions & Qualities of a Office Manager	7 (29)	10 (42)	4 (17)	3 (12)	24 (100)
23 (100)	5 (22)	4 (17)	14 (68)	2. Development Planning : Bangladesh Context	4 (17)	10 (44)	5 (22)	4 (17)	23 (100)
25 (100)	0	0	25 (100)	3. Leadership in Organisation	3 (12)	9 (36)	9 (36)	4 (16)	25 (100)
24 (100)	0	2 (8)	22 (92)	4. Team Building	2 (8)	12 (50)	5 (21)	5 (21)	24 (100)
20 (100)	3 (15)	7 (35)	10 (50)	5. Development Administration and Role of Politics in Decision Making	6 (31)	5 (27)	6 (31)	2 (11)	19 (100)
19 (100)	2 (11)	8 (42)	9 (47)	6. NGO in Development and their Role in Poverty Alleviation	6 (31)	5 (27)	6 (31)	2 (11)	19 (100)
25 (100)	1 (4)	5 (20)	19 (76)	7. Office Inspection and Supervision	4 (16)	12 (48)	6 (24)	3 (12)	25 (100)
24 (100)	1 (4)	8 (33)	15 (63)	8. Office Protocol	13 (54)	5 (21)	5 (21)	1 (4)	24 (100)
25 (100)	0	0	25 (100)	9. Personnel Management	8 (32)	3 (12)	10 (40)	4 (16)	25 (100)
25 (100)	0	3 (12)	22 (88)	10. File and Record Management	5 (22)	6 (26)	8 (35)	4 (17)	23 (100)
21 (100)	1 (5)	5 (24)	15 (71)	11. Office Logistics: Work environment and Office Decoration	10 (48)	5 (24)	3 (14)	3 (14)	21 (100)
20 (100)	2 (10)	4 (20)	14 (70)	12. Transport Management	9 (45)	6 (30)	4 (20)	1 (5)	20 (100)
20 (100)	1 (5)	7 (35)	12 (60)	13. Fundamental Financial Rules	5 (25)	8 (40)	2 (10)	5 (25)	20 (100)
22 (100)	0	5 (23)	17 (77)	14. Duties and Responsibilities of a Drawing and Disbursing Officer	8 (36)	8 (36)	4 (18)	2 (10)	22 (100)

21 (100)	0	1 (5)	20 (95)	15. Leave Rules	4 (19)	6 (29)	8 (38)	3 (14)	21 (100)
24 (100)	0	4 (17)	20 (83)	16. Government Servant (Discipline & Appeal) Rules, 1985	2 (9)	6 (26)	7 (30)	8 (35)	23 (100)
24 (100)	0	4 (17)	20 (83)	17. Government Servant Conduct Rules, 1979	3 (13)	6 (25)	8 (33)	7 (29)	24 (100)
23 (100)	0	3 (13)	20 (87)	18. Appointment, Training and Promotion	3 (13)	6 (26)	8 (35)	6 (26)	23 (100)
25 (100)	1 (4)	9 (36)	15 (60)	19. Stores Management	8 (33)	7 (29)	5 (21)	4 (17)	24 (100)
24 (100)	2 (8)	3 (13)	19 (71)	20. Financial Rules	5 (21)	12 (50)	4 (17)	3 (12)	24 (100)
23 (100)	2 (9)	7 (30)	14 (61)	21. Budgetary Process of Bangladesh Government	3 (14)	12 (55)	5 (22)	2 (9)	22 (100)
19 (100)	0	6 (32)	13 (68)	22. Administrative Communication	10 (47)	5 (23)	2 (10)	4 (20)	21 (100)
19 (100)	0	5 (26)	14 (74)	23. Official Letter Writing	8 (40)	6 (30)	4 (20)	2 (10)	20 (100)
21 (100)	0	3 (14)	18 (86)	24. Note Writing	10 (50)	3 (15)	5 (25)	2 (10)	20 (100)
21 (100)	0	5 (24)	16 (76)	25. Summary Writing	9 (47)	3 (16)	4 (21)	3 (16)	19 (100)
21 (100)	0	2 (10)	19 (90)	26. Conducting Meeting	9 (47)	4 (21)	1 (5)	5 (27)	19 (100)
23 (100)	0	7 (30)	16 (70)	27. Minutes Writing	13 (57)	4 (17)	5 (22)	1 (4)	23 (100)
22 (100)	0	5 (23)	17 (77)	28. Registers Used in Offices	10 (45)	8 (39)	0	4 (18)	22 (100)
0	0	0	0	29. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
0	0	0	0	a. Religion and Ethics in Controlling Corruption	0	0	0	01	01
0	0	0	0	b. Democracy and Bureaucracy	0	0	0	0	0
0	0	0	0	c. Computer Fundamentals	0	0	0	3	3
0	0	0	0	d. Welfare State and Police State	0	0	0	01	01
627 (100)	21 (3)	124 (20)	482 (77)	TOTAL	187 (30)	192 (31)	143 (23)	102 (16)	624 (100)

Table - 25

Learning Needs and Course Contents: Poverty Alleviation Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Rele- vant	Some what Rele- vant	Fully Rele- vant		One	Two	Three	Three +	Total
25 (100)	4 (16)	8 (32)	13 (52)	1. Poverty: Concept, Dimension and Issues	10 (42)	6 (25)	7 (29)	1 (4)	24 (100)
23 (100)	3 (13)	10 (43)	10 (44)	2. Evolution of the Approaches of PAPs in Bangladesh	11 (50)	5 (23)	4 (18)	2 (9)	22 (100)
25 (100)	5 (20)	10 (40)	10 (40)	3. Capacity Building of the Poor: Bangladesh Context	15 (62)	3 (13)	5 (21)	1 (4)	24 (100)
25 (100)	5 (20)	12 (48)	8 (32)	4. Sustainability of PAPs: Bangladesh Context	14 (58)	4 (17)	6 (25)	0	24 (100)
23 (100)	3 (13)	10 (44)	12 (53)	5. PAPs of the Government of Bangladesh	14 (58)	3 (13)	5 (21)	2 (8)	24 (100)
25 (100)	6 (24)	12 (48)	7 (28)	6. PAPs of the NGOs in Bangladesh	16 (66)	4 (17)	3 (13)	1 (4)	24 (100)
24 (100)	7 (29)	9 (37)	8 (34)	7. Critical Issues in Design and Delivery Systems of PAPs	12 (53)	3 (13)	7 (30)	1 (4)	23 (100)
25 (100)	5 (20)	10 (40)	10 (40)	8. Plan for the Development of the Poor: BRDB Experience	11 (44)	6 (24)	7 (28)	1 (4)	25 (100)
25 (100)	5 (20)	9 (36)	11 (44)	9. Plan for the Development of the Poor: Grameen Bank Experience	11 (45)	4 (17)	8 (34)	1 (4)	24 (100)
25 (100)	4 (16)	12 (48)	9 (36)	10. Plan for the Development of the Poor: BRAC Experience	11 (46)	4 (17)	7 (29)	2 (8)	24 (100)
23 (100)	8 (35)	9 (39)	6 (26)	11. Plan for the Development of the Poor: Rabita Experience	10 (48)	2 (9)	8 (38)	1 (5)	21 (100)
01	0	0	01	12. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
01	0	0	01	a. Plan for Development of Poor: VDP Experience	01	0	0	0	01
01	0	0	01	b. Human Resource Development and Poverty Alleviation	01	0	0	0	01
270 (100)	55 (20)	111 (41)	104 (39)	TOTAL	137 (52)	44 (17)	67 (26)	13 (5)	261 (100)

