EFFECTIVENESS OF FOUNDATION TRAINING COURSE

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Preface

BPATC for

Foundation training is one of the core courses designed and organised by the newly recruited civil servants. The course aims at developing cognitive, psycho-moto and affective learning of the officers who would perticipate in policy formulation and implementation process, maintain law and order and perform other development *al* tasks. The course also prepares and builds the newly recruited civil servants to undertake future challenges of administration and development. In other words, the course focuses on developing insights, perception and understanding of the participants over complex and dynamic socio-cultural, economic, political and administrative problems.

The research study has been undfertaken to determine the impact of the foundation training on individual participants in behavioural changes mainly in terms of change; in knowledge, skills and attitude. Moreover, the research study analysed the training methods, question/examination system and course duration. The empirical results proved low effectiveness in developing knowledge, skills and attitude of the participants. Training methodologies, question/examination system have also been proved inadequate in maximising participant's learning. Strong tendency subsists in retaining and extending course duration. This demands redesigning of the course modules with concurrent readjustment; in training methods, course duration, course management policies and other related issues.

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ACRONYMS AND NOTES

BPATC	-	**Bangladesh Public Administration Training Centre**
BASC	-	**Bangladesh Administrative Staff College**
COTA	-	**Civil Officers' Training Academy**
FTC	-	**Foundation Training Course**
FY	-	**Financial Year**
KSA	-	**Knowledge, Skills and Attitude**
NIPA	-	**National Institute of Public Administration**
OFP	-	**Old Foundation Participants who have completed Foundation Training before FY 1996-97**
RFP	-	**Recent Foundation Participants who have completed Foundation Training during FY 1996-97**
SO	-	**Supervisory Officers**

EFFECTIVENESS OF FOUNDATION TRAINING COURSE

Abstract

Foundation training is one of the core courses designed and organised by BPATC for the newly recruited civil servants. The course aims at developing cognitive, psycho-moto and effective learning of the officers who would perticipate in policy formulation and implementation process, maintain law and order and perform other development tasks. The course also prepares and builds the newly recruited civil servants to undertake future challenges of administration and development. In other words, the course focuses on developing insights, perception and understanding of the participants over complex and dynamic socio-cultural, economic, political and administrative problems.

The research study has been undertaken to determine the impact of the foundation training on individual participants in behavioural changes mainly in terms of change in knowledge, skills and attitude. Moreover, the research study analysed the training methods, question/examination system and course duration. The empirical results proved low effectiveness in developing knowledge, skills and attitude of the participants. Training methodologies, question/examination system have also been proved inadequate in maximising participant's learning. Strong tendency subsists in retaining and extending course duration. This demands redesigning of the course modules with concurrent readjustment in training methods, course duration, course management policies and other related issues.

1. 0   Introduction

Conceptual Model Of Foundation Training

Foundation training is one of the core courses designed and organised for the newly recruited civil servants of Bangladesh. This course has long heritage in developing cognitive and psycho-moto skills and attitudes of the officers who would formulate and implement state policies, maintain law and order and participate in development activities. During British rule, the functions of the covenanted civil services were limited to the collection of revenue and maintenance of law and order in order to maximise earning and perpetuate colonial power. The Fort William College with this aim was founded by the East India Company in 1800 in Calcutta, India. The aim of the college was to provide liberal as well as specialized

education and training for the recruits to the covenanted civil service. The syllabus comprised the humanities, sciences and some of the native languages (Rahman & Hossain, 1980; 308) . For training of writers, Hailey Burry College was founded in 1806 in England. Two year training course was mandatory for confirmation of appointment. Subsequently, the Lord Macauley Committee redesigned the training curricula in 1854 based on the philosophy that civil servants require "High Power of Minds" (Sapru, 1985; 111) . This level of mind, he hypothesized, cannot be attained by the best, the most liberal and the most finished education (Fulton Committee Report, 1966-68; 119-128). This, theoretical subjects, in addition to one year practical training, included were history, jurisprudence, commercial and financial science, and oriental languages(Rahman & Hossain, 1990; 310) .

After the independence of Pakistan in 1947, a civil service academy was founded in Lahore in 1948. Unfortunately, no such academy was established until beginning of 1960s. A succinct account of the training institutes established in East Pakistan (now Bangladesh) during Pakistan period are listed below :

Table-1

Training Institutions Founded by Pakistani Ruler in East Pakistan (now Bangladesh)

	Institute	Year Founded	Level of Participants
a.	National Institute of Public Administration (NIPA)	1961	Mid-level Officers (Deputy Secretary & equivalent)
b.	Gazetted Officers Training Academy (GOTA)	1961	Newly Recruited Civil Servants
c.	Staff Training Institute (STI)	1963	Clerical Staff

Source: Ali Ahmed, Bangladesh Public Administration Training and Senior Civil Servants (Dhaka: BASC, 1984) pp.191-224.

After independence of Bangladesh in 1971, training of civil servants received seminal attention of the government. The first five year plan (1973-78) emphasized the need for training for the officers and staff of all levels. In addition to the erstwhile training institutes (table-1) a new institute called BASC (Bangladesh Administrative Staff College) was established in 1977 to impart training to the Joint Secretary and equivalent level officers. The GOTA was reorganised and renamed as COTA (Civil Officers Training Academy). Finally, an integrated training management system was framed with the merger of all the four previous institutions. The newly emerged institute established in 1984 is now known as BPATC (Bangladesh Public Administration Training Centre).

Among the core courses organised by BPATC, Foundation Training is extremely seminal as long as it prepares and builds the newly recruited civil servants to undertake future challenges of administration and development. The course, however, do not provide any specialized training for any specific cadres. The course focuses on developing insights, perception and understanding over the complex and dynamic socio-cultural, economic, political and administrative problems. Moreover, it assists in developing inter-cadre team spirit. This research shall be directed to determine the effectiveness of the foundation training course mainly in terms of acquiring participants knowledge and skills and to some extent change in attitude and values.

Objectives

The study would mainly realise the following specific objectives :

a) to determine the impact of foundation training on individual participants in behavioural changes mainly in terms of knowledge, skills;

b) to analyse training methods, question and examination system and course duration and

c) to suggest actions for maximising effectiveness of foundation training course .

Scope and Limitation

The study entitled " Effectiveness of Foundation Training Course" in realising its objectives considered following major variables :

* Respondents' profile such as work experience, major work areas and academic background ;

* Behavioural impacts like knowledge, skills, attitude, beliefs, ethics, morality, leadership quality, decision and communication skills, report writing skills, project designing skills, data processing skills and other skills imparted in foundation training.

The study design mainly concentrates on the Foundation Course organised by BPATC. Other courses , course participants and training institutes remain beyond the purview of this study.

Methodology

The research study entitled "Effectiveness of Foundation Training Course" scheduled during FY 1996-97 is basically an evaluative research. Change in participants' knowledge, skills, attitude and beliefs, training methods, examination system, and other ancillary issues were analysed.

