

40 138

Follow-up Study on Effectiveness of Foundation Training Course (FTC)

Syed Shamsul Alam
Director(Bh.Sc.)
&
Project Director

M. Arifur Rahman
Evaluation Officer
&
Joint Project Director

Bangladesh Public Administration Training Centre
Savar, Dhaka.

Follow-up Study on Effectiveness of Foundation Training Course (FTC)

Syed Shamsul Alam
Director(Bh.Sc.)
&
Project Director

M. Arifur Rahman
Evaluation Officer
&
Joint Project Director

**Bangladesh Public Administration Training Centre
Savar, Dhaka.**

Contents

	Page
Preface	i
Acknowledgement	ii
Executive Summary	iii

Chapter - I

1.0	Background of the Study	1
1.1	Previous Work	3
1.2	Hypothesis to be examined	5
1.3	Objective of the Study	6
1.4	Methodology of the Study	6
1.5	Scope and Limitation of the Study	7

Chapter-- II

2.0	Overview of Conceptual and Empirical Background	9
-----	---	---

Chapter - III

3.0	Data Analysis and Empirical Findings	16
3.1	Demographic Profile of the respondents	16
3.2	Age structure of the respondents	17
3.3	Marital Status	18
3.4	Educational Qualification	19
3.5	Length of Service	19
3.6	Participants expectations meet	21
3.7	Quality of Training Course	22
3.8	Effectiveness of Course Objectives	22
3.9	Effectiveness of Course Curriculum	25
3.10	Effectiveness of various modules under five major areas	27

3.11	Bangladesh Studies	:	27
3.12	Public Administration	:	28
3.13	Management Process	:	31
3.14	Development Economics	:	32
3.15	Skill Development	:	33
3.16	Training Methods	:	34
3.17	Impact of Learning Input	:	36
3.18	Performance level after FTC	:	37
3.19	Opinions of Supervising Officers	:	39
3.20	Suggestion for Improvement	:	40

Chapter -IV

4.0	Summary of findings and Recommendations	:	42
4.1	Summary	:	42
4.4	Recommendations	:	45
4.9	Conclusion	:	46
4.10	Bibliography	:	47
4.11	Annexure	:	48

Preface

This research study has been undertaken by the researchers in response to the decision given by 37th Board of Governor's meeting to assess whether Foundation Training Course (FTC) need to be redesigned or updated further for meeting need of present generation. Accordingly it attempts to analyze and explain the various pertinent aspects of training inputs of Foundation Training Courses (twenty fifth to thirtieth batches) held at BPATC from provided during July 2000 to September 2002 in conducting the in order to improve, update and demand-oriented training courses in future.

The traditional approach of studying the previous research on this aspects by collecting immediate reaction from the participants hardly indicate practical learning in terms knowledge, skill and attitude and its transfer to the job situation. Keeping this view in mind efforts are being adapted by the researchers to review the objectives of the FTC in the context of present situation in order to assess and evaluate effectiveness of existing training technique/methodologies adapted. Statistical method has been used mainly for verification of hypothesis and the objectives, which would help BPATC authority and policy makers to improve the effectiveness of FTC in future.

Findings presented in the report implied that the ratio of effectiveness of the foundation training courses under study over the years has increased than before but there is considerable scope to improve it. The average degree of effectiveness of the FTC under study in terms of acquiring knowledge in the various subjects, skills in using computer and information technology as well as proficiency in reading, writing and speaking English enhanced significantly. This calls for comprehensive planning, redesigning and improving the curriculum of the next FTC along with readjustments in training methods, tools and policies of the course management in designing the curriculum in future the various issues of effectiveness must be considered.

BPATC, Saver
Dhaka 2007

Syed Shamsul Alam

Acknowledgement

At the very outset I would like to express my profound gratitude and indebtedness to the former Rector, BPATC for allowing me to undertake a research on the present topic. In fact, the idea of undertaking this research was initially cultivated by the Board of Governors Meeting of the Centre. Accordingly this proposal was submitted to Research Committee Meeting and after its approval we started necessary initiatives in this regard.

Many colleagues have contributed towards completion of this research study. I would like to gratefully acknowledge the guidance and contribution rendered by Syed Mahboob Hasan, MDS (project) in designing the research proposal of this study and Mohammad Shafiul Alam, former MDS (Project) as well as other senior faculty members of BPATC for their cooperation and valuable suggestions of this study. I express my special appreciation and thanks to Mr. Md. Monwar Hossain Sarker, MDS (R&C) not only for extending time for submission of this report but also provided generous help in finalizing this report.

I owe particular debt to M. Arifur Rahman, Evaluation Officer who was Joint Director of this research study, subsequently he had to discontinue for pursuing higher studies leading to Ph.D. in England. Thanks are also due to Md. Shafiquel Haque, Deputy Director -I, S.M. Zobayer Enamul Karim, Deputy Director-II for their sincere assistance in developing and designing the questionnaire and the intellectual support for undertaking this study.

Thanks are also due to Md. Hasinur Rahman, Stenographer for typing this report and other staff of BPATC for their assistance in making this endeavor a success.

The most effective training programs are always designed to respond to the needs of the participants as expressed by them. Bangladesh Public Administration Training Centre (BPATC) considers this aspect with utmost importance in designing and developing its training curriculum. This research has been aimed at studying various aspects of effectiveness of six batches of Foundation Training Courses (FTC) conducted by the Centre held in July 2000 to September 2002 in order to make this course more need-based and meaningful. Amongst the pertinent variables, meeting the expectations from attending the FTC was considered to be the significant to assess the effectiveness of the course. More than 65 percent stated that the course met their expectations to certain degree. It also indicates that curriculum of the courses was more or less effective and meaningful which was able to meet the expectations of the respondents.

About 55 percent respondents termed it as 'average', 20 percent 'above average' and 9.69 percent termed as 'outstanding' in its quality. In contrast, only 11.52 and 3.04 percent respondents opined it as 'below average' and 'poor quality'. Findings prove high average tendency in favour of quality and result-oriented training which can further be enhanced by careful consideration of the feed back given by the participants after the completion of the course. Besides, findings of the study on the effectiveness of course objectives indicate that it was 'moderately effective' to the most of the respondents (26.06 to 54.50 percent) 'quite effective' to the 26.06 to 39.39 percent respondents and 5.45 to 23.65 percent respondents opined it was 'highly effective'. But the average responses reveal that effectiveness of course objectives adapted in the FTC was not so high.

FTC under study has got five major areas which were again classified into 25 separate modules. Degree of effectiveness of these subjects (areas), opined by the respondents were 'moderately effective', 21.21 to 33.93 percent stated these areas were 'quite effective' and 6.06 percent to 12.12 percent as 'highly effective'. It could be generalized from the responses that the average degree of effectiveness in these five major areas is diminishing with increase of higher scale. The above description of the five major areas of training inputs on an average demonstrates that respondents have been

able to improve their knowledge and skill in attending the FTC to some extent. This data has nullified the first hypothesis and validated the second hypothesis of the present study. Module-wise average response indicates that most of the modules (50.02 percent) were 'quite effective' while rate in case of 'highly effective' it accounts for 12.01 percent respective. The average degree of effectiveness of these modules also reflect similar trend in comparison with the trend of major areas.

Fifteen training methods used in managing and conducting FTC under study. Only 29.05 percent respondents termed that training methods as 'quite effective' and only 21.00 percent on average opined as 'highly effective'. This finding also demonstrates positive opinions in terms of the various methods. The study tour method was identified as highly effective method followed by BARD/RDA/BRDT attachment; village study and film show respectively. While syndicate, group discussion and book review presentation have been identified as next highest method of learning. The learning techniques (inputs) used by the facilitators and trainers have exerted positive impact to increase knowledge, skills, attitudes and leadership quality of the respondents. The average learning trend demonstrates upward tendency in favour of effectiveness of various learning inputs. Performance levels of these respondents have also increased to some extent as a result of attending FTC. Overwhelming majority of the respondents endorsed their view that attending FTC has greatly enhanced their confidence in discharging their respective duties and responsibilities.

Supervisor's opinions about the performance of the trained officers demonstrate that the performance of the respondents have greatly improved after attending the Foundation Training Course. It has got potential intervention for developing positive attitude and infused greater team spirit amongst the peers and FTC made the concerned officers more systematic and analytical in solving problem than untrained officers. Most of the supervisors are in favour of attending the FTC of these newly recruited officers prior to formal posting in their respective cadres.

More than 70 percent supervisor strongly recommended that in order to make the curriculum of FTC more realistic and job-oriented, BPATC authority should invite Secretaries of various Ministries, Divisional Commissioners, Head of concerned Department or Directorates in regular, periodic/annual review meeting of Foundation Training Course. The average degree of effectiveness of the FTC under study in terms of acquiring knowledge in the various subjects, skills in using computer and information technology as well as proficiency in reading, writing and speaking English accounts for only 42 percent. This calls for comprehensive planning, redesigning and improving the curriculum of the next FTC along with readjustments in training methods, tools and policies of the course management. Findings presented in the preceding sections implied that the ratio of effectiveness of the foundation training courses under study over the years has increased than before but there is considerable scope to improve the effectiveness of the FTC in future. In designing the curriculum of future courses various issues of effectiveness must be considered.

Similarly, training methods used in conducting various sessions demonstrate low effectiveness. Thus analytical, quiz and multiple choices could be introduced in the examinations of various modules and more participatory training methods like syndicate, group discussion, and team assignment should be introduced to maximize the effectiveness of foundation training courses in future. With balanced mix of knowledge, skill and behaviour content in the training module there is scope for the use of few other training techniques and instruments which are not being used presently in the FTC. On return from training program, an officer should be given an opportunity to share his experience and views in regards to the knowledge acquired with his senior colleagues and juniors.

Foundation Training Course should made compulsory for all newly recruited cadre officers and non-cadres officers and they should attend the FTC before joining their respective jobs. The curriculum of FTC should be redesigned and improved by incorporating the opinions and suggestions from the supervising officers of the participants and it should be done in a continuous process.

Chapter- I

1.0 *Background of the Study*

1.1 Training is considered as an important prerequisite for the overall improvement of an officer throughout the whole career¹. It equips the administrator/manager at all level with requisite knowledge, skills and techniques to enable them to make productive use of their potentials and broadens their vision and understanding as well as provide with the latest information on the business theory and practice in preparation for the duties and the responsibilities to be carried out². It also stimulates one's learning capacity and enables him to make both personal and social adjustment as well as give the manager an opportunity to share, exchange and discuss ideas and problems with other. It orients, bridges the differences and enhances analytical power to strengthening the functional capabilities as a manager for working with others. Finally, it sensitizes the manager to utilize and apply the learning knowledge and skills as well as evaluate the development programs and schemes more specifically at the micro-level³.

1.2 Experts and scholars on training has distilled from combined experiences and accepted a proposition that the training taken at the beginning of one's career is the milestone for not only having basic exposure about job oriented knowledge, skills and attitude but also taking the challenging task of his new assignment. Bramley Peter⁴ in one of his research work found that the Induction Training (Foundation Training) has been considered as a basic grooming which equip the participants to work as an officer than any other training in their career.

1.3 From the above statement it can be accepted that Foundation Training Course (FTC) is the basic training designed to meet the need of entry-level civil servants of Bangladesh drawn from twenty-nine cadres. It has got a tremendous impact on the development of their mental, physical and ethical values and development. It is basically

¹ Merrick J , "Training Practices an Learning Theories" Journal of European Industrial Training, Vol.2,no.7, pp23-35,1998

² Ibid

³ Government of Bangladesh, *Objectives and Strategies of the Plan of the Fifth Five Year Plan, 1997-2002*(Planning Commission, Ministry of Planning)pp11-15

⁴ Bramley Peter, *Evaluation of Training : A Practical Guide*, British Association Press, London, 1986

an induction training program mainly on various aspects of management, administration and development economics for the newly recruited officers of Bangladesh Civil Service (BCS). The course aims at building personality, stimulating creativity and instilling leadership qualities to the officers. The course also provides an opportunity to the officers to familiarize themselves with various dimensions of socio-economic development of the country.