Table - 26

Learning Needs and Course Contents: Research Methodology Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
-----					-----				
Total	Not	Some	Fully		Number of Session(s) Needed to maximise learning/improve job performance				
	Rele-	what	Rele-		-----				
	vant	Rele-	vant		One	Two	Three	Three	Total
		vant		+					
21 (100)	4 (19)	9 (43)	8 (38)	1. Research: Definition, Types and Significance	10 (48)	5 (24)	2 (9)	4 (19)	21 (100)
21 (100)	3 (14)	10 (48)	8 (38)	2. Case Study: An Effective Social Research	9 (43)	8 (38)	1 (5)	3 (14)	21 (100)
23 (100)	2 (9)	9 (39)	12 (52)	3. Problem Analysis: Concepts & Variables	7 (35)	8 (40)	2 (10)	3 (15)	20 (100)
22 (100)	2 (9)	8 (36)	12 (55)	4. Problem Analysis: Variables & Measurement	9 (43)	7 (33)	1 (5)	4 (19)	21 (100)
21 (100)	4 (19)	7 (33)	10 (48)	5. Hypothesis Formulation	11 (53)	3 (14)	4 (19)	3 (14)	21 (100)
22 (100)	2 (9)	10 (45)	10 (46)	6. Research Proposal Preparation	9 (45)	4 (20)	5 (25)	2 (10)	20 (100)
24 (100)	4 (17)	8 (33)	12 (50)	7. Exercise	10 (53)	2 (10)	2 (10)	5 (27)	19 (100)
22 (100)	3 (14)	10 (45)	9 (41)	8. Sources of Data: Primary & Secondary Sources	12 (57)	4 (19)	3 (14)	2 (10)	21 (100)
22 (100)	4 (18)	9 (41)	9 (41)	9. Techniques of Data Collection: Census & Sampling	8 (40)	7 (35)	3 (15)	2 (10)	20 (100)
22 (100)	4 (18)	9 (41)	9 (41)	10. Exercise	9 (47)	4 (21)	3 (16)	3 (16)	19 (100)
22 (100)	4 (18)	9 (41)	9 (41)	11. Techniques of Data Collection: Observation Methods	13 (62)	4 (19)	2 (9)	2 (10)	21 (100)
21 (100)	3 (14)	9 (43)	9 (43)	12. Techniques of Data Collection: Interviewing Methods	12 (60)	4 (20)	2 (10)	2 (10)	20 (100)
22 (100)	4 (18)	9 (41)	9 (41)	13. Participatory Rural Studies	9 (45)	4 (20)	4 (20)	3 (15)	20 (100)
21 (100)	2 (10)	12 (57)	7 (33)	14. Techniques of Data Collection: Organisation,Program and Human Analysis	8 (44)	5 (38)	2 (11)	3 (17)	18 (100)

21 (100)	3 (14)	8 (38)	10 (48)	15. Techniques of Questionnaire Designing	10 (50)	3 (15)	5 (25)	2 (10)	20 (100)
21 (100)	3 (14)	8 (38)	10 (48)	16. Exercise	7 (37)	5 (26)	3 (16)	4 (21)	19 (100)
20 (100)	3 (15)	8 (40)	9 (45)	17. Measurement Procedures and Rating Scales in Social Research	8 (42)	4 (21)	5 (26)	2 (11)	19 (100)
20 (100)	2 (10)	11 (55)	7 (35)	18. Techniques of Data Presentation: Classification & Tabulation	8 (42)	5 (26)	3 (16)	3 (16)	19 (100)
20 (100)	3 (15)	10 (50)	7 (35)	19. -Do-	10 (50)	4 (20)	2 (10)	4 (20)	20 (100)
20 (100)	3 (15)	10 (50)	7 (35)	20. Processing of Qualitative Data	11 (58)	4 (21)	2 (10)	2 (10)	19 (100)
20 (100)	2 (10)	11 (55)	7 (35)	21. Techniques of Data Presentation: Pictorial Methods	10 (53)	3 (16)	4 (21)	2 (10)	19 (100)
19 (100)	2 (10)	10 (53)	7 (37)	22. Exercise	9 (48)	4 (21)	4 (21)	2 (10)	19 (100)
20 (100)	3 (15)	10 (50)	7 (35)	23. Measures of Central Tendency and Dispersion	11 (55)	3 (15)	4 (20)	2 (10)	20 (100)
20 (100)	3 (15)	10 (50)	7 (35)	24. Exercise	10 (56)	2 (11)	3 (16)	3 (17)	18 (100)
20 (100)	3 (15)	10 (50)	7 (35)	25. Correlation	10 (53)	4 (21)	2 (10)	3 (16)	19 (100)
20 (100)	3 (15)	10 (50)	7 (35)	26. Regression	10 (53)	4 (21)	2 (10)	3 (16)	19 (100)
20 (100)	3 (15)	10 (50)	7 (35)	27. Exercise on Correlation & Regression	10 (53)	3 (16)	2 (10)	4 (21)	19 (100)
20 (100)	2 (10)	11 (55)	7 (35)	28. Reliability & Validity of Measure ment	11 (55)	4 (20)	2 (10)	3 (15)	20 (100)
19 (100)	2 (10)	8 (42)	9 (48)	29. Computer in Social Research	6 (32)	3 (16)	6 (31)	4 (21)	19 (100)
21 (100)	1 (5)	6 (28)	14 (67)	30. Computer Use (Exercise)	2 (11)	0	5 (26)	12 (63)	19 (100)
20 (100)	2 (10)	8 (40)	10 (50)	31. Techniques of Research Report Preparation	0	6 (35)	6 (35)	5 (30)	17 (100)
20 (100)	3 (15)	9 (45)	8 (40)	32. Preparation of Reference & Bibliography	8 (44)	7 (39)	2 (11)	1 (6)	18 (100)
19 (100)	3 (16)	8 (42)	8 (42)	33. Technique of Searching Secondary Data	11 (61)	3 (17)	2 (11)	2 (11)	18 (100)
18 (100)	2 (11)	10 (56)	6 (33)	34. Techniques of Research Report Review	9 (50)	7 (39)	0	2 (11)	18 (100)
18 (100)	2 (11)	10 (56)	6 (33)	35. Review Report Presentation	10 (56)	3 (17)	2 (11)	3 (16)	18 (100)

18 (100)	2 (11)	10 (56)	6 (33)	36. Subject Selection and Research Methodology determinations	9 (53)	4 (24)	2 (11)	2 (12)	17 (100)
18 (100)	2 (11)	9 (50)	7 (39)	37. Questionnaire Designing	9 (50)	4 (22)	3 (17)	2 (11)	18 (100)
18 (100)	2 (11)	10 (56)	6 (33)	38. Data Collection in the Field Level	10 (56)	1 (5)	3 (17)	4 (22)	18 (100)
18 (100)	2 (11)	8 (44)	8 (45)	39. Data Tabulation and Analysis	9 (50)	2 (11)	4 (22)	3 (17)	18 (100)
19 (100)	1 (5)	8 (42)	10 (53)	40. Report Presentation	7 (39)	2 (11)	5 (28)	4 (22)	18 (100)
19 (100)	2 (11)	8 (42)	9 (47)	41. Report Preparation	8 (42)	2 (10)	6 (32)	3 (16)	19 (100)
				42. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S)					
01	0	0	1	a. Inferential Statistics	0	0	0	1	01
833 (100)	109 (13)	377 (45)	347 (42)	TOTAL	369 (47)	165 (21)	125 (16)	128 (16)	787 (100)