The study is mainly built on the primary source of data. In this process, two sets of questionnaire (appendix-1&2) were designed. The questionnaire-1 was distributed to the participants who have undertaken the foundation training and questionnaire-2 was distributed to the supervisors of the foundation trainees. The supervisors were asked to make a comparative assessment of the performance of the trained and untrained officers. Sample locations comprised participants of 19th Foundation Training Course and officers of the Dhaka and Manikganj collectorate, Savar and Dhamrai thana and Deputy Commissioners of 64 districts. Samples choosen on random sampling basis is presented in table-1. The conceptual model of the study, however, is formulative over the secondary source of data. A list of reference and bibliography is presented in appendix-3.

2. Empirical Findings And Analysis ~~Of Participant Respondents~~

Distribution pattern of Respondents

Statistics presented in this research paper are basically the contributions of 78 respondents of which 67.9 percent represents foundation trainees and 32.1 percent represents supervisors. Out of the foundation trainees, 38.5 perecent are termed as recent participants who have completed foundation traning during FY 1996-97 and 29.4 percent represents old participants who have completed foundation training prior to FY 1996-97.

Table - 2

Distribution Pattern of Respondents

Category	RESPONDENTS Number
Supervisory Officers	25
	(32.1)
Recent Foundation Participants	30
	(38.5)
Old Foundation Participants	23
	(29.4)
Total	78
	(100)

Academic Background of Participant Respondents

On an average 73.2 percent participant respondents hold master of equivalent degrees (table-3) while 19.6 percent hold bachelor or equivalent degrees. There is, however, none below bachelor or equivalent degree. The table also reveal that OFP are more academically qualified than RFP. The rate in case of RFP is 63.6 percent and in case of OFP is 87 percent.

Table-3

Academic Background of Participant Respondents

Academic Degree(s)	Response		
	RFP	OFP	TOTAL
SSC or Equivalent	0	0	0
HSC or Equivalent	0	0	0
Bachelor or Equivalent	8 (24.2)	3 (13)	11 (19.6
Masters or Equivalent	21 (63.6)	20 (87)	41 (73.2)
Other Degree(s) (Management-diploma, etc.)	4 (12.2)	0	4 (7.2)
Total	33 (100)	23 (100)	56 (100)

Respondent's Work Experience

Mean work experience of respondents reveal 11.2 years (table-4). The mean experience in case of RFP respondents are 5.4 years and in case of OFP respondents are 8 years. The averages of both participant respondents' work experience comprise 6.5 years while supervisory respondent's mean work experience, comprises of 21.1 years.

Most (45.3) participant respondents subsist in 1-5 years work experience category while supervisory respondents are most dominant in 20-25 years category. The work experiences of OFP are higher than RFP. In 5-10 years category 65.2 percent (highest) OFP clustered as against 70 peercent RFP in 1-5 years category.

Table-4

Respondent's Work Experience

Class Interval (in years) Inclusive Upper limit	Response				
	RFP	OFP	SUB-TOTAL	SO	TOTAL
1-5	21 (70)	3 (13)	24 (45.3)	0	24 (30.8)
5-10	3 (10)	15 (65.2)	18 (34)	0	18 (23.1)
10-15	6 (20)	5 (21.8)	11 (20.7)	5 (20)	16 (20.5)
15-20	0	0	0	2 (8)	2 (2.6)
20-25	0	0	0	13 (52)	13 (16.7)
25-30	0	0	0	5 (20)	5 (6.3)
TOTAL	30 (100)	23 (100)	53 (100)	25 (100)	78 (100)
~~Total~~ $\overline{X}$	5.4	8	6.5	21.1	11.2

Task Structure

Table- 5 lists 13 major tasks performed by participant respondents. The task "human resource management" topped (25.4 percent) all other tasks. Financial management and general management, however, ranked second (22.4 percent and 20.9) and third highest. Project management and judicial administration also occupy significantly rewarding position in the task structure.

Table-5

Participant Respondent's Task Structure

Major Tasks	Response
Auditing	1 (1.5)
Cooperative Management	1 (1.5)
Development Management	1 (1.5)
Financial Management	15 (22.4)
General Management	14 (20.9)
Human Resource Management	17 (25.4)
Inspection	1 (1.5)
Judicial Administration	5 (7.4)
Office Management	2 (3)
Project Management	7 (10.4)
Public Relations	1 (1.5)
Research Management	1 (1.5)
Revenue and Income Tax Administration	1 (1.5)
Total	67 (100)

Overall Impact of Foundation Training

Table 6 and 7 reflects overall impact of the foundation training on the participants' behavioural changes in terms of knowledge, skills, attitude, beliefs, values, morality, leadership quality, capacity to hard work and other related skills. The overall responses for both the RFP and OFP are succinctly presented in table - .

The positive and negative effects of foundation training are 18.8 percent lower and 4.1 percent higher respectively for OFP than RFP . Substantial positive impact of the training are 10.3 percent lower for OFP while 'some' positive impact are more or less equal for both the cases. The rate in case of RFP accounts for 41.8 percent and in case of OFP 41.1 resulting a deviation of only 0.7 percent. Little positive impact is also 7.8 percent lower for OFP. On the contrary, the impacts are 4.1 percent higher for OFP. Participants who are out of BPATC campus have more freedom to express their opinion than the participants who are living in the campus on a training programme.

Average results in table 8 depicts 5.7 percent negative impact and 82.2 percent positive impact of the foundation training. The rate of substantial positive impact comprise 27.8 percent, some positive impact 41.4 percent and little positive impact 13 percent. This, in other words, signifies that there are ample scope to enhance the effectiveness of the foundation training.

Positive and negative impact on specific areas (table 7 and 8) reveal 'sense of discipline' and 'capacity of hard work' as the highest (75.8) percent, and second highest (39.2) substantial positive impact for RFP. The highest (44.8 percent) and second highest (39.2 percent) substantial positive impact in case of OFP are 'capacity of hard work' and 'sense of discipline' respectively. Substantial impact on the development of knowledge and skills are at the low level (3.6 percent and 7.4 percent respectively) for OFP. The rate in case of RFP accounts for 24.1 percent and 25.8 percent respectively. This means that the knowledge and skills transmitted through the foundation course do not sustain for a long time. This

denounces the learning by hearing methods (lecture) of training. However, the foundation training creates some positive impact on incidental behavioural changes like beliefs, values, ethics, morality, development of confidence etc. both for RFP and OFP. This, in other words signifies that foundation training creates more positive impact on the subsidiary objectives than the principal objectives of the training. This calls for comprehensive designing and redesigning of the course modules with concurrent introduction of appropriate training methods and extension of the course duration.