1.4 Bangladesh Public Administration Training Centre (BPATC) is mandated to design, develop and conduct the foundation training for the members of all newly recruited officers of Bangladesh Civil Service (BCS). Since the establishment of the Centre on April 28, 1984 as an apex training institute of in the country, it has so far conducted as many as 39 regular Foundation Training Courses (FTC) of four month duration and 18 special Foundation Training Courses of two month duration which trained 10,325 newly recruited officers. During this two decades curriculum of the Foundation Training Courses has been modified, improved and even altered mainly on the basis of course-end evaluation and oral feedback given by the participants immediately after the completion of the courses.

1.5 As of today no formal follow-up study on effectiveness of regular Foundation Training Course has been undertaken except one study made on the special foundation course so far for the participants who have been working in the field after the completion of their foundation training. Now one major issue is evolving around the authority in form of a few questions or query, how successful were these foundation courses in term of its content (input), methods and application (output) in their own career? Whether any major change or improvement in its curricula is necessary keeping with the pace of time and changing situation?

1.6 Does it require special attention to make investments in training worthy? Whether any importance will be given to the development of locally suited practical training materials, innovation and application of appropriate training techniques and development of curricula and objective evaluation of training impacts?. At the operational level, does the program envisages identification of the tasks and responsibilities of the trainee's, assignment of relative priority to various client groups, provision of requisite

administrative support to training in terms of resource commitment, career incentives to both trainees and trainers, inter-agency coordination and setting up of a control mechanism within the personnel management system of the government, capable of monitoring all training inputs in public administration and their impact on the same?

1.7 National Training Council (NTC) has categorically emphasized that BPATC would evaluate its courses not only during the course end but also initiate specific follow-up evaluation study after about five years of the course participation. While, Bangladesh Public Administration Training Policy provide the importance of undertaking the follow-up study on the effectiveness to be conducted after the completion of various courses. Recently, Board of Governors (BOG) of the Centre in its 37th meeting in 2005 directed to undertake follow-up study on the effectiveness to on the core courses e.g. Senior Staff Course (SSC), Advance Course on Administration and Development (ACAD) and FTC of the Centre. In fact, present study has been initiated in line with the decision of the above committee.

1.8 *Previous Work*

1.9 Review of literature available in BPATC library and the list of research studies undertaken by the faculty members indicate that a few studies were made amongst which only four studies have been conducted so far on the Foundation Training Course. Pioneer research work was undertaken in 1986 which was an outcome of a seminar designed to suggest measures for enhancing the effectiveness of post-entry training. The major findings and recommendations of paper regarding Foundation Training Course (FTC) stated that the " Course contents of the Foundation Training Course are relevant and useful. Requirement of Foundation Training is waived in case of all direct recruits to BCS Education (General & Technical) and Health Cadres and all direct recruits whose age is over 35 years or who have completed 5 years of service and the course duration be extended from four to six months "⁵.

⁵ Akbar Ali Khan and Mosharaf Hossain, on *Post-entry Training in Bangladesh Civil Service: A Survey of the Problems and Potential*, BPATC-Savar, Dhakas 1986

1.10 Although this study is a major work in the Foundation Training Course provides important policy options, but it suffers from a few shortcomings. The findings and recommendations, except ii (b), need to be research based and factual depending on continuous evaluation and assessment of the training program. They have taken duration of the course as an independent variable. Conceptually, it should be linked to course curriculum, which in turn is linked to course objectives.⁶

1.11 The second work done on the "Needs Assessment of Foundation Training Course" in 1989⁷. It has concluded that the current course contents of the Foundation Training Course under study were satisfactory and it enhanced the knowledge and skills of the participants to get the job done than before. It also has got positive contribution in developing their positive attitude in discharging their respective duties. One of the main shortcomings of the study is that the researchers have not defined '*training needs of foundation trainees*'.

1.12 Thus scientific research on public management training and particularly on 'foundation training' seems scanty. Theoretically, to make a training program worthwhile, we need first of all to ensure that course curriculum is consistent with the course objectives; secondly, we have to evaluate the outcomes of the course program to make sure that the course objectives are being fulfilled and lastly, course objectives are to be set and adjusted to reflect the changing training needs of the incumbents⁸.

1.13 While, third work appears to be more relevant for the present study, which mainly based on 13th and 14th Special Foundation Training Courses conducted by the Centre in between 1990 and 1991⁹. The findings of the study have nullified authors' hypothesis that the inputs of Special Foundation Training Course did not fulfill the desired objectives of the course at the individual level but not at the job, organizational and societal levels. The picture is rather gloomy in case of attitudinal change of the trainees. In the key attitudinal variables, which are essential for organizational and societal development, special foundation training course seem to have failed to desired results. Researchers

6. Ibid

7 A.K. Fazlul Huq et al ; "Need Assessment of Foundation Training Course" BPATC, Savar, Dhaka, 1989

8. Ibid

9. Dr. Ekram Hossain, Dr. M. Tareque and N. Ahmed; Follow-up Study on Special Foundation Training Course, BPATC-Savar,Dhaka,1992.

have recommended for the changes in the course curricula, innovation in training methodology and creation a pool of trainers to emphasize the key attitudinal variables¹⁰. Last, but not least study was on "Effective of Foundation Training Course"¹¹ in 1998. Findings of the study demonstrate that there is ample scope to enhance the effectiveness of the FTC. The average substantial impact in terms of development of knowledge skills and attitude accounted for only 27.28 percent. Training methods followed in this course proved to have low effectiveness and traditional assay type questions have also been disliked by the participants. These findings indicate strong tendency both in favour of adequacy and inadequacy of the course duration. In order to maximize the learning and to introduce participatory training methods the course duration may be enhanced to six months. In conclusion authors opined that quality and effectiveness of the future FTC could be improved if the deficiencies identified in the study are addressed properly.

1.14 *Hypothesis to be examined*

1.15 On the basis of the above background following two general hypotheses have been identified in order to address the follow-up study of foundation training course:

(i) Level of existing knowledge skill and attitude of the participants have not increased substantially, therefore they are not applying it. This can be expressed mathematically as : $h_0 = u_1 : u_2$ and i_0 . Where, u_1 is average level of knowledge and skills of the respondents before attending FTC and u_2 is the average level of knowledge and skill after attending FTC.

(ii) Participants are more competent in doing their respective job and they are using it. This can be shown mathematically as : $h_1 = u_1 < u_2$ and i_1 .

1.16 To determine the underlying dimensions of proposed follow-up study of Foundation Training Course and to evaluate these hypotheses an attempt has been made to apply most relevant and effective conceptual model on training in the present study.

¹⁰ Ibid

¹¹ M. Hossain Ali, Md. Sirajul Islam and M.A. Quader; Effective of Foundation Training Course , BPATC, Savar, Dhaka. 1998.

1.17 *Objectives of the Study*

1.18 The main aim of the present study is to review the inputs of FTC in line with the course curriculum conducted for the participants of 25th to 30th batches in order to assess the effectiveness program for designing and developing need based training program for the subsequent courses. More specifically objectives of the present study are as follows:

- (i) to review the objectives of the Foundation Training Course (FTC) in the present context;
- (ii) to assess the relevance/effectiveness of different modules and topics in achieving the enunciated course objectives;
- (iii) to evaluate the appropriateness/effectiveness of the existing training techniques/methodologies of the Course; and
- (iv) to make specific recommendations for increasing effectiveness of the Foundation Training Course, particularly on its contents and methodology.

1.19 *Methodology of the Study*

1.20 This study has been adapted a number of research methods, which can be characterized as a mixed type of research commonly used as a complementary way to achieve the objectives of the study. Immediately after approval of the project, researchers started reviewing concerned literatures for developing conceptual idea and collecting secondary data as well as prepared two types of questionnaire, one for the participants of the **25th - 30th Foundation Training Course (FTC)** another was for the supervisors of these participants. The sample size of the FTC participants was 165 and the supervisor was 25 both of them were selected on the basis of random sampling. These questionnaires were initially pre-tested by the researchers at the field level before gathering actual data and information from the respondents. After finalization of the questionnaire, the appointed data collectors of the project started collection of data from the field through the first set of questionnaire. Researchers also collected data from the supervisors of the respondents through second set of questionnaire.

1.21 Simultaneously, researchers also made several visit to the field and met the respondents and their supervisors. These visits not only provided the scope to familiar and observe the real situation prevailing in the field but also created an opportunity to share the ideas and opinions with them. The rationale behind such method is that it enables the researchers to gather data through focus group discussion (FGD) with the respondents and their supervisors.

1.22 On completion of collection of data from both secondary and primary sources it was processed, classified and tabulated by the respective tabulators of the present study. Since then several drafts of the research report were made but because of delay in collecting the data from the field by the appointed data collectors it was not possible to complete the whole report on time. Data also collected from the supervisors of these officers to make their opinions on their performance in the respective office work after completion of foundation training course. In addition, supervisors of the participating officers were formally met by the researchers and requested them to express their opinions in line with above situation.

1.23 Besides, secondary data were also collected from the published documents available in the offices or the collectorates libraries and BPATC library. Moreover, observations and record/documents analysis were also adopted as methods of data collection in the present study in order to make the study more reliable and meaningful.

1.24 ***Scope and Limitation of the Study***

1.25 Conducting training and undertaking research for further development of its curriculum is one of the mandates of the Centre. Moreover, 37th Board of Governor's Meeting of the Centre directed to initiate a number of researches on the effectiveness of Foundation Training Course. In addition, it has been mentioned in the preceding paragraphs, that very few studies have so far been made on the present topics of the research, therefore there is a felt need area to be addressed by the researchers of the Centre. This situation has created a scope to undertake further research on the various aspects of training and present research has been initiated to address this problem.

1.26 Researchers do not claim that this study is an exhaustive in all dimensions rather they candidly admit that it has got number of limitations. First the present study is mainly based on questionnaire method, which has made it more or less difficult to go into greater depth in the analysis of responses. Second, authors were to some extent disappointed in knowing that a few respondents were not in a position to provide instant feedback as most of them were more or less busy in their respective desk work. This unavoidable situation not only causes delay in collecting the information from them but also compelled the authors to wait until the respondent's response causing delay of data tabulation and analysis as well as report writing. Had there been no such situation, authors of the present study would have been able to complete and submitted the report earlier.

Chapter-- II

2.0 *Overview of Conceptual and Empirical Background*

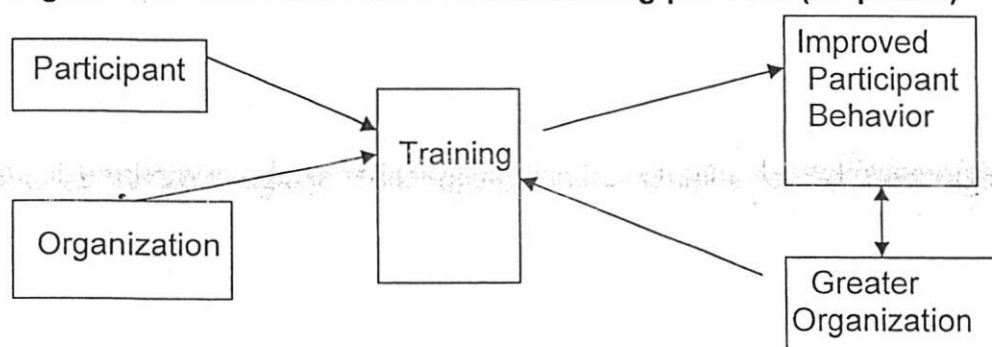
2.1 To integrate a training program systematically with real life situation, various scholars and experts in training opined that it has to be based on a conceptual and empirical background as an essential foundation for effective and efficient training in practice. It provides a road map for the trainer in determining his or her next steps, particularly in fulfilling a higher strategic role. It also adds to the professionalism of the function and its credibility with the organization as well as assist in clarifying the appropriate relationships with the other human resource professionals. An effective model of training practice must retain the best elements of the systematic training model to offer the trainer a structured and disciplined framework in which to work and ensure that an effective loop from evaluation is in operation it also emphasizes the importance of quantitative results. Moreover, practical experience in training in recent years has emphasized the crucial role and importance of conceptual framework in undertaking a scientific and systematic research study.

2.2 Keeping this view in mind present chapter begins with the brief description of various types of conceptual framework of training and the empirical background found in the contemporary training literature. *Lynton and Pareek*¹¹ enunciated a classical model of training in three phases, which have been regarded as pioneer work available to the professionals in the field training and development. They said that more effective behaviour of people on-the-job in the organization is the primary objective of any training process as a whole. In the simplest training process, improvement is dependable variable, and participants as well as organization are independent variables. Following paragraphs depicted four models and their brief description on the basis of these modules authors of the present study design and develop a *conceptual framework*, through which an attempt has been made not only to describe and analyze the collected data and information, but also to demonstrate the extent of linkage between input and output as well as impacts of the courses under study.