Table - 27

Learning Needs and Course Contents: Training of Trainers Course

Relevance of the topic to respondent's job/career cadre/department				TOPIC (S)	RESPONSE				
					Number of Session(s) Needed to maximise learning/improve job performance				
Total	Not Relevant	Some what Relevant	Fully Relevant		One	Two	Three	Three +	Total
24 (100)	0	4 (17)	20 (83)	1. Ice-Breaking	10 (42)	11 (46)	3 (12)	0	24 (100)
25 (100)	0	6 (26)	19 (76)	2. Theories of Learning	11 (52)	9 (43)	0	1 (5)	21 (100)
25 (100)	0	5 (20)	20 (80)	3. Training: A Systems Approach	10 (40)	6 (24)	9 (36)	0	25 (100)
25 (100)	0	0	25 (100)	4. Training Needs Assessment	0	10 (40)	10 (40)	5 (20)	25 (100)
25 (100)	0	0	25 (100)	5. Training Needs Assessment	3 (12)	3 (12)	9 (36)	10 (40)	25 (100)
24 (100)	0	2 (8)	22 (92)	6. Objective-setting	8 (32)	7 (28)	8 (32)	2 (8)	25 (100)
24 (100)	0	2 (8)	22 (92)	7. Objective-setting	6 (25)	5 (21)	7 (29)	6 (25)	24 (100)
25 (100)	0	2 (8)	23 (92)	8. Curriculum Designing	6 (27)	5 (23)	5 (23)	6 (27)	22 (100)
25 (100)	0	0	25 (100)	9. Curriculum Designing	6 (26)	6 (26)	6 (26)	5 (22)	23 (100)
25 (100)	0	7 (28)	18 (72)	10. Training intervention and Productivity	9 (41)	7 (32)	4 (18)	2 (9)	22 (100)
25 (100)	0	7 (28)	18 (72)	11. National Training Policy	15 (62)	9 (38)	0	0	24 (100)
24 (100)	0	2 (8)	22 (92)	12. On-the Job Training	10 (42)	9 (38)	5 (20)	0	24 (100)
24 (100)	0	2 (8)	22 (92)	13. Training Methods	7 (29)	8 (33)	5 (21)	4 (17)	24 (100)
23 (100)	0	0	23 (100)	14. Use of Training Aids	8 (36)	4 (18)	6 (28)	4 (18)	22 (100)
21 (100)	0	5 (24)	16 (76)	15. Preparing Instructional Plans	7 (33)	7 (33)	7 (34)	0	21 (100)

21 (00)	0	5 (24)	16 (76)	16. Preparing Instructional Plans(Exercise)	7 (35)	6 (30)	3 (15)	4 (20)	20 (100)
21 (00)	0	5 (24)	16 (76)	17. Lecture Method	6 (32)	5 (26)	3 (16)	5 (26)	19 (100)
22 (00)	0	4 (18)	18 (82)	18. The Art of Speaking	8 (36)	7 (32)	4 (18)	3 (14)	22 (100)
22 (00)	0	5 (23)	17 (77)	19. Lecture Presentation	6 (28)	5 (24)	7 (34)	3 (14)	21 (100)
20 (00)	0	5 (25)	15 (75)	20. Lecture Presentation	6 (30)	4 (20)	6 (30)	4 (20)	20 (100)
21 (00)	0	6 (29)	15 (71)	21. Lecture Presentation (Feedback)	6 (30)	8 (40)	3 (15)	3 (15)	20 (100)
21 (00)	0	6 (29)	15 (71)	22. Lecture Presentation (Feedback)	6 (29)	7 (33)	5 (24)	3 (14)	21 (100)
21 (00)	0	3 (14)	18 (86)	23. Syndicate Method (Theory)	7 (33)	5 (24)	4 (19)	5 (24)	21 (100)
21 (00)	0	3 (14)	18 (86)	24. Syndicate Method (Practice)	7 (39)	5 (28)	0	6 (33)	18 (100)
21 (00)	0	5 (24)	16 (76)	25. Role-playing-1 (Theory)	10 (48)	4 (19)	5 (24)	2 (9)	21 (100)
21 (00)	0	6 (29)	15 (71)	26. Role-playing-2 (Practice)	8 (40)	3 (15)	4 (20)	5 (25)	20 (100)
22 (00)	0	4 (18)	18 (82)	27. Panel Discussion	7 (32)	6 (27)	5 (23)	4 (18)	22 (100)
22 (00)	0	5 (23)	17 (77)	28. Panel Discussion	6 (30)	5 (25)	4 (20)	5 (25)	20 (100)
21 (00)	0	3 (14)	18 (86)	29. Techniques of Case Methods/Presentation	6 (29)	8 (38)	3 (14)	4 (19)	21 (100)
22 (00)	1 (5)	3 (14)	18 (81)	30. Techniques of Case Methods/Presentation	7 (33)	5 (24)	5 (24)	4 (19)	21 (100)
23 (00)	0	3 (13)	20 (87)	31. Coordination	9 (41)	5 (23)	4 (18)	4 (18)	22 (100)
18 (00)	3 (17)	5 (28)	10 (55)	32. Class Room Management	5 (33)	6 (40)	4 (27)	0	15 (100)
21 (00)	0	8 (38)	13 (62)	33. Use of Computers (Power Point)	4 (21)	8 (42)	3 (16)	4 (21)	19 (100)
21 (00)	0	5 (24)	16 (76)	34. Budget Preparation	8 (38)	5 (24)	5 (24)	3 (14)	21 (100)
21 (00)	0	7 (33)	14 (67)	35. Techniques of Literature Searching	8 (38)	9 (43)	4 (19)	0	21 (100)
22 (00)	2 (9)	2 (9)	18 (82)	36. Methods of Training Evaluation	4 (20)	10 (50)	2 (10)	4 (20)	20 (100)

22 (100)	2 (9)	2 (9)	18 (82)	36. Methods of Training Evaluation	4 (20)	10 (50)	2 (10)	4 (20)	20 (100)
22 (100)	0	4 (18)	18 (82)	37. Transaction Analysis	4 (21)	7 (37)	4 (21)	4 (21)	19 (100)
22 (100)	0	4 (18)	18 (82)	38. Transactional Analysis	5 (23)	10 (45)	4 (18)	3 (14)	22 (100)
23 (100)	0	4 (17)	19 (83)	39. Motivation	6 (29)	8 (38)	4 (19)	3 (14)	21 (100)
22 (100)	0	6 (27)	16 (737)	40. Managing Adult Learners	8 (38)	8 (38)	5 (24)	0	21 (100)
21 (100)	0	7 (33)	14 (67)	41. Personality	8 (38)	9 (43)	4 (19)	0	21 (100)
20 (100)	0	5 (25)	15 (75)	42. Ethical Values for Trainers	9 (45)	8 (40)	3 (15)	0	20 (100)
1	0	0	1	43. OTHER TOPIC(S) PROPOSED BY RESPONDENT(S) a. Sensitivity Analysis	0	1	0	0	01
1	0	0	1	b. Simulation	0	1	0	0	01
1	0	0	1	c. VIPP Method	0	0	0	0	01
942 (100)	6 (1)	172 (18)	764 (81)	TOTAL	297 (33)	284 (32)	192 (21)	130 (14)	903 (100)

Table - 28

**COURSE-WISE PRIORITAZATION FOR DEVELOPMENT OF
RESPONDENT'S KNOWLEDGE, SKILLS AND ATTITUDE**

COURSE CODE	PRIORITY FOR DEVELOPMENT OF	RESPONSE			
		PRIORITY RANK			
		FIRST	SECOND	THIRD	TOTAL
I. AMC	a. Knowledge	11 (14.9)	5 (6.8)	9 (12.1)	25
	b. Skills	9 (12.2)	10 (13.5)	6 (8.1)	25
	c. Attitude	5 (6.8)	9 (12.1)	10 (13.5)	24
Total					74 (100)
II. CNSDC	a. Knowledge	7 (19.4)	3 (8.3)	2 (5.6)	12
	b. Skills	5 (13.9)	4 (11.1)	3 (8.3)	12
	c. Attitude	1 (2.9)	7 (19.4)	4 (11.1)	12
Total					36 (100)

III. CMSDC	a. Knowledge	8 (10.8)	10 (13.5)	7 (9.5)	25
	b. Skills	13 (17.6)	7 (9.5)	5 (6.8)	25
	c. Attitude	6 (8.1)	9 (12.1)	9 (12.1)	24
Total					74 (100)

IV. DAC	a. Knowledge	9 (22.5)	4 (10)	1 (2.5)	14
	b. Skills	5 (12.5)	5 (12.5)	2 (5)	12
	c. Attitude	6 (15)	3 (7.5)	5 (12.5)	14
Total					40 (100)

V. DMC	a. Knowledge	9 (21.9)	4 (9.8)	1 (2.4)	14
	b. Skills	9 (21.9)	1 (2.4)	3 (7.4)	13
	c. Attitude	8 (19.5)	4 (9.8)	2 (4.9)	14
Total					41 (100)