Table-6

Overall Impact of Foundation Training on the Recent Foundation Participants

Grand Total	NEGATIVE IMPACT					CRITERIA	POSITIVE IMPACT				Sub Total
	Sub Total	Not at all	Little	Some	Subs tantial		Not at all	Little	Some	Subs tantial	
29 (100)	1 (3.5)	0	0	1 (3.5)	0	Acquisition of Knowledge	0	2 (6.9)	19 (65.5)	7 (24.1)	28 (96.5)
31 (100)	1 (3.2)	0	1 (3.2)	0	0	Development of Skills	1 (3.2)	7 (22.6)	14 (45.2)	8 (25.8)	30 (96.8)
33 (100)	3 (9)	0	1 (3)	2 (6)	0	Change of Attitude	1 (3)	7 (21.2)	14 (42.5)	8 (24.3)	30 (91)
29 (100)	1 (3.5)	0	1 (3.5)	0	0	Development of Ethics and Morality	4 (13.8)	3 (10.3)	12 (41.4)	9 (31)	28. (96.5)
28 (100)	1 (3.6)	0	1 (3.6)	0	0	Development of Beliefs and Values	2 (7.1)	7 (25)	14 (50)	14 (14.3)	27 (96.4)
31 (100)	1 (3.2)	0	1 (3.2)	0	0	Development of Confidence	2 (6.5)	5 (16.1)	12 (38.7)	11 (35.5)	30 (96.8)
29 (100)	0	0	0	0	0	Development of Analytical Skills	2 (6.9)	6 (20.7)	13 (44.8)	8 (27.6)	29 (100)
32 (100)	2 (6.3)	0	1 (3.1)	1 (3.2)	0	Development of Leadership and Supervision Skills	1 (3.1)	7 (21.9)	12 (37.5)	10 (31.2)	30 (93.7)
28 (100)	0	0	0	0	0	Capacity of Hard Work	1 (3.6)	6 (21.4)	10 (35.7)	11 (39.3)	28 (100)
29 (100)	1 (3.5)	0	0	1 (3.5)	0	Sense of Discipline	1 (3.5)	0	5 (17.2)	22 (75.8)	28 (96.5)

| 299 (100) | 11 (3.7) | 0 | 6 (2) | 5 (1.7) | 0 | **Total** | 15 (5) | 50 (16.7) | 125 (41.8) | 98 (32.8) | 288 (96.3) |

Table-7

Overall Impact of Foundation Training on the Old Foundation Participants

Grand Total	NEGATIVE IMPACT					CRITERIA	POSITIVE IMPACT				Sub Total
	Sub Total	Not at all	Little	Some	Subs tantial		Not at all	Little	Some	Subs tantial	
28 (100)	6 (21.4)	4 (14.2)	2 (7.2)	0	0	Acquisition of Knowledge	1 (3.6)	1 (3.6)	19 (67.8)	1 (3.6)	22 (78.6)
27 (100)	6 (22.2)	4 (14.8)	1 (3.7)	1 (3.7)	0	Development of Skills	0	5 (19.5)	14 (51.9)	2 (7.4)	21 (77.8)
28 (100)	6 (21.4)	4 (14.2)	1 (3.6)	1 (3.6)	0	Change of Attitude	1 (3.6)	2 (7.2)	11 (39.3)	8 (28.5)	22 (78.6)
26 (100)	6 (23)	4 (15.4)	0	2 (7.6)	0	Development of Ethics and Morality	5 (19.3)	3 (11.5)	5 (19.3)	7 (26.9)	20 (77)
29 (100)	7 (24.1)	3 (10.3)	2 (6.9)	2 (6.9)	0	Development of Beliefs and Values	4 (13.8)	3 (10.3)	8 (27.7)	7 (24.1)	22 (75.9)
28 (100)	6 (21.4)	4 (14.2)	2 (7.2)	0	0	Development of Confidence	2 (7.2)	3 (10.7)	11 (39.3)	6 (21.4)	22 (78.6)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	1 (3.5)	0	Development of Analytical Skills	2 (6.8)	5 (17.2)	14	2 (6.8)	23 (79.4)
28 (100)	6 (21.4)	1 (10.6)	2 (7.2)	1 (3.6)	0	Development of Leadership and Supervision Skills	1 (3.6)	2 (7.2)	13 (46.4)	6 (21.4)	23 (78.6)
29 (100)	2 (20.7)	1 (13.3)	1 (3.4)	0	1 (3.5)	Capacity of Hard Work	0	0	10 (34.5)	13 (44.8)	23 (79.3)
28 (100)	5 (17.9)	4 (14.3)	1 (3.6)	0	0	Sense of Discipline	1 (3.6)	1 (3.6)	10 (35.7)	11 (39.2)	23 (82.1)
280 (100)	60 (21.4)	38 (13.6)	13 (4.6)	8 (2.9)	1 (0.3)	**Total**	17 (6.1)	25 (8.9)	115 (41.1)	63 (22.5)	220 (78.6)

Table-8

Summary Overall Impact of Foundation Training

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Negative Impact					Partici-pants	Positive Impact					
Not at all	Little	Some	Substan tial	Sub total		Not at all	Little	Some	Subs-tantial	Sub total	Grand Total
0	6 (2)	5 (1.7)	0	11 (3.7)	RFP	15 (5)	50 (16.7)	125 (41.8)	98 (32.8)	288 (96.3)	299 (100)
38 (13.6)	13 (4.6)	8 (2.9)	1 (0.3)	60 (21.4)	OFP	17 (6.1)	25 (8.9)	115 (41.1)	63 (22.5)	220 (76.6)	280 (100)
38 (6.6)	19 (3.3)	13 (2.2)	1 (0.2)	71 (12.3)	TOTAL	32 (5.5)	75 (13)	240 (41.4)	161 (27.8)	508 (87.7)	579 (100)

Impact of Foundation Training on the Development of Knowledge

Tables 10 and 11 depict impact of foundation training on the development of knowledge of both OFP and RFP. The specific indicators used in measuring development of knowledge are analytical skills, presentation skills, decision making and problem-solving skills, capacity to motivate others, managing crisis and other related issues. The summary results demonstrated in table-9 reveal 85.4 percent positive impact (17 percent little, 48.2 percent some and 20.2 percent substantial) on the development of knowledge of the participant. The less than substantial positive impact accounts for 65.2 percent while substantial positive impact is only 20.2 percent. The empirical results also reports 1.7 peercent negative impact on the development of knowledge of the participants. This means that there are scope to maximise effectiveness of the foundation training.

Table-9

Summary Results Relating To The Impact Of Foundation Training On The Development Of Knowledge

Negative Impact					Partici-pants	Positive Impact					
Not at all	Little	Some	Substan-tial	Sub total		Not at all	Little	Some	Subs-tantial	Sub total	Grand Total
0	0	0	0	0	RFP	14 (5.9)	41 (17.3)	125 (52.7)	57 (24.1)	237 (100)	237 (100)
32 (14.3)	0	1 (0.4)	7 (3.2)	40 (17.9)	OFP	13 (5.8)	37 (16.6)	97 (43.5)	36 (16.2)	183 (82.1)	223 (100)
32 (7)	0	1 (0.2)	7 (1.5)	40 (8.7)	TOTAL	27 (5.9)	78 (17)	222 (48.2)	93 (20.2)	420 (91.3)	460 (100)

Tables 10 and 11 that portray specific knowledge output ranked RFP better than OFP in development of knowledge. RFP reports no negative effect of foundation training in terms of development of knowledge while OFP reports 3.6 percent negative impact. Positive impacts are also 17.8 percent higher for RFP than OFP. Less than positive substantial impact in case of RFP accounts for 70 percent and in case of OFP accounts for 60.1 percent. The substantial positive impact accounts 24.1 percent and 16.2 percent for RFP and OFP respectively.

Knowledge gained from the foundation training helped developing highest positive impact (100 percent) on lecture/presentation skills and lowest positive impact (88.9 percent) in 'policy formulation' for OFP while for RFP's highest positive impact was created in the areas of 'problem analysis' and 'managing crisis. The rates in both the cases comprise 96.7 percent. The lowest positive impact, however, was created in developing 'analytical' skills of the RFP. The rate in this case accounts for 90 percent. The results as analysed portray that there are ample scope to maximise learning and develop participants' skills on the areas listed in the tables 10 and 11 . This calls for overhauling of course contents, training methods, evaluation system, course management policies and all other related issues.