¹¹ Rolf P. Lynton and Udai Pareek, *Training for Development*, Vistaar Publications, (2nd Edition) New Delhi, 1998.

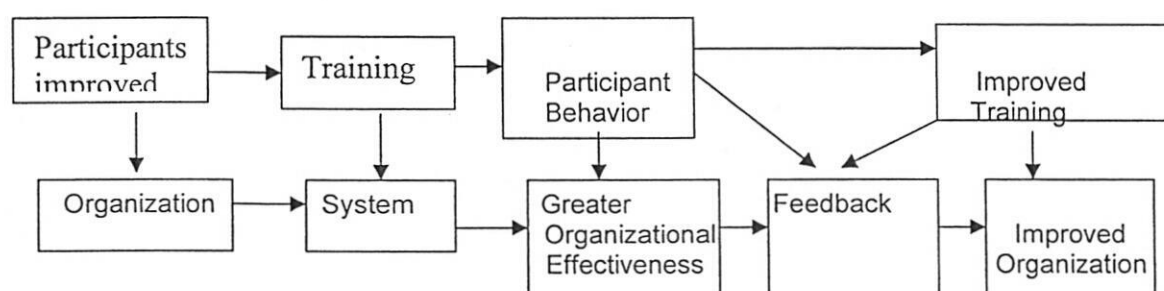
2.3 Lynton and Pareek are recognized as pioneers who have enunciated a classical model of training in its primary form is presented in figure-1.1.

Figure-1.1: Classical Model of the training process (1st phase)



2.4 Both of them admitted that the training is a more complex process than it is shown in the above figure 1.1. They further reiterated that the training system itself needs to be included first through the various opportunities available for checking their effectiveness in the form of evaluation and feedback. Thus the independent and intervening variables also become dependable variables. This elaboration is shown in the figure 1.2.

Figure 1.2 : Elaborated Model of the training process (2nd Phase)



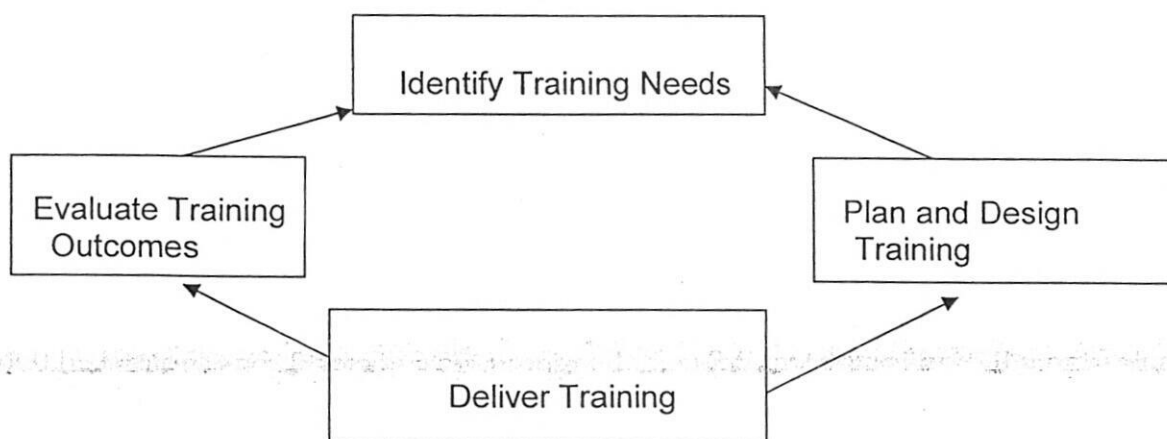
2.5 Lynton and Pareek also proposed a spiral model with its three partners and stages¹² such as pre-training, during training and post training. This spiral model is depicted in figure 1.2 which is useful in visualizing a training program as an entity, as well as is event and series of events that make up the program. At various stages in the process the other two partners contribute "inputs" to assist the participants. The inputs are shown as arrows : arrows originating inside the spiral depict inputs of the work organization; arrows originating outside the spiral, inputs of the training institution. The arrows are merely visual conveniences. The large spiral itself comprises a continuous spiral feedback system.

¹² Ibid.

2.6 The most important and pervasive, model for the role of training in the organization provided by Carnevale, Gainer and Villet in 1990, which can be levelled as one of the systematic training model. This model has been derived from the work undertaken by the US, military on Instructional Systems Design in the United States in 1960. Characteristically, it has five stages; analysis of training needs, design of training curriculum, development of training curriculum, implementation (delivery), and evaluation¹³.

2.7 Subsequently, this model received an immense stimulus with limited variations in creation of the Industrial Training Boards in the late 1990s in United Kingdom (UK) it accurately reflected the move towards increased concern for rationality and efficiency under the competitive pressures prevalent at that time. Definitive works were later produced by Boydell¹⁴, who depicted ten steps of a cyclical process. Such models were simplified and restated in countless texts, most often in the simple diagrammatic form shown in Figure 1.3.

Figure - 1.3 : Systematic training model



2.8 While, Kenney and Reid¹⁵ enunciated a *Circular Model*, which emphasizes the importance of considering the feedback from evaluation at all stages in the process which has got two key characteristics. First, training can be perceived as a set of sequential steps; secondly, the identification of needs can be introduced into the training cycle at the appropriate stage. Essentially these are discovered through carrying out an investigation

¹³ Carnevale, A.P.; Gainer, L.J and Villet, J, Training in America : The Organization and Strategic Role of Training, p-30 San Francisco: Jossey-Bass.

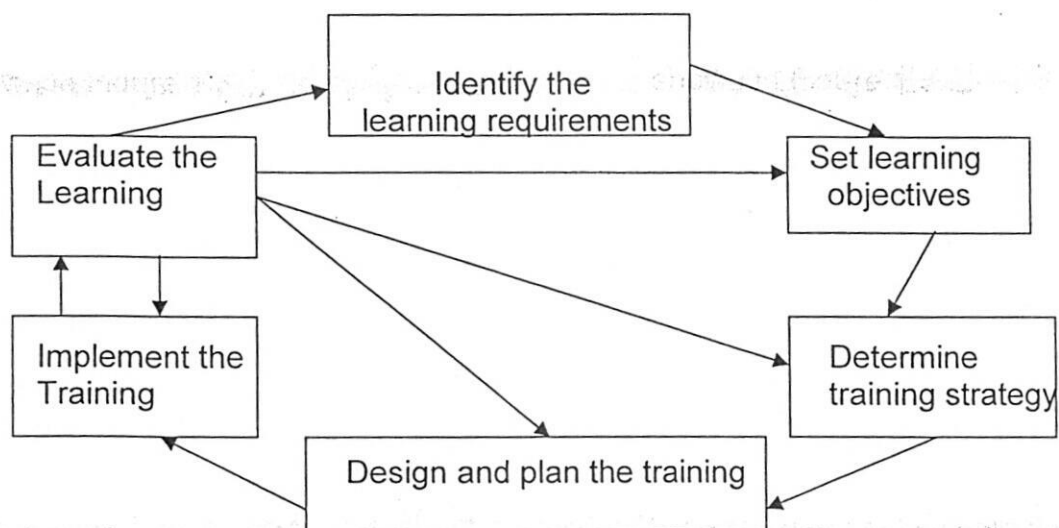
¹⁴ Boydell, T. A Guide to Identification of Training Needs, London, BACIE.

¹⁵ Kenney, J. & Reid, M. Training Interventions, London, IPM, 1992.

of individual or group training requirements, or by interpreting overall objectives set by the organization, or by a well-managed combination of the two. Authors also considered that it is useful as it has drawn the trainer's attention on the need to act in a structured and disciplined way and, most importantly, stresses the place of effective evaluation of the training activity and the benefits that it can bring to other parts of the training cycle¹⁶.

2.9 However, they also opined that it cannot be regarded as, nor indeed does it purport to be, a structured attempt to deal with the issues involved in delivering best training practice. In particular, it does not suggest that the training function should take a proactive role in developing supply-led capability, nor does it consider the need to embed the modern training function in the organization and define its relationship with the other parties involved in the delivery of training¹⁷.

Figure - 1.4 : Circular Model



2.10 The systematic and circular training models mainly concerned with reappraisal of classical models which were presumably formulated on the basis of initial ideas and exploratory in its approach. While, Leonard Nadler¹⁸ a renowned Human Resource Development (HRD) expert developed a systematic model in 1989, which was used to plan, design and evaluate the training program. It is considered as one of the most comprehensive and useful training model. This model is commonly known as *Critical*

¹⁶ Ibid.

¹⁷ Ibid.

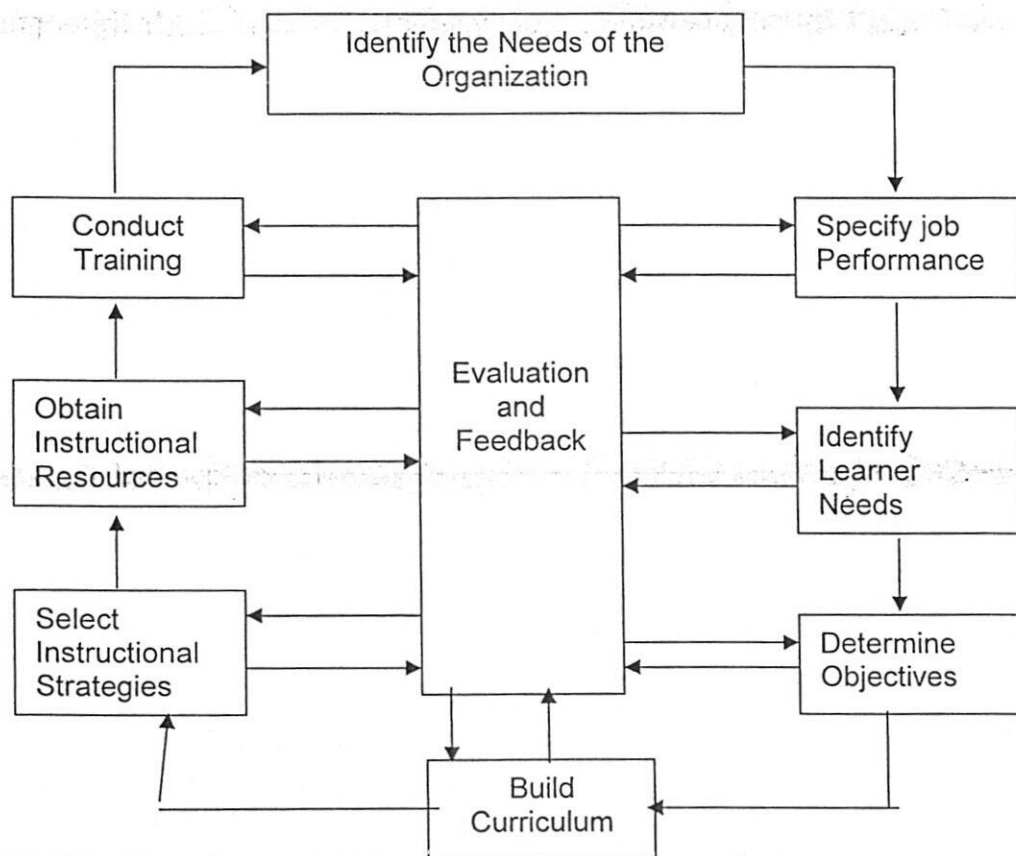
¹⁸ Leonard Nadler; Designing Training Programs : The Critical Events Model, Addison-Wesley Publishing Company, London, July 1985.

Events Model that can help training manager to establish a better design method for improving performance and efficiency in training programs. It is not just another theoretical approach to the training program but a practical working concept that continuously involves managers and supervisors in the design process. It is also highly flexible cost effective, productivity oriented and conveniently applicable in practical situation.

2.11 This model is regarded as systematic training model firmly based on strategic management paradigm, which contributes significantly to improve not only knowledge and skill of the participants but also fully address the other facets of training practice. It also describes ideal state for training and development in the organization and offers a useful set of indicators which could be used to measure the progress of training activities.

Figure - 1.5 highlighted the diagram of the model.