VI. DVAC	a. Knowledge	11 (15.7)	10 (14.3)	2 (2.9)	23
	b. Skills	12 (17.1)	8 (11.4)	3 (4.4)	23
	c. Attitude	8 (11.4)	4 (5.7)	12 (17.1)	24
Total					70 (100)

VII. FMC	a. Knowledge	19 (27.9)	3 (4.4)	1 (1.5)	23
	b. Skills	8 (11.8)	14 (20.5)	2 (2.9)	24
	c. Attitude	2 (2.9)	5 (7.4)	14 (20.6)	21
Total					68 (100)

VIII. GNRC	a. Knowledge	8 (20.5)	6 (15.4)	0	14
	b. Skills	3 (7.7)	6 (15.4)	4 (10.2)	13
	c. Attitude	3 (7.7)	7 (17.9)	2 (5.2)	12
Total					39 (100)

IX. HRC	a. Knowledge	16 (21.9)	6 (8.2)	3 (4.1)	25
	b. Skills	2 (2.7)	14 (19.3)	8 (10.9)	24
	c. Attitude	16 (21.9)	4 (5.5)	4 (5.5)	24
Total					73 (100)
X. LDC	a. Knowledge	10 (14.1)	9 (12.7)	5 (7.1)	24
	b. Skills	12 (16.9)	4 (5.6)	7 (9.8)	23
	c. Attitude	12 (16.9)	7 (9.8)	5 (7.1)	24
Total					71 (100)
XI. OMC	a. Knowledge	15 (34.1)	5 (11.5)	2 (4.5)	22
	b. Skills	13 (29.5)	8 (18.2)	1 (2.2)	22
	c. Attitude	0	0	0	0
Total					44 (100)

XII. PAC	a. Knowledge	15 (20.2)	7 (9.5)	2 (2.7)	24
	b. Skills	16 (21.6)	2 (2.7)	7 (9.5)	25
	c. Attitude	12 (16.2)	7 (9.5)	6 (8.1)	25
Total					74 (100)
XIII. RMC	a. Knowledge	20 (27.8)	2 (2.8)	3 (4.2)	25
	b. Skills	4 (5.6)	15 (20.8)	6 (8.3)	25
	c. Attitude	1 (1.4)	8 (11.1)	13 (18)	22
Total					72 (100)
XIV. TOT	a. Knowledge	8 (11)	11 (15)	5 (7)	24
	b. Skills	16 (22)	5 (7)	3 (4)	24
	c. Attitude	12 (16)	6 (8)	7 (10)	25
Total					73 (100)

4. Please indicate legal status and nature of the organisation you are working for (Please tick):

LEGAL STATUS OF THE ORGANISATION		NATURE OF THE ORGANISATION	
☐	Autonomous	☐	Corporation/Public Enterprise
☐	Government	☐	Directorate/Department
☐	N G O	☐	Field Administration
☐	Private	☐	Ministry/Division
☐	Semi-Government	☐	Private Enterprise/ Business Organisation
☐	Other (Please specify): _____	☐	Training/Research Institute
		☐	Voluntary Organisation
		☐	Other (Please specify): _____

5. Information about your academic degree(s):

Academic Degree(s) (Please Tick)	
☐	SSC or equivalent
☐	Bachelor or equivalent
☐	Diploma (Please specify): _____
☐	HSC or equivalent
☐	Master or equivalent
☐	Other degree(s) (Please specify): _____

6. Please list-down three main specific jobs/tasks/activity you have/are/will be (after promotion, transfer etc) performed/performing:

Jobs/tasks/activity previously performed	Jobs/tasks/activity currently performing	Jobs/tasks/activity likely to be performed in future(after promotion, transfer etc.)
a)	a)	a)
b)	b)	b)
c)	c)	c)

7. What knowledge and skills or alternately what kind of topics do you think should be included in order to effectively accomplish the jobs listed above? Please list down 3-4 such topics.

a)
 b)
 c)
 d)

8. Some occasional/periodical duties are listed below. Please indicate what occasional/periodical duties do you perform? Also indicate what kind of knowledge/skills or alternately what kind of specific topics should be introduced in order to effectively carryout the occasional/periodical tasks.

Occasional duties/Tasks (Please Tick)	Knowledge/skills or specific topic need be introduced to carryout the occasional duties/tasks
☐ Disaster Management	a)
☐ Meeting Management	b)
☐ Protocol Management	c)
☐ Training Management	d)
☐ Election Management	e)
☐ Relief Distribution	
☐ Field visit/Inspection	
☐ Other (Please specify)	
a) -----	
b) -----	
c) -----	

9. Do you think that the following course(s) designed and organised by BPATC is/are relevant to your job/career or to your cadre/department. If so, please tick as many as applicable.

RELEVANCE TO YOUR JOB/CAREER			NAME OF THE SHORT COURSE(S)	RELEVANCE TO YOUR CADRE/DEPARTMENT.		
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		Not Rele- vant	Some- what Rele- vant	Fully -Rele- vant
			i) Administrative Management Course			
			ii) Consultancy Skills Development Course			
			iii) Communication Skills Development Course			
			iv) Discipline & Appeal Course			
			v) Disaster Management Course			
			vi) Development Administration Course			
			vii) Financial Management Course			
			viii) GO-NGO Relations Course			
			ix) Human Relations Course			

			x) Leadership Development Course			
			xi) Office Management Course			
			xii) Poverty Alleviation Course			
			xiii) Research Methodology Course			
			xiv) Training of Trainers Course			

10. In order to improve the existing course contents/curricula of the short courses organised by BPATC, your experience, creative thinking and expert opinion on the course contents (course-wise) listed below are extremely important. Please tick appropriate boxes and add new topics on the spaces provided at the end of each course contents.

A) NAME OF THE COURSE: অফিস ব্যবস্থাপনা কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.			Course-wise list of topics (given in Bangla or in English as per existing course brochure)	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) অফিস ব্যবস্থাপনার কাজ ও অফিস ব্যবস্থাপকের গুরুত্ব				
			২) উন্নয়ন পরিকল্পনা: বাংলাদেশ প্রসংগ				
			৩) সংগঠনে নেতৃত্ব				
			৪) সংগঠনে টীম বিল্ডিং (সহমর্মিতা) এর কৌশল উন্নয়নে এর ভূমিকা				
			৫) উন্নয়ন প্রশাসন ও সিদ্ধান্ত গ্রহণে রাজনীতির ভূমিকা				
			৬) উন্নয়নে বেসরকারী প্রতিষ্ঠান (এনজিও) ও দারিদ্র বিমোচনে তাদের ভূমিকা				
			৭) অফিস পরিদর্শন ও তদারকী				
			৮) অফিস প্রটোকল				
			৯) কর্মী ব্যবস্থাপনা				

১০)	নথি ও রেকর্ড ব্যবস্থাপনা				
১১)	অফিস লজিস্টিকস: কর্ম পরিবেশ ও অফিস সজ্জা				
১২)	যানবাহন ব্যবস্থাপনা				
১৩)	মৌলিক আর্থ বিধিসমূহ				
১৪)	আয়ন-ব্যয়ন কর্মকর্তার দায়িত্ব ও কর্তব্য				
১৫)	ছুটি বিধি				
১৬)	সরকারী কর্মচারী (শুণ্ডখলা ও আপীল) বিধিমালা, ১৯৮৫				
১৭)	সরকারী কর্মচারী আচরণ বিধিমালা ১৯৭৯				
১৮)	নিয়োগ, প্রশিক্ষণ ও পদোন্নতি				
১৯)	ভান্ডার ব্যবস্থাপনা				
২০)	আর্থ বিধি				
২১)	বাংলাদেশ সরকারের বাজেট প্রক্রিয়া				
২২)	দাপ্তরিক যোগাযোগ				
২৩)	সরকারী পত্র লিখন				
২৪)	নোট লিখন				
২৫)	সার-সংক্ষেপ লিখন				
২৬)	সভা কৌশল				
২৭)	সভার কার্য বিবরণী লিখন				
২৮)	অফিসে ব্যবহৃত বিভিন্ন রেজিস্টার				
২৯)	অন্যান্য নতুন টপিক আপনি সংযোজন করতে চাইলে উল্লেখ করুন:				
ক)					
খ)					
গ)					
ঘ)					