Table-10

**Impact of Foundation Training on the Development
of Knowledge of Recent Foundation Participant**

Total	NEGATIVE IMPACT				CRITERIA	POSITIVE IMPACT				Total
	Not at all	Little	Some	Substantial		Not at all	Little	Some	Substantial	
0	0	0	0	0	Analytical Skills	3 (10)	3 (13.3)	15 (50)	8 (26.7)	30 (100)
0	0	0	0	0	Interactive Ability	2 (6.7)	5 (16.7)	14 (46.6)	9 (30)	30 (100)
0	0	0	0	0	Lecture/ Presentation Skills	1 (3.7)	5 (18.5)	15 (55.6)	6 (22.2)	27 (100)
0	0	0	0	0	Policy Formulation Abilities	2 (6.7)	5 (16.7)	20 (66.6)	3 (10)	30 (100)
0	0	0	0	0	Decision Making Abilities	2 (6.7)	6 (20)	15 (50)	7 (23.3)	30 (100)
0	0	0	0	0	Problem Analysis Ability	1 (3.3)	5 (16.7)	16 (53.3)	8 (26.7)	30 (100)
0	0	0	0	0	Ability to Mobilize People	2 (6.7)	5 (16.7)	14 (46.6)	9 (30)	30 (100)
0	0	0	0	0	Ability to Manage Crisis Situation	1 (3.3)	6 (20)	16 (53.3)	7 (23.4)	30 (100)
0	0	0	0	0	Total	14 (5.9)	41 (17.3)	125 (52.7)	57 (24.1)	237 (100)

Table-11

Impact of Foundation Training on the Development
of Knowledge of Old Foundation Participant

Grand Total	NEGATIVE IMPACT					CRITERIA	POSITIVE IMPACT				Sub Total
	Sub Total	Not at all	Little	Some	Subs tantial		Not at all	Little	Some	Subs tantial	
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Analytical Skills	1 (3.6)	2 (25)	13 (46.4)	2 (7.1)	23 (82.1)
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Interactive Ability	1 (3.6)	0	19 (67.8)	3 (10.7)	23 (82.1)
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Lecture/ Presentation Skills	0	2 (7.1)	14 (50)	7 (25)	23 (82.1)
27 (100)	5 (18.5)	4 (14.8)	0	0	1 (3.7)	Policy Formulation Abilities	3 (11.1)	9 (33.4)	8 (29.6)	2 (7.4)	22 (81.5)
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Decision Making Abilities	2 (7.1)	5 (17.9)	10 (35.1)	6 (21.4)	23 (82.1)
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Problem Analysis Ability	2 (7.1)	5 (17.9)	11 (39.2)	5 (17.9)	23 (82.1)
29 (100)	5 (17.9)	4 (14.3)	0	1 (3.6)	0	Ability to Mobilize People	2 (7.1)	5 (17.9)	10 (35.7)	6 (21.4)	23 (82.1)
28 (100)	5 (17.9)	4 (14.3)	0	0	1 (3.6)	Ability to Manage Crisis Situation	2 (7.1)	4 (14.3)	12 (42.8)	5 (17.9)	23 (82.1)
223 (100)	40 (17.9)	32 (14.3)	0	1 (0.4)	7 (3.2)	**Total**	13 (5.8)	37 (16.6)	97 (43.5)	36 (16.2)	183 (82.1)

Impact of Foundation Training on the Development of Skills

Tables 12 and 13 reveal effectiveness of the foundation training in development of certain skills like conducting meeting, project planning, report preparation, administrative communication, data processing and analysis and other extra curricula skills like car driving, sports and physical exercise and so on. The empirical results portray substantial development

of the listed skills by 32 percent while 'little' and 'some' together comprise 62.6 percent for RFP 'Not at all' development of skills also accounts for 5.4 percent for RFP.

Development of the skills generated from the course are lower for OFP. The rate accounts for 74.4 percent (19.3 percent little, 39 percent some and 16.1 percent substantial) as against 94.6 percent (18.3 percent little, 44.3 percent some and 32 percent substantial) for RFP.

Table 12 relating to RFP depicts highest positive impact of the foundation course on the development of the skills on administrative communication and sports/physical exercise. In both the cases the rate comprises of 100 percent, Computer operating skills and skills in conducting meeting proved least effective. The rates in these cases comprise 89.7 percent and 90 percent respectively.

Table 13 relating to OFP portray highest (100 percent) positive impact of sports, physical exercise followed by administrative communication and conducting meeting by 95.7 in both the cases. The least effective skills developed by the foundation course represent 'computer operation (10 percent), car driving (33.3 percent) and negotiation skills (43.4 percent).

The findings of the table 12 and 13 confirm that there are at least 68 percent and 83.9 percent scope for development of the listed skills both for RFP and OFP respectively from 'not at all' 'little' and 'some' to 'substantial' development. Thus, the course contents, duration, training methods, evaluation systems, course management policies and other related issues need to be redesigned and readjusted to maximise learning and above all the specific skills listed in the tables (table 12 and 13)

Table-12

Impact of Foundation Training on the Development of Skills of Recent Foundation Participants

CRITERIA	DEVELOPMENT OF SKILLS				Total
	Not at all	Little	Some	Substantial	
Skills in Conducting Meeting	3 (10)	6 (20)	12 (40)	9 (30)	30 (100)
Decision Making Ability	1 (3.4)	4 (13.3)	15 (50)	10 (33.3)	30 (100)
Project Planning Skills	i (3.4)	8 (26.6)	15 (50)	6 (20)	30 (100)
Administrative Communication file. letter, note, summary etc) ىﻜ‫ﻞﻠ‬	0	2 (6.7)	16 (53.3)	12 (40)	30 (100)
Report Preparation Skills	1 (3.3)	2 (6.7)	12 (40)	15 (50)	30 (100)
Data Processing and Analytical Skills	2 (6.7)	3 (10)	12 (40)	13 (43.3)	30 (100)
Negotiation Skills (with donors)	4 (13.3)	10 (33.3)	14 (46.7)	2 (6.7)	30 (100)
Computer Operating Skills	3 (10.3)	14 (48.3)	9 (31)	3 (10.4)	30 (100)
Car Driving Skills	1 (3.4)	4 (13.8)	18 (62.1)	6 (20.7)	29 (100)
Sports/Physical Exercise/Skills/Capacity to Hard Work	0	2 (6.7)	10 (33.3)	18 (60)	30 (100)
Other Skills a) Oral Presentation	0	0	0	01	01
b) Sycophancy	0	0	0	01	01
Total	16 (5.4)	55 (18.3)	133 (44.3)	96 (32)	300 (100)

Table-13

Impact of Foundation Training on the Development of Skills of Old Foundation Participants