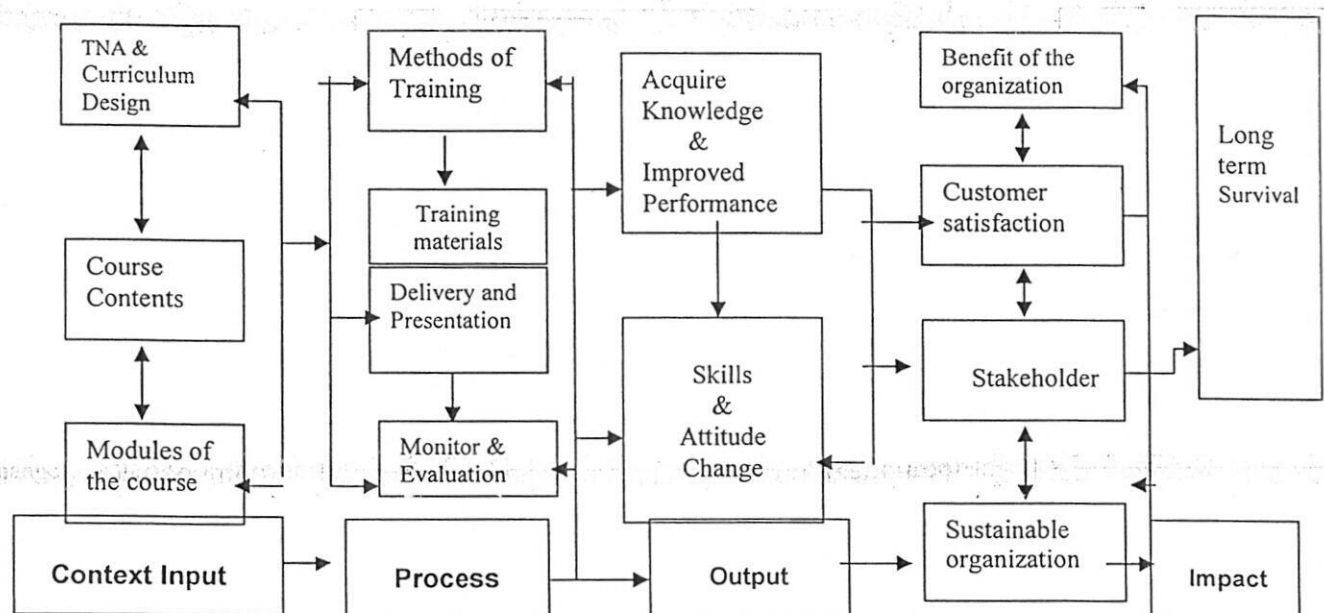
Figure- 1.5 : The Critical Events Model



Source: Leonard Nadler; Designing Training Programs: The Critical Events Model, 1985

2.12 On the basis of the above description a further practical extension of the conceptual framework has been briefly designed and developed for the present study¹⁹, which is mainly derived from behavioral theories, including those developed by Linton and Pareek; Kenny and Reid, Carnevale and Nedler and Pushman as well as Kottas and Dumpy. By way of illustration, diagram in the figure 1.6 is shown the relationship between training inputs and improved service as well as outcome. It consists as many as five related issues such as (i) *Input* (ii) *Process* (iii) *Output* (iv) *Outcome* and (v) *Impact*. It also shows the relationship between the training inputs and improvement of outcome in impact which would be effective in expressing the wider responsibility for identifies training needs within a comprehensive framework. The input factors include all the related activities mainly designed for communicating knowledge skills to the participants in the form of lecture, group discussion, syndicate village study and ITC exposures.

Figure - 1.6: Conceptual framework used in the present study



Source: Adapted from Leslie Rae, How to Measure Training Effectiveness; Watson. C.E. Management Development through Training and Sloman. M, A Handbook for Training Strategy and Nadler and Pushman as well as Kottas and Dumpy.2001.

2.13. The training need assessments, curriculum development, evaluation and follow-up support activities are considered as process factors. The quantity and quality of trained

¹⁹ Authors of the present study proposes a revised conceptual framework on the basis of the subsequent HRD professional work which is mainly concentrated on effectiveness of training management.

officers and their knowledge, skills and attitudes to deliver respective services are covered as output components while, their effects on institutional capacity, sustainability and service delivery may be addressed as outcome issues. The link between these and medium to long-term impact on their performance and quality of services/products that satisfy the stakeholders to meet the expectation of service recipients.

2.14 At this stage, however, it is suggested that an attempt to formulate such a model is worthwhile, and will assist in the articulation of best practice. First, it will provide a road map for the trainer in determining his or her next steps, particularly in fulfilling a higher strategic role. Secondly, it will add to the professionalism of the function and its credibility with the organization. Thirdly, it will assist in clarifying the appropriate relationships with the sequence of training activities to concerned trainers and other human resource professionals.

2.15 The outline in Figure-1.6 explicitly endorses the strategic role for the training function and demands that the training professional accepts responsibility for articulating needs as well as reacting to them. Most importantly it endorses the requirement that an organization moves through a series of different levels of responses to and acceptance of training initiatives — henceforth this will be described as the level of training culture within the organization. However, authors of the present study also strongly believe that the proposed conceptual model is not only an ideal framework for the analysis of the information but also be rationally addressed the sequence of training activities in line with the objectives of the study. Above all, this framework could be used as one of the references of training for the researchers working in this area in future.

Chapter - III

3.0 *Data Analysis and Empirical Findings*

3.1 The present chapter begins with the analysis of the data collected from both secondary and primary sources as well as addresses the empirical findings in line with the objectives for the present study. The information collected for the present study covers 25th to 30th batches of Foundation Training Course (FTC) held in July 2000 to September 2002. In order to present all the collected information in a rational and logical way, this chapter has been divided into a number of parts. First part mainly deals with the demographic aspects of the respondents, amongst which number of cadres, age structure, marital status and length of service have been briefly highlighted. While, the second part addressees main aspects of the study followed by the sequence of proposed conceptual framework (i.e. input, process, output and impacts) and the structure of the questionnaire through which data of the present study has been collected and tabulated.

3.2 *Demographic Profile of the respondents*

3.3 The total number of population of the present study was 165 among which 81.21 (134) percent was male and 18.76 (31) percent was female respondents. They were selected on the basis of random sampling from six different batches of FTC. The table 3.1 shows the cadre-wise breakup of the respondents.

Table - 3.1: Cadre-wise Breakup of the respondents

Name of cadre	Number of Respondents	Percent (%)
Administration	80	48.48
Education	3	1.81
Police	7	4.24
Agriculture	14	8.49
Family Planning	7	4.24
Health	4	2.24
Fisheries	8	4.84
Economic	7	4.24
Information	4	2.42

Livestock	9	5.45
Taxation	7	3.03
Engineering	6	3.62
Audit & Accounts	9	5.45
Total	165	99.65

Source: Field Study

3.4 The above table indicates that majority of the respondents (48.48 percent) belong to the administration cadre, second highest respondents (8.49 percent) comes from agriculture cadre, while Livestock and Audit & Accounts (5.45 percent) attains the third highest score. The percent of the other ten cadres ranges from 3 (1.81 percent) to 7(3.03 percent) respectively.

b) **Age structure of the respondents**

3.5 Table 3.2 highlights the age structure of the respondents of the present study, it shows that 50.90 percent respondents belong to the age group between 25 to 30 and 44.84 percent respondents fall under the age group of 31 to 35. This statistics indicates that majority i.e. 95.74 percent respondents are younger than that of their other colleagues only 1.81 percent of respondents belong to the 41 to 45 years old.

Table - 3.2: Age structure of the respondents

Classificati on of age	Male	Female	Both sex	Percent (%)
25 - 30	67 (40.60%)	17 (10.30%)	84	50.90
31 - 35	60 (36.36%)	13(7.87%)	73	44.24
36 - 40	04 (2.42%)	01 (0.60%)	5	3.03
41 - 45	03 (1.81%)	-	3	1.81
Total	134 (81.21%)	31 (18.78%)	165	99.99

Source: Field survey

3.6 In terms of gender classification this table provides that 81.21 percent respondents of the present study are male and 18.78 percent respondents are female. Amongst, which 10.30 percent female respondents fall under 25-30 age group, 7.87 percent fall between 36-40 age group. As it has already mentioned earlier that respondents of the present study have been selected on the basis of the random sampling, there was no scope to maintain balance between two sexes.

3.7 **Marital Status**

3.8 Table - 3.3: Highlights the marital status of the present study which reflects that 69.09 percent of the respondents are married among which 58.78 percent of the respondents are male while 10.30 percent of respondents are female. Only 29.69 percent respondents are unmarried among them 75.51 percent respondents are male and 24.48 percent respondents are female. Only 29.69 percent respondents are unmarried among them 75.51 percent respondents are male and only 24.48 percent respondents are female.

Table - 3.3: Marital Status

Marital status	Number	Male	Female	Percent
Married	114	97	17	69.09
Unmarried	49	37	12	29.69
Divorced	2	-	2	1.21
Total	165	134	31	99.99

Source: Field survey

3.9 The table also provides that majority of the male respondents are married than that of the female respondents. There is no divorced respondent from male only 1.21 percent of female respondents are identified as divorced.

3.10 *Educational Qualification*

3.11 Table 3.4 deals with the educational qualification of the respondents, it indicates 68.48 percent respondents are Masters Degree holders among them majority i.e. 58.78 percent respondents are male and only 9.69 percent are female.

Table - 3.4: Educational Qualification

Level of education	Male	Percent	Female	Percent	Both sex	Total percent
Graduate	31	18.78	14	8.48	45	27.27
Masters	97	58.78	16	9.69	113	68.48
M.Phil	06	3.63	-	-	06	3.63
Ph.D	01	0.60	-	-	01	0.60
	135	81.79	30	18.17	165	99.98

Source : Field Survey

3.12 While, 27.27 percent respondents have got graduation degree among them 18.78 percent are male and only for 8.48 percent respondents are female. In contrast, 3.63 percent and 0.60 percent male respondents holding M. Phil and Ph.D degree and there is no female respondents in this category. Ratio of educational and qualification between male and female respondents of the present study is appear to be uniform, as the qualifications for eligibility to apply in the various cadres are more less same, but the common observation is that the better the academic achievement better the change to enter into the top ten cadres.

3.13 *Length of Service*

3.14 The length of service of the respondents of present study is depicted in the table 3.5, which shows that 93.33 percent respondents have got 1 - 5 years service experience, amongst which 76.36 percent respondents are male and 16.96 percent respondents are female.

Table - 3.5: Length of Service

Duration	Male	Percent	Female	Percent	Percent of both sex
1- 5 years	126	76.36	28	16.96	93.33
6-10 years	05	3.03	02	1.21	4.24
Above 10 years	03	1.81	01	0.60	2.42
Total	134	81.20	31	18.77	99.99

Source: Field Survey

3.15 Where as 4.24 percent respondents have 6 - 10 years service experience among which 3.03 percent male respondents have got 6 - 10 years service experience and only 1.21 percent female respondents have similar service experience. While, only 2.42 percent respondents have got above 10 years working experience amongst which 1.81 percent male and 0.60 percent female. It is observed that the respondents who have got more the service experiences can compare their job situation with that of training inputs naturally their feed-back about the course curriculum is more relevant than others. Findings of this table suggest that the experienced officers have got fairly good idea about the training input received so far and its utilization scope in the field situation.

3.16 This part of the report contains main analysis of the research highlighting the effectiveness of Foundation Training Course *in terms of input, process, output and outcome as well as impact of the training*. In order to collect reliable and dependable information from the participants most of the data collected through formal questionnaire in face to face interview. Respondents noted their opinions in the questionnaire distributed to them which was formulated to cover the goal of the study on a scale of 1 to 5 indicating lesser the number, less meet the expectations and greater the number more meet the expectations from the course (Table - 3.6).

3.17 In addition, an attempt has been made to gather the opinions and observations of the supervising officers of the respondents about the impact of FTC on their respective performance. Receiving these opinions and observation would help the researcher to generate most appropriate recommendations and suggestions for the present study. Besides, some comparisons have also been made with a number of recent studies of the same area. This information provides an additional insight into a wider dimension on the effectiveness of the Foundation Training Course.

3.18 *Participants expectations meet*

3.19 It begins with a question as to what extent did the Foundation Training Course (FTC)) meet the expectations of the respondents. Table 3.6 depicts the opinions of the respondents, which indicates that 52.13 percent respondents agreed that the course met their expectations they had before attending the program.