B) NAME OF THE COURSE: মানবিক সম্পর্ক কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise lear-ning/improve job perfor-mance?			
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) ব্যক্তিত্ব বিশ্লেষণ				
			২) অনুশীলনী				
			৩) আচরণ ও বিশ্লেষণ				
			৪) উদ্বুদ্ধকরণ				
			৫) অনুশীলনী				
			৬) ভাব বিনিময় বিশ্লেষণ				
			৭) দলীয় সহমর্মিতা				
			৮) অনুশীলনী				
			৯) অনুশীলনী				
			১০) শ্রবন কৌশল				
			১১) সংগঠন ও মানবিক সম্পর্ক তত্ত্ব				
			১২) সংগঠনে উর্ধ্ব-অধঃস্তন সম্পর্ক				
			১৩) সংগঠন-ভোক্তা সম্পর্ক				
			১৪) সিদ্ধান্ত গ্রহণ প্রক্রিয়া: মানবিক দিক				
			১৫) তদারকি				
			১৬) কেইস/ফিল্ম				
			১৭) নেতৃত্ব				
			১৮) নেতৃত্ব (রোল প্লে)				

১৯)	নেতৃত্ব (রোল প্লে)				
২০)	নিরাপত্তা প্রসাশনের মানবিক দিক				
২১)	নিরাপত্তা প্রসাশনের মানবিক দিক				
২২)	সংবিধান ও সাংবিধানিক অধিকার				
২৩)	সংবিধান ও সাংবিধানিক(কেইস বিশ্লেষণ)				
২৪)	মানবাধিকার (তাণ্ডিক)				
২৫)	মানবাধিকার (কেইস বিশ্লেষণ)				
২৬)	মানবাধিকার ও আইনের শাসন				
২৭)	কেইস প্রণয়ন ও উপস্থাপন				
২৮)	সিনিডিকেট প্রতিবেদন প্রণয়ন				
২৯)	সিনিডিকেট প্রতিবেদন প্রণয়ন				
৩০)	মানবাধিকার সম্পর্কিত কেইস প্রণয়ন				
৩১)	সরকারী কর্মকর্তাদের সামাজিক সম্পর্ক				
৩২)	সরকারী কর্মকর্তাদের সামাজিক সম্পর্ক				
৩৩)	সংস্কৃতি ও মানবিক সম্পর্ক				
৩৪)	মানবিক সম্পর্ক ও এর প্রতিবন্ধকতা				
৩৫)	অপরাধ মনোবিজ্ঞান				
৩৬)	অসম্ভাবী মনোজ্ঞান ও অপরাধ				
৩৭)	কিশোর অপরাধ				
৩৮)	কারা কর্তৃপক্ষ ও কয়েদী সম্পর্ক				
৩৯)	কারা ব্যবস্থা, সংস্কার ও সংশোধন				
৪০)	অপরাধ হ্রাসকরণ: পুলিশ-নাগরিক সম্পর্ক				
৪১)	অন্যান্য নতুন টপিক আপনি সংযোজন করতে চাইলে উল্লেখ করুন:				
ক)					
খ)					
গ)					
ঘ)					

C) NAME OF THE COURSE: যোগাযোগ দক্ষতা উন্নয়ন কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.			Course-wise list of topics (given in Bangla or in English as per existing course brochure)	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise lear-ning/improve job perfor-mance?			
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) যোগাযোগের প্রকৃতি, পরিধি ও ক্রমবিকাশ				
			২) আন্তর্-ব্যক্তিক যোগাযোগ				
			৩) কার্যকর যোগাযোগ				
			৪) জনসংযোগ, প্রচার, প্রোপাগান্ডা, ব্রিফিং, প্রেসনোট, প্রেসরিজি ও হ্যান্ড আউট				
			৫) বাতর্-প্রস্তুতি ও প্রক্রিয়াকরণ(অনুশীলনী)				
			৬) যোগাযোগ ও উন্নয়ন				
			৭) গণতন্ত্র ও গণমাধ্যম				
			৮) উন্নয়ন যোগাযোগ পরিকল্পনার স্তর				
			৯) যোগাযোগ পরিকল্পনা (অনুশীলনী)				
			১০) যোগাযোগ পরিকল্পনা (অনুশীলন ও উপস্থাপনা)				
			১১) সিভিল কর্মচারীদের গণসংযোগ: একটি ঘটনা সমীক্ষা				
			১২) যোগাযোগ: উপদেশনা ও সামাজিক প্রণোদনা				
			১৩) স্থানীয় উন্নয়নে সমন্বিত যোগাযোগ কৌশল				
			১৪) তথ্যের আন্তর্জাতিক প্রবাহ				
			১৫) যোগাযোগ কর্মীর গুণাবলী				
			১৬) শূদ্র বানান রীতি				

		১৭) প্রমিত উচ্চারণ				
		১৮) মাঠ পরিদর্শন/অনুশীলন				
		১৯) অন্যান্য নতুন টপিক আপনি সংযোজন করতে চাইলে উল্লেখ করুন:				
		ক)				
		খ)				
		গ)				
		ঘ)				

D) NAME OF THE COURSE: আর্থ-বিধি ও পদ্ধতি কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure		How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant			Number of Session(s) Needed			
					One	Two	Three	Three +
			১) বাংলাদেশের সংবিধান ও আর্থ-ব্যবস্থায় সংসদীয় নিয়ন্ত্রণ					
			২) বাংলাদেশের আর্থ-ব্যবস্থা ও আর্থ মন্ত্রণালয়ের দায়িত্ব					
			৩) আর্থ মন্ত্রণালয়ের আর্থ ক্ষমতা অর্পণ: উন্নয়ন ও অনুন্নয়ন খাত					
			৪) হিসাব ব্যবস্থাপনা বিকেন্দ্রীকরণ, বিভাগীয়করণ					
			৫) মাসিক হিসাব সংরক্ষণ/হিসাব সংক্রান্ত মূল বিষয়বলী					
			৬) আর্থ নীতিমালা: তাত্ত্বিক ও ব্যবহারিক পরিপ্রেক্ষিত					
			৭) বাংলাদেশের বাজেট পদ্ধতি					
			৮) দপ্তর ও সংস্থার বাজেট প্রস্তুতকরণ					

	৯) ট্রেজারী রুলস				
	১০) বাংলাদেশের কর ব্যবস্থাপনা				
	১১) আর্থ প্রশাসনে মিরীফার ভূমিকা				
	১২) তহবিল উত্তোলন ও অবমুক্তকরণ				
	১৩) বাংলাদেশের আর্থ ব্যবস্থাপনায় বাংলাদেশ ব্যাংকের ভূমিকা				
	১৪) সনায়ত্বশাসিত প্রতিষ্ঠানের আর্থ ব্যবস্থাপনার টেক্সটসমূহ				
	১৫) আর্থ ব্যবস্থাপনায় এন, বি, আর- এর ভূমিকা				
	১৬) বিভাগীয় প্রধানের প্রশাসনিক ও আর্থ ক্ষমতাসমূহ				
	১৭) আয়ন ও ব্যয়ন কর্মকর্তার দায়িত্ব				
	১৮) সংগ্রহ, ক্রয় পদ্ধতি এবং অব্যবহৃত মালামালের পরায়ণ্ডি				
	১৯) ব্যয় নিয়ন্ত্রণ				
	২০) ভান্ডার ব্যবস্থাপনা				
	২১) সরকারী কর্মকর্তা/কর্মচারীদের প্রাপ্যতা				
	২২) চাকুরী বিধির মৌলিক বিষয়সমূহ				
	২৩) বেতন নির্ধারণ				
	২৪) বেতন নির্ধারণ (অনুশীলনী)				
	২৫) ছুটি বিধি				
	২৬) ভ্রমণ ভাতা, দৈনিক ভাতা				
	২৭) ভ্রমণ ভাতা বিল ও অন্যান্য বিল প্রস্তুতকরণ (অনুশীলনী)				
	২৮) ভবিষ্য তহবিল, গোষ্ঠী তহবিল, কল্যাণ তহবিল নিয়মাবলী				
	২৯) অবসর ভাতা পদ্ধতি				