CRITERIA	DEVELOPMENT OF SKILLS				Total
	Not at all	Little	Some	Substantial	
Skills in Conducting Meeting	1 (4.3)	5 (21.7)	11 (47.9)	6 (26.1)	23 (100)
Decision Making Ability	2 (8.7)	5 (21.7)	11 (47.9)	5 (21.7)	23 (100)
Project Planning Skills	5 (21.7)	7 (30.4)	10 (43.6)	1 (4.3)	23 (100)
Administrative Communication (file, letter, note, summary etc) Skills	1 (4.3)	3 (13)	13 (56.6)	6 (26.1)	23 (100)
Report Preparation Skills	1 (4.3)	3 (13)	13 (56.6)	6 (26.1)	23 (100)
Data Processing and Analytical Skills	2 (9.5)	4 (19)	11 (52.5)	4 (19)	21 (100)
Negotiation Skills (with donors)	13 (56.6)	6 (26.1)	3 (13)	1 (4.3)	23 (100)
Computer Operating Skills	18 (90)	2 (10)	0	0	20 (100)
Car Driving Skills	14 (66.7)	5 (23.8)	2 (9.5)	0	21 (100)
Sports/Physical Exercise/Skills/Capacity to Hard Work	0	3 (13)	13 (56.6)	7 (30.4)	23 (100)
Total	57 (25.6)	43 (19.3)	87 (39)	36 (16.1)	300 (100)

Impact of Foundation Training on the Development of Attitude

Tables 14 and 15 portray development of participants' attitude through foundation training intervention. The criteria used in measuring participants' attitude mainly comprise of responsiveness to clientele, manners and etiquette, attitude to help/appreciate others, motivation etc. The response in case of RFP show 92.9 percent positive impact of which 35.7

percent some and 57.2 percent substantial. In case of OFP, the positive impact for development of participants' attitude comprise 92.2 percent (0.7 percent lower than RFP) of which 7.5 percent little, 38.8 percent some and 25.1 percent substantial. The results relating to OFP portray 6.7 percent negative impact on the development of participants' attitude. The 'not at all' positive impact and 6.7 percent negative impact comprise 14.5 percent ineffective contribution of the foundation courses.

Flexibility for development of attitude on the listed criteria subsist by 42.3 percent for RFP and by 74.9 percent for OFP for switch over from 'not at all', little and some to substantial development. This warrants for designing and redesigning of course contents, duration, training methods and policies and other related issues.

Table-14

Impact of Foundation Training on the Attitude of the Recent Foundation Participants

Total	NEGATIVE IMPACT				CRITERIA	POSITIVE IMPACT				Total
	Not at all	Little	Some	Substantial		Not at all	Little	Some	Subs tantial	
0	0	0		0	Responsive ness to Clientele	0	3 (10)	13 (43.4)	14 (46.6)	30 (100)
0	0	0	0	0	Behaviour with Subordinates	2 (6.7)	1 (3.3)	11 (36.7)	16 (53.3)	30 (100)
0	0	0	0	0	Human Relations	4 (13.4)	2 (6.7)	10 (33.4)	14 (46.6)	30 (100)
0	0	0	0	0	Motivation	0	6 (20)	11 (36.7)	13 (43.3)	30 (100)
0	0	0	0	0	Attitude of Helping Others	2 (6.7)	1 (3.3)	11 (36.7)	16 (53.3)	30 (100)
0	0	0	0	0	Sacrificing Mentality for the Welfare of the People	2 (6.7)	1 (3.3)	14 (46.6)	13 (43.4)	30 (100)
0	0	0	0	0	Patriotism	2 (6.7)	1 (3.3)	7 (23.3)	20 (66.7)	30 (100)
0	0	0	0	0	Mentality to Love Poor People	1 (3.4)	1 (3.4)	8 (27.6)	19 (65.6)	29 (100)
0	0	0	0	0	Attitude to Appreciate Others	2 (7.1)	0	10 (35.7)	16 (57.2)	28 (100)
0	0	0	0	0	Total	15 (5.6)	16 (6)	95 (35.6)	141 (52.8)	267 (100)

Table-15

Impact of Foundation Training on the Attitude
of the Old Foundation Participants

Grand Total	NEGATIVE IMPACT					CRITERIA	POSITIVE IMPACT				Sub Total
	Sub Total	Not at all	Little	Some	Subs tantial		Not at all	Little	Some	Subs tantial	
28 (100)	6 (21.4)	4 (14.3)	1 (3.5)	0	1 (3.6)	Responsive ness to Clientele	4 (14.3)	5 (17.8)	9 (32.2)	4 (14.3)	22 (78.6)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	0	1 (3.5)	Behaviour with Subordinates	2 (6.9)	5 (17.2)	9 (31)	7 (24.2)	23 (79.3)
27 (100)	6 (22.2)	4 (14.8)	1 (3.7)	0	1 (3.7)	Human Relations	2 (7.4)	0	10 (37)	9 (33.4)	21 (77.8)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	0	1 (3.5)	Motivation	2 (6.9)	1 (3.4)	14 (48.3)	6 (20.7)	23 (79.3)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	1 (3.5)	0	Attitude to Appreciate Others	2 (6.9)	1 (3.4)	15 (51.7)	5 (17.3)	23 (79.3)
27 (100)	5 (18.5)	4 (14.8)	1 (3.7)	0	0	Attitude of Helping Others	2 (7.4)	0	11 (40.7)	9 (33.4)	23 (82.1)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	1 (3.5)	0	Sacrificing Mentality for the Welfare of the People	2 (6.9)	2 (6.9)	12 (41.4)	7 (24.1)	23 (79.3)
28 (100)	6 (21.4)	4 (14.3)	1 (3.5)	1 (3.6)	0	Patriotism	2 (7.1)	2 (7.1)	8 (28.6)	10 (35.8)	22 (78.6)
29 (100)	6 (20.7)	4 (13.8)	1 (3.4)	0	1 (3.5)	Mentality to Love Poor People	2 (6.9)	3 (10.3)	11 (37.9)	7 (24.2)	23 (79.3)
255 (100)	53 (20.8)	36 (14.1)	9 (3.5)	3 (1.2)	5 (2)	**Total**	20 (7.8)	19 (7.5)	99 (38.8)	64 (25.1)	202 (79.2)

Training Methodology

Table -16 depicts degree of effectiveness of training methodologies (lecture, syndicate etc.) usually followed in foundation courses. The responses reveal low effectiveness of the training methodologies adopted in foundation courses. On an average, 61.5 participant respondents reported the training methodologies as 'some effective' while the rate in case of 'substantial effectiveness' accounts for 25 percent.

Thus more and more participatory training methods should be introduced to enhance the effectiveness of the foundation training.

Table-16

Effectiveness of Training Methodologies

Effectiveness of Training Methodologies	RESPONSE		
	RFP	OFP	TOTAL
Not at all	0	0	0
Little Effective	3 (10)	4 (18.2)	7 (13.5)
Some Effective	19 (63.3)	13 (59.1)	32 (61.5)
Substantially Effective	8 (26.7)	5 (22.7)	13 (25)
Total	30 (100)	22 (100)	52 (100)

Examination System

Both OFP and RFP have rejected the traditional methods of essay type examination (table-17). Quiz/multiple choice type questions/examinations have been preferred most (44.4 percent) by RFP while combination of essay, quiz/multiple choice and short questions have been rated highest (54.6 percent) by OFP. The overall results also reconfirm the combined methods of questions/examination. The average rate in this case represents 34.5 percent (highest). The average results in cases of quiz/multiple choice and short question comprise 32.8 percent and 29.3 percent respectively.