Table - 3.6: Extent of expectations meet

Number of Respondents	Far less than expected	Somewhat less than expected	Met expectations	Somewhat more than expected	Far exceeded expectations
-	1	2	3	4	5
165	3.64%	30.91%	52.13%	10.90%	2.42%

Source: Field Survey

3.20 While, 10.90 percent admitted that it met their expectations somewhat more than they had before attending the training program, only 2.42 percent respondents opined that it met their far exceeded expectations. In contrast, 30.91 percent respondents agreed that the course met somewhat less than expected before joining the course and only 3.64 percent respondents said that it did not met their expectations. Considering the opinions made by the participants it may be said that since the course met the expectations of 65.45 percent respondents to certain extent, so the training program was effective and meaningful for their career and it helps them to discharge their duties in their respective organizations.

3.21 *Quality of Training Course*

3.22 Table 3.7 deals with the quality of Foundation Training Course (FTC) which reflected that 55.75 percent respondents termed it as a *average quality training* and 20.00 percent respondents opined it as a *above average*, while only 9.69 percent respondents mentioned the training program as an *outstanding quality*. In contrast, only 11.52 percent and 3.04 percent respondents of the present study said that the quality of FTC was *below average* and *poor quality* respectively.

Table - 3.7: Quality of Foundation Training

Number of Respondents	Poor	Below average	Average	Above average	Outstanding
-	1	2	3	4	5
165	3.04%	11.52%	55.75%	20.00%	9.69%

Source: Field Survey

3.23 It is pertinent to mention here from the opinions made by the respondents in the table 3.7 that the foundation training course was really quality training indeed. Majority of the respondent's i.e 85.44 percent in the present study specifically termed it as an effective and quality training. The quality training would produce quality trainees which would ultimately help them to provide quality service to the respective customers.

3.24 *Effectiveness of Course Objectives*

3.25 Standard practice in training is to formulate a well thought-out objectives normally formulated before conducting specific course, as the objectives of any training program play not only a vital role in managing and conducting but also work as a guideline in making it as a effective and efficient as well as achieving the goal of the training. In other words all necessary initiatives for conducting a systematic and comprehensive training program mainly depend on the objectives of the course.

3.26 Table 3.9 mainly deals with the opinions of the respondents of the present study on the effectiveness of ten specific objectives of Foundation Training Course (FTC). Opinions made by the respondents are shown in the table 3.9 about the specific objectives of their courses on the basis of the five-point scale indicated in the questionnaire.

3.27 There were as many as ten specific objectives of the Foundation Training Course under study. The above table clearly indicates that the objectives of the FTC were very much effective to most of the respondents in terms of achieving the goal of the program. Respondent's opinions are highlighted in the table one by one. In terms of first objectives of the course under study, more than 54.5 percent respondents termed the objective of FTC was moderately effective, 26.70 percent said that it was quite effective and 7.30 percent respondents mentioned that the objective of FTC was highly effective. While, only 11.50 percent respondents opined it was limited effective in terms of creating a corps of skilled personnel.

3.28 30.92 percent, 31.51 percent and 12.72 percent respondents opined that the second objective of FTC was moderately effective, quite effective and highly effective respectively in terms of fostering 'esprit de corps' among the officers belonging to various cadres. While, 47.88 percent, 28.48 and 8.49 percent respondents said that the third objective of FTC was moderately effective, quite effective and highly effective respectively for inculcating a uniform perception among them. Similarly, 30.25 percent, 30.35 percent and 21.22 percent respondents opined that the fourth objective of FTC was moderately effective, quite effective and highly effective in terms of building positive attitude among themselves and creating a congenial environment for participation.

3.29 Besides, 45.46 percent, 33.94 percent and 5.45 percent of respondents opined the fifth objective of FTC was moderately effective, quite effective and highly effective in acquiring skill and techniques of modern management. Similarly, the sixth objective of FTC was moderately effective, quite effective and highly effective to 48.47 percent, 28.48 percent and 7.24 percent respondents to familiarize themselves with the changes taking place in different fields, especially in administration and development in our country and in the other parts of the world as well. While, 50.30 percent, 26.06 percent and 9.09 percent respondents admitted that the seventh objective of FTC was moderately effective, quite effective and highly effective in developing decision-making ability and analytical skills.

Table - 3.10 : Effectiveness of major areas

Sl. No.	Name of major areas**	1= Not effective	2= Limited effective	3=Moderately effective	4=Quite Effective	5=Highly effective
1.	Bangladesh Studies	3.63%	23.04%	46.06%	21.21%	6.06%
2.	Public Administration	1.21%	15.15%	51.52%	24.85%	7.27%
3.	Management Process	3.03%	13.94%	46.67%	27.88%	8.48%
4.	Development Economics	1.21%	12.73%	39.39%	34.55%	12.12%
5.	Skill Development and	1.81%	8.49%	45.46%	33.93%	10.30%

Source: Field Survey ** These were major areas of 28th FTC which were classified into 26 separate modules.

3.34 The above table reflects very much positive opinion of respondents on the five major areas such as (i) Bangladesh Studies, (ii) Public Administration, (iii) Management Process, (iv) Development Economics and (v) Skill Development. More than 45 percent respondents opined that the course contents of Bangladesh studies were moderately effective, 21.21 percent termed it was quit effective and 6.06 percent respondents as highly effective. In contrast 23.04 percent of respondents said that a course content of this area was limited effect and only 3.63 percent opined it as not effective.

3.35 The table also shows that Public Administration was comparatively more effective than that of the other major areas. More than 50 percent respondents expressed that it was moderately effective, 24.85 percent opined it as a quite effective and 7.27 percent termed it as a highly effective. Management Process and Skill Development have been rated by the participants as second and third highest effective major areas. 46.67 percent participants opined the first one as moderately effective, 27.88 percent quite effective at 7.27 percent respondents as highly effective. While 45.46 percent, 33.93 percent and 10.30 percent respondents opined about the second one as moderately effective, quit effective and highly effective respectively.

3.36 The Development Economics as one of the major areas of the FTC were also effective. 39.39 percent, 34.55 percent and 12.12 percent respondents opined that it was moderately effective, quit effective and highly effective respectively. While, 46.67 percent, 22.43 percent and 4.24 percent respondents said that the course contents were

moderately effective, quite effective and highly effective respectively. In contrast only 3.63 percent to 1.21 percent respondents said that the course content of this area under study was not effective.

3.37 Effectiveness of various modules under five major areas

3.38 These five major areas have been classified into number of modules and each and every module again consist number of issues/topics. In this section an attempt has been made to assess and evaluate the effectiveness of various modules under above-mentioned five major areas of the Foundation Training Course (FTC). *The curriculum of the FTC under study includes as many as 25 different modules and more than 275 regular topics under these modules.* The respondents of the present study were asked to measure the effectiveness and relevance of every topic on the five-point scale and also asked to provide suggestions, if any, in case of inclusion of any new topic(s) or omission of any existing topic(s) for each module. Following sections briefly highlights the view point of respondents on the various modules under five major areas. Table 3.11 to 3.15 depicts the opinions of the respondents in this regard.

3.39 Bangladesh Studies

3.40 It was the first major area of the training curriculum under study. Table-3.11 shows that 45.65 percent respondents opined about Bangladesh Studies module as quite effective, 39.10 percent as moderately effective and only 4.25 percent as highly effective. In contrast, only 3.35 percent and 7.65 percent respondents opined that the module was not effective and limited effective respectively. While, 46.40 percent respondents expressed their views that importance of policies of the government of Bangladesh module was quite effective, 33.60 percent as moderately effective and only 6.00 percent termed it as highly effective. On the contrary, 10.95 percent respondents rated this module was not effective and 3.05 percent opined it as limited effective to them. Respondents were also requested to make their opinions on the each topic of this module, which has got 9 specific topics.

Table - 3.11: Bangladesh Studies

Sl. No.	Modules under major areas	1= Not effective	2= Limited effective	3=Mod- erately effective	4=Quite Effective	5=Highly effective
a	Introducing Bangladesh	3.35%	7.65%	39.10%	45.65%	4.25%
b	Important Policies of the Government of Bangladesh	3.05%	10.95%	33.60%	46.40%	6.00%

Source : Field Survey

3.41 There were two modules under Bangladesh studies and main objective of these module was to enable the participants to analyze the social, political and cultural situation of the country and also majority 84.75 percent respondents considered that all the topics of this module were very much relevant and effective in disseminating sense of patriotism, history, liberation war, tradition, culture, social structure and resources of Bangladesh. This module has got 8 topics and the respondents identified all the topics included in the module as highly relevant to the FTC participants. Respondents did not suggest omitting any of the topics from the module rather they have suggested to retain the topics as it has been recommended to identify the salient features of the policy of the government. The main goal of this module was to acquaint the participants with the theoretical dimensions of policy-making and various policies formulated by the government.

3.42 **Public Administration**

3.43 This was the second major area of Foundation Training Course (FTC) curriculum designed to provide basic concepts of public administration and management in order to apprise the participants of the recent development in the field of public administration and development. An attempt has been made to assess the effectiveness of the various topics of public administration modules. Table-3.12 shows that it has got six modules.

Table - 3.12: Effectiveness of Public Administration

Sl. No.	Modules of training program**	1=Not effective	2=Limited effective	3=Moderately effective	4=Quite Effective	5=Highly effective
a	Development Administration	2.40%	11.60%	32.72%	34.54%	18.74%
b	Government System	4.24%	12.15%	32.12%	34.51%	16.96%
c	Administrative Reforms : Challenges of 21st Century	6.27%	15.03%	33.90%	32.66%	12.12%
d	Local Government of Bangladesh	6.06%	7.87%	24.24%	35.15%	26.66%
e	Total Quality Management in Public Sector	4.24%	10.30%	25.45%	37.57%	22.42%
f	Team Building and Behavioral Aspects in Administration	2.42%	8.48%	26.06%	33.93%	29.69%

Source : Field study

3.44 The above table-3.12 shows that there were six modules under Public Administration and opinions of the respondents about these modules are highlighted briefly in this section. 18.74 percent respondents opined that Development and Administration was highly effective to them, 34.54 percent considered it was quite effective and 32.72 percent rated it as limited effective to them. On the contrary, 11.60 percent and 2.40 percent respondents opined this module was limited effective and not effective. While, 16.96 percent respondents rated the module Government System was highly effective, 34.51 percent opined it as quite effective and 32.12 percent considered it as moderately effective. In contrast, 12.15 percent respondents termed it as limited effective and only 4.24 percent respondents opined, as it was not effective to them.

3.45 Table 3.12 also indicates 32.66 percent respondents opined that the Administrative Reforms: Challenges of 21st Century module was quite effective, 33.90 percent referred it as moderately effective and 12.12 percent respondents termed it as highly effective. In contrast, 15.03 percent respondents and 6.27 percent opined about this module as limited effective and not effective respectively. There were as many as 7 topics under this module, none of the participants suggested to omit and include any new topics in this

module. Analysis of the opinions provided by the respondents on the Local Government of Bangladesh module indicates that it was one of the most effective modules which, has been enabled the participants to understand the evaluation, problems and prospects of the Local Government system in Bangladesh. More than 26.66 percent respondents opined that this module was highly effective, 35.15 percent respondents said it was moderately effective and 24.24 percent respondents termed it as a limited effective. While, 7.87 percent respondents and 6.06 percent respondents opined it was limited effective and not effective respectively. There were 10 topics in this module no respondents so far opined any topics to be included or omitted.

3.46 Moreover, module Total Quality Management (TQM) in Public Sector also has been identified as one of the most effective and meaningful to the respondents. More than 22.42 percent respondents opined about this module was highly effective, 37.57 percent rated it as quite effective and 25.45 percent termed it as moderately effective. Where as only 10.30 percent and 4.24 percent respondents opined about this module was limited effective and not effective respectively. There were 4 topics under this module none of the respondents suggested to omit or include any topic of this module. Finally, about the last module Team Building and Behavioral Aspects of Administration 29.69 percent respondents opined that it was highly effective, 33.93 percent termed it as quite effective and 26.06 percent considered as moderately effective. In contrast 8.48 percent and 2.42 percent respondents opined it as limited effective and not effective respectively.

3.47 This module includes 8 topics; all of them are mainly theoretical in nature, but it has been able to convince the respondents as one of the important modules to acquaint the participants with the recent development in the field of public administration and management. On completion of the course they have been able to comprehend the basic concept of public administration and management. The respondents do not recommend omitting or including any new topics in this module.