৩০) অন্যান্য নতুন টপিক আপনি অন্তর্ভুক্ত করতে চাইলে উল্লেখ করুন
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E) NAME OF THE COURSE: উন্নয়ন প্রশাসন কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure		How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant			Number of Session(s) Needed			
					One	Two	Three	Three +
			১) উন্নয়ন প্রশাসনের পটভূমি ও লক্ষ্য					
			২) উন্নয়ন ও বিকেন্দ্রীকরণ					
			৩) স্থানীয় সরকার ও উন্নয়নে জনগণের অংশগ্রহণ					
			৪) উন্নয়ন প্রশাসনে নেতৃত্ব					
			৫) মানব সম্পদ ব্যবস্থাপনা ও পরিকল্পনা					
			৬) দলগঠন ও যোগাযোগ কৌশল					
			৭) উন্নয়ন প্রশাসনে স্বচ্ছতা ও জবাবদিহিতা					
			৮) উন্নয়ন প্রশাসনের লক্ষ্য অর্জনের অন্তরায়সমূহ					
			৯) উন্নয়ন প্রশাসনে সরকারী ও বেসরকারী সংস্থার সমন্বয়: তাৎপর্য ও সমস্যা					
			১০) বাংলাদেশের উন্নয়ন প্রশাসনের সমস্যা ও সম্ভাবনা (সিনিডকেট)					
			১১) অর্থনৈতিক উন্নয়নের তাত্ত্বিক ধারণা					

		১২) পরিকল্পনা প্রণয়ন পদ্ধতি				
		১৩) বাংলাদেশের পরিকল্পনার অভিজ্ঞতা				
		১৪) উন্নয়নের জন্য সম্পদ আহরণ				
		১৫) বৈদেশিক সাহায্য ও উন্নয়ন				
		১৬) অর্থনৈতিক সংস্কার কার্যক্রম ও আমলাতন				
		১৭) উন্নয়ন প্রকল্পের ভূমিকা ও প্রকল্প বাস্তবায়ন সমস্যা				
		৩০) অন্যান্য নতুন টপিক আপনি অন্তর্ভুক্ত করতে চাইলে উল্লেখ করুন				
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F) NAME OF THE COURSE: LEADERSHIP DEVELOPMENT COURSE

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		-Number of Session(s) Needed			
				One	Two	Three	Three +
			1) Self-concept for self-develop- ment: Methods & Strategies				
			2) Techniques of Self-perception & Self-confrontation (Exercise)				
			3) Personality Development: Objectives & Strategies				
			4) Type - A Behaviour Pattern (TABP) of Personality				

		5) Attitude Development				
		6) Behaviour Analysis (Movie & Exercise)				
		7) Ethics & Values in Personality Development				
		8) Leadership: Concepts & Theories				
		9) Leader-follower Linkage: Perspectives of 1990s				
		10) Leadership & Tactics of Influence: Overt & Covert Mechanisms				
		11) Role of Leadership: Development Administration Perspectives				
		12) Managing Conflicts in Organisation				
		13) Leaders As Builders of Corporate Culture				
		14) Political Functions of Bureaucratic Leadership				
		15) Coordination: Horizontal & Vertical Aspects				
		16) Delegation of Power				
		17) Leadership Behaviour & Interpersonal Communication				
		18) Verbal, Non-verbal, & Paraverbal Skills for Effective Leadership				
		19) Transactional Analysis				
		20) Leadership and Team Concepts				
		21) The Art of Listening				
		22) Motivation				
		23) Decision-making				

24) List-down other topic(s) you consider relevant:

a)

b)

c)

d)

G) NAME OF THE COURSE: দূর্যোগ ব্যবস্থাপনা কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.

Not Relevant	Some-what Relevant	Fully Relevant

Course-wise list of topics (given in Bangla or in English as per existing course brochure)

How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?

Number of Session(s) Needed

One	Two	Three	Three +

১) দূর্যোগের সংজ্ঞা, প্রকারভেদ এবং ব্যবস্থাপনার উদ্দেশ্য

২) পরিবেশ সংরক্ষণ ও দূর্যোগ ব্যবস্থাপনা

৩) দূর্যোগ ব্যবস্থাপনায় কমিউনিটি এপ্রোচ

৪) বাংলাদেশে দূর্যোগ ও এর প্রভাব

৫) দূর্যোগ মোকাবেলার আইন/আদেশাবলী

৬) দূর্যোগ মোকাবেলায় সমন্বয়ের কৌশল সমূহ

৭) ২৯শে এপ্রিল, ১৯৯১ সালের ঘূর্ণিঝড়ের অভিজ্ঞতা

৮) স্থানীয় পর্যায়ে দূর্যোগ ব্যবস্থাপনার কৌশল সমূহ: ঘটনা সমীক্ষা

৯) দূর্যোগ ব্যবস্থাপনায় গণচেতনতা ও জনগণের অংশগ্রহণের মাধ্যমে কর্ম পরিকল্পনা প্রণয়ন

		১০) দুর্ঘোণগোষ্ঠের পুনর্বাসন কর্মসূচি				
		১১) ফ্লাড একশন প্রোগ্রাম ও দীর্ঘ মেয়াদী কর্মসূচি				
		১২) দুর্ঘোণ ব্যবস্থাপনায় গণমাধ্যমসমূহের দায়িত্ব ও কর্তব্য				
		১৩) অন্যান্য নতুন টপিক আপনি অন্তর্ভুক্ত করতে চাইলে উল্লেখ করুন:				
		ক)				
		খ)				
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H) NAME OF THE COURSE: আচরণ ও শৃঙ্খলা কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) সংবিধানের আলোকে সরকারী কর্মচারীদের প্রত্যাশিত আচরণ				
			২) জবাবদিহিতা ও সংশ্লিষ্ট আইন/বিধিসমূহ				
			৩) আচরণ বিধি				
			৪) শৃঙ্খলা ও আপীল বিধি-১				
			৫) শৃঙ্খলা ও আপীল বিধি-২				
			৬) শৃঙ্খলা ও আপীল বিধি-৩				
			৭) দলীয় আলোচনা (শৃঙ্খলা ও আপীল বিধি)				

	৮) শৃঙ্খলা ও আপীল বিধি (অনুশীলনী)				
	৯) শৃঙ্খলা সংক্রান্ত অন্যান্য ব্যবস্থাদেশ				
	১০) বিএসআর, এফআর ও এমআর-এ আচরণ ও শৃঙ্খলা প্রসংগ				
	১১) শৃঙ্খলা বিধি ও কর্মকমিশনের ভূমিকা				
	১২) গ্রাম আইনে আচরণ ও শৃঙ্খলা				
	১৩) স্বায়ত্তশাসিত সংস্থার আচরণ ও শৃঙ্খলা				
	১৪) চাকুরীর সাধারণ বিধিমালা-১				
	১৫) চাকুরীর সাধারণ বিধিমালা-২				
	১৬) অভিযোগ বিবরণ প্রণয়ন কৌশল (অনুশীলনী)				
	১৭) অভিযোগনামা প্রণয়ন কৌশল(অনুশীলনী)				
	১৮) তদন্ত কার্যক্রম পরিচালনা				
	১৯) তদন্ত প্রতিবেদন লিখন (অনুশীলনী)				
	২০) প্রশাসনিক ট্রাইব্যুনাল				
	২১) দুনীতি দমন আইন/বিধিমালা				
	২২) কেইস নির্ধারণ ও বিশ্লেষণ				
	২৩) প্রতিবেদন প্রণয়ন				
	২৪) প্রতিবেদন উপস্থাপন				
	২৫) সিনিয়রকেট আলোচনা				
	২৬) সিনিয়রকেট আলোচনা				
	২৭) অন্যান্য নতুন টপিক আপনি অন্তর্ভুক্ত করতে চাইলে উল্লেখ করুন:				
	ক)				
	খ)				
	গ)				
	ঘ)				