Table-17

Participants' Preference of Question/Examination System

Nature of Questions/ Examination	Response		
	RFP	OFP	TOTAL
Essay	0	0	0
Quiz/Multiple Choice	16 (44.4)	3 (13.6)	19 (32.8)
Short Questions	10 (27.8)	7 (31.8)	17 (29.3)
Combination of the above three methods	8 (22.2)	12 (54.6)	20 (34.5)
Other: a) Practical test	1 (2.8)	0	1 (1.7)
b) With books	1 (2.8)	0	1 (1.7)
Total	36 (100)	22 (100)	58 (100)

The participant respondents were asked as to how much the essay type questions/examination system are effective in maximising their knowledge and skill (table-18). Only 11.3 percent confirms that the method is substantially effective (table18). This, in otherwords, means that the essay type question/examination system is 'some' or 'less than some' effective by 83 percent. The average percentage in case of 'not at all effective' comprise 5.7 percent.

Respondent-wise specific results of the table demonstrate substantial effectiveness of the question pattern by 6.6 percent and 17.4 percent for RFP and OFP respectively. Little and

some effectiveness of the question pattern comprise 83.4 percent for RFP and 82.6 percent for OFP.

The combined results of tables 17 and 18 reveal low effectiveness of the traditional essay type questions in terms of maximising participants' knowledge and skills. Moreover, the methods are grossly unacceptable to the participants. Thus examination system of the BPATC foundation courses should integrate all the three examination methods focusing more on quiz/multiple choice and short questions.

Table-18

Effectiveness of Essay Type Questions and Examination System in Development of Participants Knowledge and Skills

Effectiveness of Essay Type Questions and Examination System in Development of Participants Knowledge and Skills	RESPONSE		
	RFP	OFP	TOTAL
Not at all	3 (10.0)	·0	3 (5.7)
Little Effective	11 (36.7)	10 (43.5)	21 (39.6)
Some Effective	14 (46.7)	9 (39.1)	23 (43.4)
Substantially Effective	2 (6.6)	4 (17.4)	6 (11.3)
Total	30 (100)	23 (100)	53 (100)

Course Duration

Majority (54.7 percent) participant respondents confirmed the foundation course duration as adequate (table-19). A significant number (30.2 percent) of respondents, however, termed the course duration as inadequate. This, in other words, signifies that the four months' duration of the foundation course is either inadequate and/or adequate by 84.9 percent.

According to the RFP the duration of the foundation course have been rated equally in favour of 'Inadequacy and Adequacy'. The rates in both the cases are 40 percent. The results indicate that the tendency towards 'inadequate' course duration is equally stronger like 'inadequacy' of the course duration.

Duration of the course is influenced by psycho-professional needs of a participant. Participants whose professional needs and interest and capacity to undertake training loads are lower would prefer lower course duration than the participants whose professional needs interest and training load bearing capacity are higher. Moreover, the time gap between the RFP and OFP might create diversity of opinion in determining the adequacy of the course duration. Since significant number of participants termed the course duration as inadequate, the duration of the course may be enhanced to 6 months instead of 4 months. More and more participatory training methodologies should be introduced to maximise learning, and also to make-up the proposed time limit.

Table-19

Adequacy of Foundation Training Course Duration

Adequacy of Foundation Training Course Duration	RESPONSE		
	RFP	OFP	TOTAL
Inadequate	12 (40)	4 (17.4)	16 (30.2)
Adequate	12 (40)	17 (73.9)	29 (54.7)
Duration More than Adequate	6 (20)	0	6 (11.3)
Other	0	2 (8.7)	2 (3.8)
Total	30 (100)	23 (100)	53 (100)

Comparative Performance of Trained and the Untrained Officers

Supervisors who have direct knowledge over their subordinates are better judges to compare and evaluate performance of trained and untrained officers. Thus, to determine the effectiveness of foundation training, opinion of supervisor respondents were also secured on the listed performance criteria (table-20). The results reveal that officers who have received foundation training are better than the officers who did not receive the foundation training. The overall 'good' and 'excellent' results in case of trained officers comprise 86.9 percent (49.7 percent good and 37.2 percent excellent) as against 30.6 percent (25.8 percent good and 4.8 percent excellent) of untrained officers. Moreover, no trained officers have been rated 'below standard' while 12.5 percent untrained officers have been rated 'below standard'. The 'average standard' performance is also 43.8 percent (56.9 - 13.1 percent) lower for trained officers. This signifies positive contribution of the foundation training. In other words, this means that the performance of the officers who have undertaken foundation training are better than the officers who did not receive foundation training.

Irrespective of any cadres and non-cadres foundation training should be made compulsory for all newly entrant Class-I officers working in the services of the Republic. The quality of the foundation training in terms of course contents, training methodology, faculty trainers and course management policies should be enhanced to maximise the rate relating to 'excellent'. Moreover, the foundation training should be given before job placement and selection of cadres. The training institute depending on training results and participants' personal traits shall determine who would be suitable for what cadres.

Table-20

Comparative Performance of Trained and Untrained Officers

Performance Criteria	Total	Performance of								Total
		Trained Officers				Untrained Officers				
		Below Standard	Average Standard	Good	Excellent	Below Standard	Average Standard	Good	Excellent	
Loyalty	25 (100)	0	2 (8)	9 (36)	14 (56)	0	10 (43.5)	11 (47.8)	2 (8.7)	23 (100)
Administrative Communication Skill	25 (100)	0	3 (12)	12 (48)	10 (40)	7 (30.4)	11 (47.8)	4 (17.4)	1 (4.4)	23 (100)
Report Writing Skills	24 (100)	0	2 (8.3)	13 (54.2)	9 (37.5)	5 (21.7)	13 (56.5)	4 (17.4)	1 (4.4)	23 (100)
Analytical Skills	25 (100)	0	5 (20)	13 (52)	7 (28)	6 (26)	12 (52.1)	4 (17.5)	1 (4.4)	23 (100)
Decision Making	24 (100)	0	3 (12.5)	14 (58.3)	7 (29.2)	5 (21.8)	12 (52.7)	6 (26)	0	23 (100)
Knowledge Over Rules & Regulation	25 (100)	0	2 (8)	11 (44)	12 (48)	4 (17.4)	16 (69.5)	2 (8.7)	1 (4.4)	23 (100)
Ethics and Values	25 (100)	0	6 (24)	11 (44)	8 (32)	0	14 (63.6)	6 (27.3)	2 (9.1)	22 (100)
Overall Behaviour	25 (100)	0	1 (4)	12 (48)	12 (48)	0	12 (60)	7 (35)	1 (5)	20 (100)
Overall Efficiency	25 (100)	0	2 (8)	13 (52)	10 (40)	1 (4.5)	15 (68.2)	5 (22.8)	1 (4.5)	22 (100)
Responsiveness to Clientele's Needs	25 (100)	0	8 (32)	10 (40)	7 (28)	4 (17.5)	12 (52.1)	6 (26)	1 (4.4)	23 (100)
Human Relations Skills	25 (100)	0	2 (8)	16 (64)	7 (28)	2 (8.8)	12 (52.1)	9 (39.1)	0	23 (100)
Motivation/Commitment/Alertness	25 (100)	0	3 (12)	14 (56)	8 (32)	0	15 (65.2)	6 (26.1)	2 (8.7)	23 (100)
Total	298 (100)	0	39 (13.1)	148 (49.7)	111 (37.2)	34 (12.5)	154 (56.9)	70 (25.8)	13 (4.8)	271 (100)

RECOMMENDATIONS AND CONCLUSION

Recommendations

Recommendations emanates from the research findings are presented below:

1. Results presented in tables 6-15 demonstrate that there are ample scope to enhance the effectiveness of the foundation training. The average substantial impact in terms of development of knowledge, skills and attitude accounts for only 27.8 percent. This, in other words, signifies that less than substantial positive impact accounts for 72.7 percent. This calls for designing and redesigning of the foundation course modules with concurrent readjustment in training methods , course duration, course management policies and other related issues.