3.48 Opinions made by the respondents about this module i.e. Team Building and Behavioral expects in Administration reflects that it was also effective and meaningful to the most of the participants. It has been able to convince the respondents as one of the important modules to acquaint the participants to practice human relations in the real life situation and foster spirits de corps in administration.

3.49 *Management Process*

3.50 There were 4 modules under the major area of Management Process, which have been considered by the respondents as one of the most important input of the training program. Table-3.13 briefly highlights the opinions made by the respondents on the effectiveness of four modules.

Table - 3.13 : Effectiveness of Management Process

Sl. No.	Modules of training program**	1=Not effective	2=Limited effective	3=Moderaely effective	4=Quite Effective	5=Highly effective
a	Personnel Management in Bangladesh	4.48%	20.00%	29.69%	24.24%	21.21%
b	Office Management	3.63%	8.48%	21.21%	34.54%	30.30%
c	Important Criminal, Civil and Land Laws	2.42%	10.30%	21.81%	35.15%	32.12%
d	Financial Management	10.30%	23.63%	26.06%	24.24%	15.75%

Source : Field study

3.51 Table 3.13 shows that 35.15 percent respondents opined Important Criminal, Civil and Land Laws module was highly effective, 35.15 percent opined as quite effective and only 21.81 percent respondents opined it as a moderately effective. On the contrary 10.30 percent and 2.42 percent respondents viewed it was a limited effective and not effective. While, 34.54 percent, 30.30 percent and 21.21 percent respondents opined Office Management module was highly effective, quite effective and moderately effective respectively. In contrast 20.00 percent and 4.48 percent respondent opined was limited effective and not effective to them.

3.52 Other two modules such as Personnel Management in Bangladesh and Financial Management have been rated less effective than that of the Criminal, Civil and Land Laws and Office Management modules 21.21 percent, 24.24 and 29.69 percent respondents viewed that Personnel Management in Bangladesh was highly effective, quite effective and moderately effective respectively. 24.24 percent, 15.75 percent and 26.06 percent respondents opined that financial management module was highly effective, quite effective and moderately effective respectively.

3.53 *Development Economics*

3.54 Table 3.14 shows that there are eight modules under the fourth major area of Economic Development and opinions made by the participants are highlighted in this table. Project Management and Environmental and Disaster Management modules have been identified as highly effective than that of the other six modules.

Table - 3.14 : Development Economics

Sl. No.	Modules of training program**	1= Not effective	2= Limited effective	3=Moderately effective	4=Quite Effective	5=Highly effective
a	Economic Theory: Micro and Macro	10.90%	16.96%	32.72%	26.66%	12.12%
b	Quantitative Analysis	4.24%	16.36%	29.09%	33.33%	16.96%
c	Research for Management Practitioners	7.87%	13.93%	31.51%	30.30%	16.36%
d	Development Planning and Poverty Alleviation	6.66%	14.96%	31.51%	27.27%	17.57%
e	Gender in Development	10.30%	21.21%	25.45%	28.48%	14.54%
f	Globalization and Sustainable Development	5.45%	7.27%	29.09%	32.12%	26.06%
g	Environmental and Disaster Management	6.06%	12.72%	22.42%	33.93%	24.84%
h	Project Management	4.24%	10.30%	21.21%	34.54%	29.69%

Source : Field study

3.55 More than 29.69 percent respondents opined the Project Management module was highly effective 34.54 percent respondent termed it was quite effective and to the 21.21 percent it was moderately effective. On the contrary, only 10.30 and 4.24 percent respondent opined it was limited effective and not effective respectively.

3.56 While, other six modules such as Economic Theory, Quantitative Analysis, Research for Management Practitioner, Development Planning and Poverty Alleviation, Gender in Development and Globalization and Sustainable Development have been rated as quite effective by the 26.66 percent to 33.33 percent respondents, 12.12 percent to 26.06 percent as highly effective and 25.45 percent to 32.72 percent respondents opined that these modules were moderately effective to them. In contrasts 21.21 percent to 7.27 percent respondents viewed that these six modules were limited effective to them and 5.45 percent to 10.90 percent opined these modules were not effective to them. Findings of these table clearly indicate that majority of the participants opined all the modules under the major area of the Development Economics were quite effective in acquiring basic ideas and knowledge on the above eight modules. They did not recommend any subjects to include or omit of these modules.

3.57 Skill Development

3.58 There were six modules under the major area of Skill Development, which is over the years becoming very much popular to the participating officers. The main aim of these module was to familiarized the participants with most commonly practiced software package of computer skill and also to sensitize the participant with common mistake of English and to help them to enhance their speaking and writing skill. Table 3.15 highlights the opinion of the effectiveness of the participants.

Table - 3.15 : Skill Development

Sl. No.	Modules of training program**	1= Not effective	2=Limited effective	3=Modereately effective	4=Quite Effective	5=Highly effective
a	English Language Skill	5.45%	11.51%	17.57%	35.75%	29.69%
b	Computer and Information Technology	4.24%	12.72%	23.03%	40.15%	33.33%
c	Field Study	7.87%	19.39%	26.06%	27.27%	19.39%
d	Ethics and Etiquette	15.15%	24.84%	31.51%	18.78%	9.69%
e	Extension Lecture	5.45%	6.06%	29.09%	30.30%	27.27%
f	Games and Exercise	3.85%	15.15%	30.10%	27.87%	19.37%

Source : Field Survey

3.59 The above table clearly shows that most of the modules under Skill Development were effective to the majority of the respondents. Computer and Information Technology, English Language Skill and Extension Lecture modules were quite effective to the 40.15 percent, 35.75 percent and 30.30 percent respondents. While 33.33 percent and 29.69 percent respondents opined these modules were highly effective to them. On the contrary, 11.51 percent, 12.72 percent and 6.06 percent respondents opined that above mentioned modules were limited effective and to 5.45 percent 4.24 percent and 5.45 percent were not effective.

3.60 Table 3.15 shows that another three modules under the major area of Skill Development were also effective to the majority of the respondents. 27.87 percent, 18.78 percent, and 27.27 percent respondents expressed their views that Games and Exercise, Field Study and Ethics and Etiquette modules were quite effective. While, 19.37 percent, 9.69 percent and 19.39 percent respondents opined that these modules were highly effective. These modules were moderately effective to the 30.10 percent, 31.51 percent and 26.06 percent respondents. On the contrary, 15.15 percent, 24.48 percent and 19.39 percent as well as 3.85 percent, 15.15 percent and 7.87 percent respondents termed these modules were limited effective and not effective to them respectively.

3.61 ***Training Methods:***

3.62 Unlike, objectives and course contents the training methods is considered as '*prime vehicle*' in making an effective, meaningful and efficient programmed designed to met the needs of prospective participants. The relative effectiveness of the various methods used in the training courses for achieving the objectives is a major concern of training professionals. Present study is an attempt to explore the effectiveness as to which method is more appropriate in learning. Table 3.16 depicts effectiveness of different training methods used in conducting the FTC under study.

Table-3.16 : Effectiveness of various Training Methods

Sl. No.	Name of Methods	1=Not effective	2=Limited effective	3=Moderaely effective	4=Quite effective	5=Highly effective
1	Lecture	7.27%	22.42%	33.93%	29.09%	7.27%
2	Reading Assignment	6.06%	13.33%	40%	30.90%	9.69%
3	Library Work	7.87%	12.12%	35.15%	32.12%	12.72%
4	Case Study	6.66%	8.48%	29.69%	33.33%	21.81%
5	Syndicate	4.84%	9.09%	24.84%	31.51%	29.69%
6	Workshop	8.48%	11.51%	28.48%	30.30%	21.21%
7	Seminar	7.27%	13.93%	32.72%	23.63%	22.42%
8	Group Discussion	4.84%	7.27%	25.45%	34.54%	27.87%
9	Film Show	7.87%	9.09%	23.63%	30.90%	28.48%
10	Study Tour	7.87%	6.66%	18.78%	32.72%	33.93%
11	BARD /RDA/ BRDT Attachment	3.63%	7.87%	16.96%	38.18%	33.33%
12	Village Study	8.48%	11.51%	21.33%	29.63%	30.90%
13	Extension Lecture	13.33%	26.06%	25.45%	21.21%	13.90%
14	Book-Review & Presentation	10.90%	8.48%	26.06%	26.66%	27.87%
15	Term Paper Writing	7.27%	13.93%	35.75%	25.45%	17.57%

Source : Field Survey

3.63 The above table 3.16 portrays that as many as fifteen (15) types of training methods were used in the present study in conducting and managing the courses by the trainers, facilitators and guest speakers. Comparison of these fifteen methods reflects that the respondents have considered almost all of the methods as moderately effective and quite effective (please note column number 4 and 5 of the table). Amongst which, the Study Tour method was identified as highly effective (33.93 percent) training method of the program followed by BARD /RDA/BRDT attachment 33.33 percent Village Study 30.90 percent and Film show 28.48 percent respectively.

3.64 While, Syndicate 29.69 percent and Book Review presentation 27.87 percent methods have been identify as next highest effective method of training. It is interesting to note that only 7.27 percent of respondents rated lecture method was highly effective followed by reading assignment 9.69 percent, and library work 12.72 percent. Analysis of this findings does clearly indicate that the trainers facilitators and guest speaker should follow other method than that of the widely practiced traditional lecture method in the FTC.

3.65 *Impact of Learning Input*

3.66 In order to justify the opinions made by the respondents on the effectiveness of training methods shown in the above table 3.16 of the present study, the following table 3.17 highlights a comparative scenario on the basis of the five major a variables of learning input. It includes program content or subject matter, instructors, training aids and materials as well as overall environment.

Table - 3.17: Effectiveness of various learning input

Si. No.	Learning Inputs	1= Not effective	2= Limited effective	3=Moderately effective	4=Quite Effective	5=Highly effective
1	Knowledge increase	1.21%	14.53%	50.91%	27.27%	6.06%
2	Changing attitude	5.45%	10.91%	46.66%	29.70%	7.28%
3	Increased skill	1.81%	16.37%	45.45%	30.31%	6.06%
4	Solving problem	2.43%	27.27%	44.45%	20.61%	4.84%
5	Taking appropriate decision	1.81%	27.88%	41.22%	22.42%	6.67%
6	Sharing experience	1.21%	10.91%	32.73%	41.22%	13.93%
7	Assess my own position	1.22%	7.88%	44.24%	30.30%	16.36%
8	Leadership within the group	3.03%	9.09%	41.22%	33.94%	12.72%

Source : Field Survey

3.67 The above table demonstrates that the inputs given through various methods by the trainers have been able to increase knowledge, skills, attitude and leadership quality of the respondents. More than 50.91 percent, 27.27 percent and 6.06 percent respondents opined that training methods used by the trainers have been increased their knowledge moderately, quite effectively and highly effective respectably. While, 46.66 percent, 29.70 percent and 7.28 percent respondents also endorsed their views that training methods have changed their attitude in providing better services than before and 45.45 percent, 30.31 percent and 6.06 percent respondents said that they could develop their skills in certain areas such as computer, speaking and writing skills in English.

3.68 In addition, 44.45 percent, 20.61 percent and 4.84 percent participants agreed that various training methods used in the training course under study also have been able to develop their leadership quality in the group and taking appropriate decision and sharing experience as well as assessing own position in the group . Analysis of these opinions clearly demonstrate that various methods used in the FTC of the present study were effective and there methods by and large have increased respondents knowledge, skills, attitude, leadership quality and decision-making capacity.

3.69 *Performance level after FTC*

3.70 In order to establish the relation between the input of training and its impacts on the performance, respondents of this study were asked to express their opinions about the level and quality of performance in their respective organizations after attending the Foundation Training Course. Table 3.18 highlights the respondent's opinions of the performance level after attending FTC on the basis of the following criteria.