I) NAME OF THE COURSE: GO-NGO RELATIONSHIP COURSE

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant		Number of Session(s) Needed			
				One	Two	Three	Three +
			1) Development Goals and Strategies: Bangladesh Context				
			2) Role of GOs and NGOs in Development				
			3) Legal Framework of NGOs in Bangladesh: Historical Perspective				
			4) Development Efforts and Socio-economic & Cultural Environment of Bangladesh				
			5) GO-NGO Relationship: Global Perspective				
			6) Development and GO-NGO Relationship: Donors' Perspective.				
			7) Monitoring and Evaluation of NGO Activities				
			8) Relationship of Local Governments and NGO in Development				
			9) Collaboration of GOs and NGOs in Poverty Alleviation				
			10) List-down other topic(s) you consider relevant:				
			a)				
			b)				
			c)				

J) NAME OF THE COURSE: উপদেশনা দক্ষতা উন্নয়ন কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure)	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) উপদেশনার প্রকৃতি ও উদ্দেশ্য				
			২) উপদেশনা মডেল সমূহ				
			৩) উপদেশনা প্রক্রিয়া				
			৪) উন্নয়নশীল দেশের প্রেক্ষাপটে উপদেশনার মূলনীতিসমূহ				
			৫) সমস্যা সনাক্তকরণ ও বিশ্লেষণ				
			৬) বাংলাদেশে উপদেশনা সুযোগ-সুবিধা ও সীমাবদ্ধতা				
			৭) পেশাভিত্তিক গ্র্যাপ্রোট ও উপদেশনা ব্যবস্থাপনা				
			৮) উপদেশনা ও মানব সম্পদ উন্নয়ন				
			৯) উৎপাদনশীলতা উন্নয়ন ও উপদেশনা				
			১০) উপদেশনা প্রস্তাব প্রস্তুতকরণ				
			১১) উপদেশনা প্রস্তাব প্রস্তুতকরণ (অনুশীলনী)				
			১২) উপদেশনা প্রস্তাব মূল্যায়ন				
			১৩) উপদেশনা প্রতিবেদন প্রণয়ন কৌশল				
			১৪) উপদেশনা প্রতিবেদন প্রণয়ন কৌশল (অনুশীলনী)				
			১৫) প্রতিবেদন প্রণয়ন				
			১৬) প্রতিবেদন উপস্থাপন				

		১৭) অন্যান্য নতুন টপিক আপনি অন্তর্ভুক্ত করতে চাইলে উল্লেখ করুন:				
		ক)				
		খ)				
		গ)				
		ঘ)				

K) NAME OF THE COURSE: সংক্ষিপ্ত প্রশাসনিক ব্যবস্থাপনা কোর্স

How much the listed topic(s) is/are relevant to your job/career or to your cadre/department.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise learning/improve job performance?			
Not Relevant	Some-what Relevant	Fully Relevant		Number of Session(s) Needed			
				One	Two	Three	Three +
			১) সংগঠন তত্ত্বের রূপরেখা				
			২) সংগঠন ব্যবস্থাপনা: তাত্ত্বিক দিক				
			৩) নেতৃত্ব ও টীম পদস্থিতি				
			৪) ভাব বিনিময় বিশ্লেষণ				
			৫) সাংগঠনিক বিশ্লেষণ				
			৬) সিদ্ধান্ত গ্রহণ প্রক্রিয়া				
			৭) সংবিধানের মৌলিক দিক সমূহ				
			৮) সংবিধানের আলোকে সরকারী কর্মকর্তাদের দায়িত্ব ও অধিকারসমূহ				
			৯) বাংলাদেশ সরকারের কার্যবিধিমালা				
			১০) সচিবালয় ও সংবিধিবদ্ধ সংস্থা সম্পর্ক				
			১১) পত্র লিখন ও প্রশাসনিক যোগাযোগ				
			১২) মোট লিখন				

		১৩) সার-সংক্ষেপ লিখন (তাত্ত্বিক ও ব্যবহারিক)					
		১৪) নথি সংরক্ষণ ও ব্যবস্থাপনা					
		১৫) সময় ব্যবস্থাপনা					
		১৬) অফিস পরিদর্শন					
		১৭) অফিস প্রটোকল					
		১৮) ভান্ডার ব্যবস্থাপনা					
		১৯) সভা পরিচালনা এবং সভার কর্ম-পত্র ও কার্য-বিবরণী প্রণয়ন					
		২০) চাকরি বিধিমালা					
		২১) সরকারী কর্মচারী আচরণ বিধি					
		২২) শুল্ক ও আপীল বিধি-১					
		২৩) শুল্ক ও আপীল বিধি-২					
		২৪) ছুটি বিধি					
		২৫) মানব সম্পদ ব্যবস্থাপনা ও পরিকল্পনা					
		২৬) পরিকল্পনা প্রণয়ন পদ্ধতি					
		২৭) বাংলাদেশে কৃষি উন্নয়ন					
		২৮) বাংলাদেশে শিল্প উন্নয়ন					
		২৯) উন্নয়নে বৈদেশিক সাহায্য					
		৩০) প্রকল্পের ধারণা ও প্রকল্প চক্র					
		৩১) পিপি'র প্রকারভেদ ও অনুমোদন প্রক্রিয়া					
		৩২) প্রকল্পের মূল্য নিরূপণ					
		৩৩) প্রকল্প পরিবীক্ষণ ও মূল্যায়ন					
		৩৪) প্রকল্পের জন্য ভূমি অধিগ্রহণ ও হুকুমদখল					
		৩৫) মৌলিক আর্থ-বিধি সমূহ					
		৩৬) বাজেট পদ্ধতি					

		৩৭) আর্থ-ক্ষমতা ডেলিগেশন ও ফান্ড রিলিজ পদ্ধতি					
		৩৮) হিসাব নিরীক্ষা ও আপত্তি নিষ্পত্তিকরণ					
		৩৯) আয়ন-ব্যয়ন কর্মকর্তার দায়িত্ব ও কর্তব্য					
		৪০) অন্যান্য নতুন টপিক আপনি সংযোজন করতে চাইলে উল্লেখ করুন:					
		ক)					
		খ)					
		গ)					
		ঘ)					

L) NAME OF THE COURSE: গবেষণা পদ্ধতি কোর্স

How much the listed
topic(s) is/are
relevant to your
job/career or to
your cadre/depart-
ment.

Course-wise list of topics
(given in Bangla or in English
as per existing course brochure

How many session(s)
(1-1.5 hours duration)
is/are needed for each
topic to maximise lear-
ning/improve job perfor-
mance?