2. Training methods usually followed (lecture, syndicate etc.) in foundation training proved low effective. Only 25 percent participant respondents termed the training methods as substantial effective. Thus more and more participatory training methods should be introduced to maximise effectiveness of the foundation training.

3. Traditional essay type examination/question system have been rejected by the respondent participation. The traditional examination system also fails to maximise participant's knowledge and skills. The participant's choice and research findings suggest that the examination/question system should integrate all the three methods, (Essay, Quiz/Multiple choice and short questions) focusing more on the quiz/multiple choice and short questions.

4. The results prove strong tendency both in favour of 'adequacy' and inadequacy of the course duration. In order to maximise learning and to introduce participatory training methods, the course duration may be enhanced to 6 months.

5. Table-20 establishes that the performance of the trained officers are better than the untrained officers. Thus, the foundation training irrespective cadres and non-cadres should be made compulsory for all newly entrant class - I officers of the Republic. Moreover, the foundation training should be given prior to job placement and selection of cadres. The training institute depending on training performance and participant's personal faith shall determine cadre or services for every newly recruited civil servants. interest and aptitude

CONCLUSION

The research study entitled "Effectiveness of Foundation Training Course" evaluated certain basic components of the course. The findings and analysis explored certain deficiencies. If these deficiencies are removed, the authors believe that the quality and effectiveness of the future foundation course will improve to a considerable degree.

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র

সাভার, ঢাকা

গবেষণা প্রকল্পের শিরোনাম ঃ Effectiveness of Foundation Training Course

প্রশ্নমালা
(যারা বুনিয়াদী প্রশিক্ষণ গ্রহণ করেছেন তারা পূরণ করবেন)

১। ক) নাম (ঐচ্ছিক) ঃ ....

   খ) পদবী ঃ ....   গ) ক্যাডার (যদি থাকে) ....

   ঘ) চাকুরির অভিজ্ঞতা (উর্ধসীমাসহ)

   ☐   ১ – ৫ বছর   ☐   ৫ - ১০ বছর

   ☐   ১০ - ১৫ বছর   ☐   ১৫ - ২০ বছর

   ☐   ২০ - ২৫ বছর   ☐   ২৫ - ৩০ বছর

২। আপনার কাজের ক্ষেত্র/বিষয় (যেমন কর্মী ব্যবস্থাপনা, আর্থ ব্যবস্থাপনা, প্রকল্প   ব্যবস্থাপনা ইত্যাদি) ঃ ....

৩। শিক্ষাগত যোগ্যতা ঃ

   ☐   এসএসসি ও সমপর্যায়   ☐   স্নাতকোত্তর ও সমপর্যায়

   ☐   এইচএসসি ও সমপর্যায়   ☐   অন্যান্য ডিগ্রি (যদি থাকে উল্লেখ করুন)

   ☐   স্নাতক ও সমপর্যায়   ক)   ....

                                 খ)   ....

৪। চার মাস মেয়াদী বুনিয়াদী প্রশিক্ষণ গ্রহণের ফলে নিম্নবর্ণিত ক্ষেত্রে আপনার কি এবং কতটুকু প্রভাব (ইতিবাচক ও নেতিবাচক উভয়ই) পড়েছে তা উল্লেখ করুন (টিক চিহ্ন দিন) ঃ

নেতিবাচক প্রভাব				ক্ষেত্র/নিয়ামক	ইতিবাচক প্রভাব			
মোটেও না	সামান্য	মোটামুটি	যথেষ্ট		মোটেও না	সামান্য	মোটামুটি	যথেষ্ট
১	২	৩	৪		১	২	৩	৪
				জ্ঞান অর্জন				
				দক্ষতা উন্নয়ন				
				দৃষ্টিভঙ্গী পরিবর্তন				
				নৈতিকতা উন্নয়ন				
				বিশ্বাস ও মূল্যবোধ উন্নয়ন				
				আত্মবিশ্বাস গঠন				
				বিশ্লেষণ ক্ষমতার উন্নয়ন				
				নেতৃত্ব ও তদারকী				
				শৃঙ্খলা ও নিয়মানুবর্তিতার মনোভাব				
				কঠোর পরিশ্রম করার ক্ষমতা/ মনোভাব				
				অন্যান্য (যদি থাকে) ক) .... খ) .... গ)				

৫।   বুনিয়াদী প্রশিক্ষণ গ্রহণের ফলে আপনার কোন কোন ক্ষেত্রে কি কি দক্ষতা উন্নয়ন হয়েছে বলে
       আপনি মনে করেন ? (টিক চিহ্ন দিন)

ক্ষেত্র/বিষয়	দক্ষতা উন্নয়নের মাত্রা			
	মোটেওনা	সামান্য	মোটামুটি	যথেষ্ট
	১	২	৩	8
১। সভা পরিচালনার দক্ষতা				
২। সঠিক সিদ্ধান্ত গ্রহণের ক্ষমতা				
৩। প্রকল্প প্রণয়নের দক্ষতা				
৪। প্রশাসনিক যোগাযোগের দক্ষতা(নথি, নোট, সারাংশ লিখন ইত্যাদি)				
৫। প্রতিবেদন প্রণয়নের দক্ষতা				
৬। তথ্য প্রক্রিয়াকরণ এবং বিশ্লেষণ ক্ষমতা				
৭। দাতা সংস্থার প্রতিনিধিদের সাথে বৈদেশিক সাহায্য সম্পর্কে negotiate করার ক্ষমতা				
৮। কম্পিউটার চালনার দক্ষতা				
৯। গাড়ি চালনার দক্ষতা				
১০।খেলাধুলা ও শরীর চর্চা/শারিরীক পরিশ্রম করার দক্ষতা/ক্ষমতা				
১১। অন্যান্য দক্ষতা (যদি থাকে) ক) .... খ) .... গ)				

৬।	বুনিয়াদী প্রশিক্ষণ গ্রহণের ফলে আপনার আচরণগত/দৃষ্টিভংগীগত কি পরিবর্তন হয়েছে/হবে (ইতিবাচক এবং নেতিবাচক উভয়ই) তা উল্লেখ করুন।

নেতিবাচক প্রভাব				ক্ষেত্র/নিয়ামক	ইতিবাচক প্রভাব			
মোটেওনা	সামান্য	মোটামুটি	যথেষ্ট		মোটেওনা	সামান্য	মোটামুটি	যথেষ্ট
১	২	৩	4		১	২	৩	4
				জনগণ/খরিদ্দারদের চাহিদার প্রতি responsiveness				
				অধীনস্থ কর্মচারিদের সাথে ব্যবহার				
				মানবীয় সম্পর্ক (human relations)				
				প্রনোদনা (motivation)				
				অন্যকে প্রশংসা করার মনোভাব				
				অন্যের উপকার করার মনোভাব				
				জনগণের কল্যাণে নিজেকে উৎসর্গ করার মনোভাব				
				দেশকে ভালোবাসার মনোভাব				
				দরিদ্র জনগোষ্ঠীকে ভালোবাসার মনোভাব				
				অন্যান্য (যদি থাকে) ক) .... খ) .... গ)				

৭।   বুনিয়াদী প্রশিক্ষণ গ্রহণের ফলে কোন কোন ক্ষেত্রে আপনার জ্ঞানের পরিধি বিস্তৃত হয়েছে ?