Table - 3.18 Improvement of performance level after FTC

Perception of self improvement of performance		No. of participants	
		Course 1	Course 2
1.	Training Program has improved decision making skills in applying organizational context	79%	76%
2.	Have been able to infuse an atmosphere of team spirit in work group	77%	75%
3.	Feel more confident and better equipped to act as a leader and handle conflicting situation	77%	72%
4	Working relationship between associates and colleagues in their departments has improved	68%	71%

5	Feel better equipped to tackle expected events with skill and confidence	85%	80%
6	Manage to overcome crisis situations peacefully	77%	83%
7	Do not feel upset about future problems arising from managerial decisions	71%	77%
8	The program did cater to what organization expected to get out of it.	80%	82%

Source : Field Survey

3.71 Table 3.18 clearly indicates that the performance level of the respondents have been greatly improved after attending the Foundation Training Course under study. 79 percent and 76 percent of respondents expressed their opinions that training program has improved decision making skills in applying organizational context. While, 77 percent and 75 percent respondents opined that it has been able to infuse an atmosphere of team spirit emphasizing on the areas of most practical and relevant issues of management that were of practical value for the organizational activities. Moreover, 77 percent and 72 percent respondents endorsed their views that the training program made them more confident and better equipped to act as a leader and handle conflicting situation.

3.72 In addition, 68 percent, 71 percent, 85 percent and 80 percent respondents expressed their views that the training program greatly improved the working relationship between associates and colleagues in their organization and also felt better equipped to tackle expected events with skill and confidence. Majority of respondents i.e. 77 percent, 83 percent, 71 percent and 77 percent opined that the program has improved their confidence to overcome crisis situations peacefully and equipped them as a leader to handle conflicting situation. Table 3.18 also shows that 80 percent, 82 percent respondents expressed their opinions that FTC not only did cater to what organization expected to get out of it and equipped them to tackle the unexpected events with better skills and confidence but also they do not feel upset about the future problems arising from their managerial decisions taken by them from time to time respectively.

3.73 *Comparison between two situations in terms of knowledge and skill under major areas of inputs*

3.74 The above description of the five major areas of training inputs on an average demonstrates that respondents of the present study admitted that they have been able to improve their knowledge and skill in attending the FTC to some extent. This data has nullified the first hypothesis and validated the second hypothesis of the present study. Table 3.19 depicts this information through which hypothesis of the present study can be justified.

Table 3.19 Comparison between two scenarios

Major areas	Level of knowledge before FTC		Level of knowledge after FTC		Level of knowledge increased		Application Scope	
	Percent	Median	Percent	Median	Percent		Percent	Median
Bangladesh Studies	56	3.48	81	5.1	25		65	3.80
Public Admn	51	3.15	78	4.27	28		62	3.75
Management Process	49	3.23	79	4.58	29		63	3.78
Development Economics	52	3.21	63	4.25	21		60	3.67
Skill Development	56	3.52	87	4.83	31		77	3.92
Average	52.8	3.32	77.6	4.60	26.8		65.4	3.78

Source: Field Survey. Level of knowledge 5 to 6 'very high', 4 to 4.99 'high', 3.5 to 3.99 moderate and below 3.5 'low'.

3.75 The above table shows that five major areas of FTC have provided a positive impact to the respondents of the present study. The average level of knowledge improvement on the Bangladesh Studies after completion of the course has increased from 56 percent to 65 percent and in terms of median its level increased from 3.48 to 5.10 and is 25 percent higher than that of level before attending the training course. But in case of Public Administration the average level of knowledge improvement has

3.73 *Comparison between two situations in terms of knowledge and skill under major areas of inputs*

3.74 The above description of the five major areas of training inputs on an average demonstrates that respondents of the present study admitted that they have been able to improve their knowledge and skill in attending the FTC to some extent. This data has nullified the first hypothesis and validated the second hypothesis of the present study. Table 3.19 depicts this information through which hypothesis of the present study can be justified.

Table 3.19 Comparison between two scenarios

Major areas	Level of knowledge before FTC		Level of knowledge after FTC		Level of knowledge increased		Application Scope	
	Percent	Median	Percent	Median	Percent		Percent	Median
Bangladesh Studies	56	3.48	81	5.1	25		65	3.80
Public Admn	51	3.15	78	4.27	28		62	3.75
Management Process	49	3.23	79	4.58	29		63	3.78
Development Economics	52	3.21	63	4.25	21		60	3.67
Skill Development	56	3.52	87	4.83	31		77	3.92
Average	52.8	3.32	77.6	4.60	26.8		65.4	3.78

Source: Field Survey. Level of knowledge 5 to 6 'very high', 4 to 4.99 'high', 3.5 to 3.99 moderate and below 3.5 'low'.

3.75 The above table shows that five major areas of FTC have provided a positive impact to the respondents of the present study. The average level of knowledge improvement on the Bangladesh Studies after completion of the course has increased from 56 percent to 65 percent and in terms of median its level increased from 3.48 to 5.10 and is 25 percent higher than that of level before attending the training course. But in case of Public Administration the average level of knowledge improvement has

increased from 51 to 78 and its median level increased from 3.15 to 4.58 percent. While the average level of knowledge in the major area of Management Process is even higher than that of Public Administration i.e. it increased from 49 to 79 and its median level increased from 3.23 to 4.58 and in terms of percentage both of these subjects are 28 and 29 percent higher than that of the level before attending FTC.

3.76 In contrast, Economic Development as one of the major areas could not enhance their level of knowledge like Public Administration and Management Process. It can be noted here that Skill Development has been adjusted one of the most effective subject in developing and improving respondent's level of knowledge and skill than that of the other four major areas. It has increased the level of knowledge and skill from 56 to 87 and its median level increased from 3.52 to 4.83 and it is 31 percent higher than that of the level before attending FTC. The average level of knowledge increased 52.8 to 77.6 and 4.60 median as well as 26.8 for the all respondents is also praise-worthy. Similarly, application scope of these major areas in the job situation have also been widen tremendously.

3.77 *Opinions of Supervising Officers*

3.78 The degree of reliability of the opinions made by the respondents on the improvement of their performance also depends on how carefully respective supervisors observe their subordinate performance. In line with this understanding an attempt has been made to compile opinions of the supervising officers in order to identify the difference of quality and level of the performance of the respondents of the present study. Comparing the participant's responses with that of their supervisors, it was found that by and large most of them clearly stated that the Foundation Training Course has developed the over all performance level of the participating officer than before. Table 3.19 demonstrates the opinions of the supervising officer of the respondents on the basis of the following aspects of managerial skills.

Table 3.20: Supervisor's opinions about the respondents' performance

Aspects of Managerial Skills	Supervisors who reported improvement in their Trainee
1. There is an improvement of job performance	64%
2. Officer is more systematic and analytical in his approach to problem solving	51%
3. Officer has developed a positive attitude after this course	54%
4. Officer is able to understand and coordinate the working of the various departments	75%
5. Officer has an improved working relationship with his colleagues in other departments	56%
6. Officer appears to be pro-active and is more available to subordinates	31%
7. Officer shares more information with subordinates and delegates responsibility more often to him	49%
8. Officer is able to fix priorities of his each much better than before	67%
9. Officer has been able to infuse a greater spirit of team work	52%
10. While tackling the problems the officer now examines the problem from all the department's point of view	74%

Source: Field Survey

3.79 Analysis of the above table indicates that 75 percent and 74 percent of supervising officers opined that participating officer of Foundation Training Course is now able to understand and coordinate the working of the various departments and he can examine the problem from all departments' point of view. While, 67 percent and 64 percent supervisors expressed their views that FTC has made the concerned officer competent to fix priorities of his task much better than before and there is an improvement of job performance.

3.80 In addition, 56 percent and 54 percent supervisor opined that the participating officer has an improved working relationship with his colleagues in other department and also developed positive attitudes in providing his services. While, 52 percent and 51 percent supervisors opined that participating officer is now more systematic and analytical in his approach to problem solving. In contrast, only 49 percent and 31 percent supervisor expressed. They also opined that officer shares more information with subordinates and delegates responsibility and they are more pro-active in providing their services.

3.81 *Suggestion for Improvement*

3.82 In addition, opinions were sought from the supervising officers as to how the Foundation Training Course could be made more effective, meaningful and job oriented in future. Some of their suggestions have been enlisted below:

Table: 3.21: Supervisors opinions for the improvement of FTC

Sl. No.	Suggestion for Improvement	Number of supervisors
1	Regular periodic/annual conferences /workshop should be organized by the representative of various cadres and controlling authority	78%
2	Organized curriculum committee meeting in which secretaries, of different ministries, divisional commissioner, heads of concern directorate and deputy commissioner could be invited	82%
3	Holding periodic formal dialogues between client customer stakeholders and the trainers	80%
4	BPATC should undertake regular research on training need assessment(TNA) and post training utilization(PTU)	76%
5	Context evaluation, to determine what needs are served by the program : helps in "program planning" decisions	65%
6	Inputs Evaluation, to determine the program resources and alternative strategies; helps in "program structuring" decisions	67%
7	Process Evaluation, to assess the program implementation, and its strengths, weaknesses, opportunities and threats (SWOT); helps in "program implementing" decisions.	70%
8	Coordinating systematic reviews and follow-up of the training programs jointly by the organizations and training institution	73%

Source : Field survey

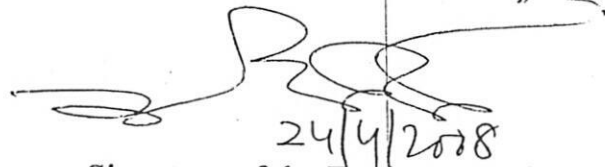
3.83 The above table indicates that there are certain aspects that should be carefully considered to make the Foundation Training Course more effective and meaningful. 82 percent and 80 percent supervising officers endorsed their view that BPATC authority should invite Secretaries of different ministries, Divisional Commissioner, Heads of concern directorate and Deputy Commissioner in the curriculum meeting as well as holding periodic formal dialogues between client, customer stakeholders and the trainers. While, 78 percent and 76 percent supervisors opined that regular periodic /annual conferences /workshop should be organized by the representative of various cadres and controlling authority and BPATC should undertake regular research on training need assessment(TNA) and Post Training Utilization(PTU). Besides, 73 percent, 70 percent, 67 percent and 65 percent supervisors recommended to initiate context, inputs and process evaluation in order to make the FTC to be more job oriented training course respectively.

140-138

Bangladesh Public Administration Training Centre
Savar, Dhaka.

Recommendation about Research Report

On the basis of the opinion of Appendix-A, I do hereby recommend to approve the research report titled 'Follow-up Study on Effectiveness of Foundation Training Course (FTC)' conducted by *Syed Shamsul Alam*, Director and *M. Arifur Rahman*, Evaluation Officer of BPATC.



24/4/2018

Signature of the Evaluator and Date

Name: Md. Shafiqul Haque

Designation: Deputy Director (Research)

Address: BPATC, Savar, Dhaka.

Telephone: 7710010-16/4171

Bangladesh Public Administration Training Centre
Savar, Dhaka.

Evaluator's Comments on the Research Report

Title of the Research Project: Follow-up Study on Effectiveness of Foundation Training Course (FTC)

Researcher(s): Syed Shamsul Alam, Director; M. Arifur Rahman, Evaluation Officer

1. Please make your comments on the following points of the research report:

- (a) Format and sequence: Acceptable.
- (b) Relevance of the contents with the title and objectives: Acceptable, but still requires revision. For example, measurement criteria of 'effectiveness' were not clearly spelt out. Objective (i) is an integral part of this research, thus it is not required to review rather examine whether the objectives of FTC were relevant or not and to what extent objectives were achieved.
- (c) Research Methods: Research methods of the study could be improved. For example, number of participants attended the 25th to 30th FTC could be mentioned to understand the sample size. Status and cadre identity of the supervisors could also be mentioned. Number of FGDs conducted is not mentioned and guideline of FGD is also not attached. Definition of FGD is not required to put in the main text rather than as footnote if necessary.

In Para 1.22 it is mentioned that the researchers did not complete the task on time 'because of preoccupation of other important job'. This sentence could be deleted. Moreover, findings of FGDs and data collected from peers, subordinates, public representatives and beneficiaries (Para 1.23) are also missing.

Furthermore, Para 1.25 is not actually 'scope' rather it relates to justification. Thus, it could be deleted. In Para 1.26, researchers wrote 'authors were seriously disappointed in getting filled in questionnaires in due time from the respondents', which is contradictory as data were collected from the participants 'through formal questionnaire in face to face interview' (Para 3.16). So, it could be omitted or revised.

Attached questionnaire contains few questions which are relevant to happiness status of the participants during their stay at BPATC and responses against those questions are not presented in the report.

- (d) Logical analysis of the research findings: Acceptable.

basic ideas and knowledge on the above eight modules' (Para 3.56). This analysis is not correct as response of the respondents under 'quite effective' category varies from 26.66% to 33.93%. Therefore, it could be corrected. Last two lines of the Para 3.67 also needs to be rewritten on the basis of Table-3.17.