Not
Rele-
vant

Some-
what
Rele-
vant

Fully
Rele-
vant

Number of Session(s)
Needed

One Two Three Three
+

১) গবেষণা: সংজ্ঞা, প্রকারভেদ ও
প্রয়োজনীয়তা

২) ঘটনা সমীক্ষা: একটি কার্যকর সামাজিক
গবেষণা পদ্ধতি

৩) সমস্যার সংজ্ঞায়ন: প্রত্যয় ও চলক

৪) সমস্যার সংজ্ঞায়ন: চলক ও পরিমাপ

৫) উপপ্রমেয় (Hypothesis) গঠন

৬) গবেষণা প্রস্তাব প্রণয়ন

৭) গবেষণা প্রস্তাব প্রণয়ন (অনুশীলনী)

৮) উপাত্তের উৎস: প্রাথমিক ও মাধ্যমিক উৎস

	৯) উপাও সংগ্রহের কৌশল: শুমারী ও নমুনা জরিপ				
	১০) উপাও সংগ্রহের কৌশল: নমুনায়ন (অনুশীলনী)				
	১১) উপাও সংগ্রহের কৌশল: পর্যবেক্ষণ পদ্ধতি				
	১২) উপাও সংগ্রহের কৌশল: সাক্ষাৎকার গ্রহণ পদ্ধতি				
	১৩) অংশগ্রহণমূলক গ্রামীণ-সমীক্ষা				
	১৪) উপাও সংগ্রহের কৌশল: সংগঠন, কার্যক্রম ও মানব বিশ্লেষণ পদ্ধতি				
	১৫) প্রশ্নপত্র প্রণয়ন কৌশল				
	১৬) প্রশ্নপত্র প্রণয়ন কৌশল (অনুশীলনী)				
	১৭) সামাজিক গবেষণায় পরিমাপ পদ্ধতি ও রেটিং স্কেল ব্যবহার				
	১৮) উপাও উপস্থাপনের কৌশল: শ্রেণীকরণ সারণীকরণ				
	১৯) উপাও উপস্থাপনের কৌশল: শ্রেণীকরণ সারণীকরণ				
	২০) গুণগত উপাওের প্রক্রিয়াকরণ				
	২১) উপাও উপস্থাপনের কৌশল: চিত্রের ব্যবহার				
	২২) উপাও উপস্থাপনের কৌশল: চিত্রের ব্যবহার (অনুশীলনী)				
	২৩) উপাওের কেন্দ্রিকতা ও বিস্তার পরিমাপ				
	২৪) উপাওের কেন্দ্রিকতা ও বিস্তার পরিমাপ (অনুশীলনী)				
	২৫) উপাওের সম্পর্ক বিশ্লেষণ: সহসংস্রবের প্রাথমিক ধারণা				
	২৬) উপাওের সম্পর্ক বিশ্লেষণ: নির্ভরনের প্রাথমিক ধারণা				
	২৭) সহ-প্রসংস্র ও নির্ভরন (অনুশীলনী)				
	২৮) পরিমাপের নির্ভরযোগ্যতা ও যথার্থতা				

		২৯) সামাজিক গবেষণায় কম্পিউটার					
		৩০) কম্পিউটার ব্যবহার (অনুশীলনী)					
		৩১) গবেষণা প্রতিবেদন প্রণয়ন কৌশল					
		৩২) গ্রন্থপঞ্জিও, পাদটীকা ও তথ্য নির্দেশিকা প্রস্তুতকরণ					
		৩৩) মাধ্যমিক উপাও অনুসন্ধান কৌশল					
		৩৪) গবেষণা প্রতিবেদন পর্যালোচনা কৌশল					
		৩৫) পর্যালোচিত প্রতিবেদন উপস্থাপন ব্যবহারিক/অনুশীলনী					
		৩৬) বিষয়বস্তু নির্বাচন ও গবেষণা পদ্ধতি নির্ধারণ					
		৩৭) প্রশ্নপত্র প্রণয়ন					
		৩৮) মাঠ পর্যায়ে উপাও সংগ্রহ					
		৩৯) উপাও সারণীকরণ ও বিশ্লেষণ					
		৪০) প্রতিবেদন প্রণয়ন					
		৪১) প্রতিবেদন উপস্থাপন					
		৪২) অন্যান্য নতুন টীপক আপনি সংযোজন করতে চাইলে উল্লেখ করুন:					
		ক)					
		খ)					
		গ)					
		ঘ)					

M) NAME OF THE COURSE: POVERTY ALLEVIATION TRAINING COURSE

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise lear- ning/improve job perfor- mance?			
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		Number of Session(s) Needed			
				One	Two	Three	Three +
			1) Poverty: Concept, Dimension and Issues				
			2) Evolution of the Approaches of PAPs in Bangladesh				
			3) Capacity Building of the Poor: Bangladesh Context				
			4) Sustainability of PAPs: Bangladesh Context				
			5) PAPs of the Government of Bangladesh				
			6) PAPs of the NGOs in Bangladesh				
			7) Critical Issues in Design and Delivery Systems of PAPs				
			8) Plan for the Development of the Poor: BRDB Experience				
			9) Plan for the Development of the Poor: Grameen Bank Experience				
			10) Plan for the Development of the Poor: BRAC Experience				
			11) Plan for the Development of the Poor: Rabita Experience				
			12) List-down other topic(s) you consider relevant:				
			a)				

b)				
c)				
d)				

* PAP = Poverty Alleviation Programs

N) NAME OF THE COURSE: TRAINING OF TRAINERS COURSE

How much the listed topic(s) is/are relevant to your job/career or to your cadre/depart-ment.			Course-wise list of topics (given in Bangla or in English as per existing course brochure	How many session(s) (1-1.5 hours duration) is/are needed for each topic to maximise lear- ning/improve job perfor- mance?			
Not Rele- vant	Some- what Rele- vant	Fully Rele- vant		-Number of Session(s) Needed			
				One	Two	Three	Three +
			1) Ice-breaking				
			2) Theories of Learning				
			3) Training: A Systems Approach				
			4) Training Needs Assessment				
			5) Training Needs Assessment				
			6) Objective-setting				
			7) Objective-setting				
			8) Curriculum Designing				
			9) Curriculum Designing				
			10) Training intervention and Productivity				
			11) National Training Policy				
			12) On-the Job Training				
			13) Training Methods				

		14) Use of Training Aids				
		15) Preparing Instructional Plans				
		16) Preparing Instructional Plans (Exercise)				
		17) Lecture Method				
		18) The Art of Speaking				
		19) Lecture Presentation				
		20) Lecture Presentation				
		21) Lecture Presentation (Feedback)				
		22) Lecture Presentation (Feedback)				
		23) Syndicate Method (Theory)				
		24) Syndicate Method (Practice)				
		25) Role-playing-1 (Theory)				
		26) Role-playing-2 (Practice)				
		27) Panel Discussion				
		28) Panel Discussion				
		29) Techniques of Case Methods/ Presentation				
		30) Techniques of Case Methods/ Presentation				
		31) Coordination				
		32) Class Room Management				
		33) Use of Computers (Power Point)				
		34) Budget Preparation				
		35) Techniques of Literature Searching				
		36) Methods of Training Evaluation				

		37) Transactional Analysis				
		38) Transactional Analysis				
		39) Motivation				
		40) Managing Adult Learners				
		41) Personality				
		42) Ethical Values for Trainers				
		43) List-down other topic(s) you consider relevant:				
		a)				
		b)				
		c)				
		d)				

11. Every training program is designed to develop the knowledge, skills and attitude (KSA) of the participants. What priority do you attach on the KSA in respect of the following courses (Please tick):

NAME OF THE COURSE	PRIORITY FOR DEVELOPMENT OF	PRIORITY (Please tick)		
		First Priority	Second Priority	Third Priority
a) Development Administration	i) Knowledge			
	ii) Skills			
	iii) Attitude			
b) Financial Management	i) Knowledge			
	ii) Skills			
	iii) Attitude			
c) Leadership Development	i) Knowledge			
	ii) Skills			
	iii) Attitude			

12. In order to improve the general managerial capability, ethics, morality, attitudes and human relations skills, what kind of topics do you think should be introduced in the above BPATC short courses. Please list-down 3-4 such topics:

- a)
- b)
- c)
- d)

13. Any other comments/suggestions:

Please return your accomplished questionnaire to:

MD. SHIRAJUL ISLAM
DEPUTY DIRECTOR
BPATC, SAVAR
DHAKA
PHONE: 831711-20/4130 (O)
/4428 (R)

Signature of the
Respondent (Optional):
Date:

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3. **Hilda Taba, Curriculum Development: Theory and Practice, (New York: Harcourt, Brace & World, Inc., 1962)**
4. **বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র, বার্ষিক প্রতিবেদনঃ ১৯৯৫-৯৬ (ঢাকাঃ বিপিএটিসি, ১৯৯৬)**
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6. **Bangladesh Public Administration Training Centre, Introducing BPATC (Dhaka: BPATC)**