In Column 3 and 4 of Table-3.18 'Course 1' and 'Course 2' were mentioned, but it is not clear why other four courses were missing and which FTCs were represented by 'Course 1' and 'Course 2'. It needs to be clarified. Table 3.19 shows the gap of knowledge-level between before and after FTC. However, it is not clear how the researchers measured this gap.

3. Do you think the findings of the research will help formulate policy options of the government and do further research in this field?

☒

Yes

☐

No

4. On the basis of the above assessment, I do hereby

(a) recommend the report for approval ☐

OR

(b) recommend the report for approval subject to necessary amendment by the researchers(s) on the basis of the aforementioned opinion ☒


24/4/08

Signature of the Evaluator and Date

Name: Md. Shafiqul Haque

Designation: Deputy Director (Research)

Address: BPATC, Savar, Dhaka.

Telephone: 7710010-16/4171

Gmail Calendar Documents Photos Reader Web more ▾

shafiquh@gmail.com | Settings | Help | Sign out



Search Mail

Search the Web

Show
Creat[Compose Mail](#)[Inbox \(132\)](#)[Starred ☆](#)[Chats ☞](#)[Sent Mail](#)[Drafts \(13\)](#)[All Mail](#)[Spam \(255\)](#)[Trash](#)[Contacts](#)

▼ Quick Contacts

Search, add, or invite

● [Md. Shafiqul Haque](#)

Set status here ▾

● [Anisur Rahman...](#)● [Md. Zakir Hoss...](#)● [Monzurul Huq](#)
[A.F.M. Amir Hu...](#)[admiss.app](#)[afia rahman](#)[mahmud hoque](#)[Morshed Alom](#)[mottaleb abdul](#)[rklenin@yahoo...](#)[Add contact](#)[Show all](#)

▼ Labels

[Edit labels](#)

▼ Invite a friend

Give Gmail to:

[Send invite](#) 99 left[preview invite](#)US Expat Return Fee \$200 - www.expattaxes.com US Expat, US Non-Res[« Back to Inbox](#)[Archive](#)[Report Spam](#)[Delete](#)

More actions...

1 of 483 Older ▸

BPATC/Res/Project-35/2005-489 dt 16.4.08[Inbox](#)☆ [mosharraf hossain](#) to [I](#) [show details](#) 1:49 pm (2 hours ago) [↶](#) [↷](#) [Re](#)

Dear Mr. Mahmud,

Sorry for the delay. Encl. pl find my comments on the above reference.

Thanks.

Mosharraf

Send instant messages to your online friends <http://uk.messenger.yahoo>.**FTC.doc**30K [View as HTML](#) [Open as a Google document](#) [Download](#)[↶ Reply](#) [↶ Reply to all](#) [↷ Forward](#) [Invite mosharraf to Gmail](#)☆ ● ["Md. Shafiqul Haque"](#) [show details](#) 4:03 pm (2 minutes ago) [↶](#) [Re](#)

Thank you Sir for sending the feedback. I am going to send it to Director (Research & Development)

With best regards

Shafiq

- Show quoted text -

Md. Shafiqul Haque

Deputy Director (Research)

Bangladesh Public Administration Training Centre (BPATC)

Savar, Dhaka-1343

Bangladesh.

Telephone: PABX-8802-7710010-16/4171 Mobile-01552329028

[↶ Reply](#) [↷ Forward](#)

Title of the Research Project: Follow-up Study on Effectiveness of Foundation Training Course(FTC)

Authors: Syed Shamsul Alam and M. Arifur Rahman

1. Please make your comments on the following points of the research report:

(a) Format and sequence: Standard format and sequence have been followed.

(b) Relevance of contents with the title and objectives:

It appears to be ok apparently. But a careful study reveals the inconsistencies in the contents, objectives. It is a follow-up study no doubt since it has been followed up in the field during post training period of the former participants. Objectives have been clearly set. But the words **review(first objective) and effectiveness (second and third objectives)** are not defined anywhere in the text. Although it is clear from the report that researchers wanted to see effectiveness or utilization of training inputs in the field situation. They were able to show through the opinions of the former participants and their supervisors the so- called effectiveness of the FTC

No demonstrable evidences are exhibited. Therefore one may question the validity and reliability of the data used and the conclusion drawn. **However, if this is treated as an end-of course evaluation following a gap of few years than this research may put quite a few insights. For this , the study provides a very good opportunity to compare the findings with those of the end-of-course data of the period when these officers took their FTC. This may provide a comparative insights between end-of-course evaluation ,just after training and post training on the job opinion evaluation.**

(c) Research Methods: For opinion survey, methods used are ok. For in-depth analysis the methods should have been more penetrating including instruments (questionnaire etc) and should have been based on hard evidences. Methodology does not delineate the cadre composition and in order to reflect the cadre composition and strength in representation some weight -age should be given. It is not clear from the methodology whether such weight -age was given or not.

(d) Logical analysis of the research finding : Given the situation, analysis appears to be ok.

(e) Whether recommendations/suggestions are made on the basis of findings?

A number of recommendations/suggestions/conclusions are not based on empirical findings. For example-inclusion of MDGs in the fFTC. Where are the key recommendations in the report as claimed in the conclusion? If any , may be shown conspicuously,

(f) It is ok, professionally written. Some printing errors should be corrected and some editing is necessary.

(g) References are ok but should follow standard procedure, latest ones.

2. Given in 1(a)

3. Do you think the findings of the research will help to formulated policy options of the govt and benefit the research?

Chapter -IV

4.0 *Summary of findings and Recommendations*

(a) *Summary*

4.1 This research has been aimed at studying various aspects of effectiveness of six batches of foundation training courses conducted by the Bangladesh Public Administration Training Centre held in July 2000 to September 2002. On the basis of the information and data used in the study following summary and recommendations have been emanated for the development of FTC's and to formulate appropriate strategies in future:-

(a) Amongst the pertinent variables, meeting the expectations from attending the FTC was considered to be the significant to assess the effectiveness of the course. Accordingly table 3.6 depicts the opinions of the respondents on the extent of expectations met from attending FTC; more than 65 percent stated that the course met their expectations to certain degree. It also indicates that curriculum of the courses was more or less effective and meaningful which was able to meet the expectations of the respondents.

(b) FTC was more or less good to the all respondents, more than 55 percent respondents termed it as 'average', 20 percent 'above average' and 9.69 percent termed as 'outstanding' in its quality. In contrast, only 11.52 and 3.04 percent respondents opined it as 'below average' and 'poor quality'. Findings prove high average tendency in favour of quality and result-oriented training which can further be enhanced by careful consideration of the feed back given by the participants after the completion of the course.

(c) Findings of the study on the effectiveness of course objectives indicate that it was 'moderately effective' to the most of the respondents (26.06 to 54.50 percent) 'quite effective' to the 26.06 to 39.39 percent respondents and 5.45 to 23.65 percent respondents opined it was 'highly effective'. But the average responses reveal that effectiveness of course objectives adapted in the FTC was not so high.

4.4(b) *Recommendations*

4.5 Findings presented in the preceding sections implied that the ratio of effectiveness of the foundation training courses under study over the years has increased than before but there is considerable scope to improve the effectiveness of the FTC in future. In designing the curriculum of future courses various issues of effectiveness must be considered.

4.6 The average degree of effectiveness of the FTC under study in terms of acquiring knowledge in the various subjects, skills in using computer and information technology as well as proficiency in reading, writing and speaking English accounts for only 42 percent. This calls for comprehensive planning, redesigning and improving the curriculum of the next FTC along with readjustments in training methods, tools and policies of the course management.

4.7(a) Evaluation system followed in assessing the performance of the participants in various modules was adjusted as down direction. Similarly, training methods used in conducting various sessions demonstrate low effectiveness. Thus analytical, quiz and multiple choices could be introduced in the examinations of various modules and more participatory training methods like syndicate, group discussion, and team assignment should be introduced to maximize the effectiveness of foundation training courses in future.

4.7(b) with balanced mix of knowledge, skill and behaviour content in the training module there is scope for the use of few other training techniques and instruments which are not being used presently in the FTC. On return from training program, an officer should be given an opportunity to share his experience and views in regards to the knowledge acquired with his senior colleagues and juniors.

4.8 Foundation Training Course should made compulsory for all newly recruited cadre officers and non-cadres officers and they should attend the FTC before joining their respective jobs. The curriculum of FTC should be redesigned and improved by incorporating the opinions and suggestions from the supervising officers of the participants and it should be done in a continuous process.

4.9 **Conclusion**

4.10 The most effective training programs are normally designed to respond to the needs of the participants as expressed by them. It can only be maintained when its follow-up and evaluation system would be continuous. With a view to obtain maximum possible advantage of the future FTC, the suggestions given by the participants in the present study need to be carefully examined. As the scope for improvements in this dynamic bureaucratic system is never ending and therefore need of adopting pragmatics and creative approach is essential. Research findings and suggestions of the present study clearly indicate that various aspects of foundation training courses were to some extent realistic, meaningful and effective for developing the knowledge skills and attitudes of the respondents. Together with all the above mentioned skills, training some other advanced areas such as information and communication technology (ICT) GIS and MIS are coming into use, participants should be exposed to handle these technology with appropriate skill.

4.11 Moreover, experiences and observations are showing that, in making training curriculum more effective and need-based innovation and continuous improvement is necessary. The objectives of the foundation training course should be embodied in line with Millennium Development Goals (MDGs) and BPATC needs to identify its training priorities according to the need of newly recruited members of Bangladesh Civil Service not others. Above all, it is hoped that the set of key recommendations presented in this research report could be considered useful policy options for making FTC training program more effective and meaningful.

Bibliography

1. Ali M. Hossain, Md. Sirajul Islam and M.A. Quader, Effectiveness of Foundation Training Course, BPATC, Savar, Dhaka, 1998.
2. Bramley Peter, Evaluation of Training: A Practical Guide, British Association Press, London, 1986.
3. Boydell, T. A Guide to Identification of Training Needs, London, 1996
4. Butler, John L. "A Study of the Effectiveness of Lecture versus Conference Teaching Techniques in Adult Education". Dissertation Abstracts 26, 1966.
5. Carnevale, A.P; Gainer, L.J and Villet, J, Training in America: The Organization and Strategic Role of Training, Sanfranciso: Jossey-Bass.
6. Campbell, John P.; Dunnette, Marvin D.; Lawler, Edward E., III; and Weick, Karl E., Jr. Managerial Behavior, Performance and Effectiveness. New York: McGraw-Hill, 1970.
7. Carnevale. A.P., Gainer, L.J. , and Villet, J. (1990), Training in America: The Organization and Strategic Role of Training, p.30, San Francisco: Jossey-Bass.
8. Dr. Ekram Hossain, Dr. M Tareque and N. Ahmed Follow-up Study on Special Foundation Training Course, BPATC-Savar, Dhaka, 1992.
9. Fox, William M. "A Measure of the Effectiveness of the Case Method in Teaching Human Relations." Personnel Administration 26, No. 4, 1963.
10. Fast D: New approach to quantifying training program effectiveness. Training and Development Journal 1974.
11. Government of Bangladesh, Objectives and Strategies of the Plan of the Fifth Five Year Plan, 1997-2002, Planning Commission, Ministry of Planning. pp11-15.
12. Ganguli S: Evaluation of training effectiveness : When is it possible? Indian Journal of Training and Development 1977.
13. Huq. A.K. Fazlul and Md. Safiullah on "Assessment of Training Needs at Foundation Level" BPATC-Savar, Dhaka, 1989.
14. Hamblin, A.C. Evaluation and Control of Training, Maidenhead: McGraw Hill, 1974
15. Khan, Akbar Ali & Hossain Mosharaf, , on Post-entry Training in Bangladesh Civil Service: A Survey of the Problems and Potential, BPATC-Savar, Dhaka, 1986.
16. Kenney, J. & Reid, M. Training Interventions, London, IPM, 1992.
17. Karras E J: Training—a link to organizational change. Training and Development Journal 1973.
18. Kirpatrick K D L: Techniques for evaluating training programs. Training and Development Journal 1979.
19. Kenney, J., and Reid, M. Training Interventions, Institute of Personnel Management, London, 1992
20. Kumar U: Evaluation of training programs in the paradigm of research ASCI Journal of Management 1976.