নেতিবাচক প্রভাব				জ্ঞানের ক্ষেত্র/বিষয়	ইতিবাচক প্রভাব			
মোটেওনা	সামান্য	মোটামুটি	যথেষ্ট		মোটেওনা	সামান্য	মোটামুটি	যথেষ্ট
১	২	৩	৪		১	২	৩	৪
				বিশ্লেষণ ক্ষমতা				
				আলোচনা করার ক্ষমতা				
				বক্তৃতা/উপস্থাপনার ক্ষমতা				
				নীতি নির্ধারণের ক্ষমতা				
				সিদ্ধান্ত গ্রহণের ক্ষমতা				
				সমস্যা চিহ্নিতকরণের ক্ষমতা				
				জনগণকে motivate করার ক্ষমতা				
				প্রতিকূল পরিস্থিতি মোকাবেলার ক্ষমতা				
				অন্যান্য (যদি থাকে) ক) .... খ) .... গ)				

৮।   বুনিয়াদী প্রশিক্ষণে ব্যবহৃত প্রশিক্ষণ পদ্ধতি (যেমন লেকচার, সিন্ডিকেট ইত্যাদি) আপনার জ্ঞান, দক্ষতা এবং দৃষ্টিভঙ্গী উন্নয়নে কতটুকু কার্যকর বলে আপনি মনে করেন ?

☐ মোটেওনা   ☐ সামান্য

☐ মোটামুটি   ☐ যথেষ্ট

৯। চার মাস মেয়াদী বুনিয়াদী প্রশিক্ষণ কোর্সের সময় সীমা (পাঠ্যসূচি অনুযায়ী) যথেষ্ট কিনা ?

☐ সময় সীমা অপর্যাপ্ত   ☐ সময় সীমা পর্যাপ্ত

☐ সময় সীমা বেশী   ☐ অন্যান্য মতামত (যদি থাকে)

....

....

১০। বুনিয়াদী প্রশিক্ষণ কোর্সের রচনামূলক প্রশ্নপত্র ও পরীক্ষা পদ্ধতি জ্ঞান ও দক্ষতা উন্নয়নে কতটুকু কার্যকর বলে আপনি মনে করেন ?

☐ মোটেও না   ☐ সামান্য কার্যকর

☐ মোটামুটি কার্যকর   ☐ যথেষ্ট কার্যকর

১১। নিম্নেবর্ণিত পরীক্ষা পদ্ধতির মধ্যে কোনটি আপনার কাছে সবচেয়ে গ্রহণযোগ্য ?

☐ রচনামূলক

☐ কুইজ/মাল্টিপল চয়েস (choice)

☐ সংক্ষিপ্ত প্রশ্ন

☐ উপর্যুক্ত সবক'টির সমন্বয়

☐ অন্যান্য (যদি থাকে উল্লেখ করুন)

....

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১২। বুনিয়াদী প্রশিক্ষণ কোর্সে প্রশিক্ষণলব্ধ জ্ঞান কর্মক্ষেত্রে প্রয়োগে কি কি সুবিধা-অসুবিধা হয় তা উল্লেখ করুন (সর্বাধিক দু'টি করে সুবিধা ও অসুবিধা উল্লেখ করুন) ঃ

কর্মক্ষেত্রে প্রশিক্ষণলব্ধ জ্ঞান প্রয়োগের	
সুবিধা	অসুবিধা
ক)	ক) ....
খ)	খ) ....

১৩।   অন্যান্য মন্তব্য (যদি থাকে) ঃ

স্বাক্ষর ঃ (ঐচ্ছিক)

....

পূরণকৃত প্রশ্নমালা ফেরৎ পাঠাবার ঠিকানা ঃ

বাংলাদেশ লোক-প্রশাসন প্রশিক্ষণ কেন্দ্র

সাভার, ঢাকা

গবেষণা প্রকল্পের শিরোনাম ঃ Effectiveness of Foundation Training Course

<u>প্রশ্নমালা</u>
(সুপারভাইজারি কর্মকর্তাগণ পূরণ করবেন)

১। ক) নাম (ঐচ্ছিক) ঃ ....

খ) পদবী ঃ ....   গ) ক্যাডার (যদি থাকে) ....

ঘ) চাকুরির অভিজ্ঞতা (ঊর্ধসীমাসহ)

☐	১ - ৫ বছর	☐ ৫ - ১০ বছর
☐	১০ - ১৫ বছর	☐ ১৫ - ২০ বছর
☐	২০ - ২৫ বছর	☐ ২৫ - ৩০ বছর

২। ক) আপনার অধীনে সহকারী সচিব ও সমপর্যায়ের কতজন কর্মকর্তা কাজ করেন ?

.... জন

খ) উক্ত কর্মকর্তাদের মধ্যে কতজন বুনিয়াদী প্রশিক্ষণ গ্রহণ করেছেন এবং কতজন বুনিয়াদী প্রশিক্ষণ করেন নি ?

.... জন বুনিয়াদী প্রশিক্ষণ গ্রহণ করেছেন

.... জন বুনিয়াদী প্রশিক্ষণ গ্রহণ করেন নি

৩। ক) বুনিয়াদী প্রশিক্ষণ প্রাপ্ত কর্মকর্তা এবং বুনিয়াদী প্রশিক্ষণ গ্রহণ করেন নি এমন কর্মকর্তাদের মধ্যে জ্ঞান, দক্ষতা ও দৃষ্টিভঙ্গীর মধ্যে কোন পার্থক্য পরিলক্ষিত হয় কি ?

☐ হ্যাঁ   ☐ না

৩।   খ)   পার্থক্য পরিলক্ষিত হলে কি ধরণের পার্থক্য পরিলক্ষিত হয়েছে তার বিবরণ দিন (সর্বাধিক তিনটি উল্লেখ করুন)

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৪।   বুনিয়াদী প্রশিক্ষণ প্রাপ্ত কর্মকর্তা এবং বুনিয়াদী প্রশিক্ষণ গ্রহণ করেন নি এমন কর্মকর্তাদের কর্মদক্ষতা/মূল্যবোধ নিম্নলিখিত স্কেল অনুযায়ী মূল্যায়ন করুন।

নিয়ামক	বুনিয়াদী প্রশিক্ষণপ্রাপ্ত কর্মকর্তা				বুনিয়াদী প্রশিক্ষণ গ্রহণ করেননি এমন কর্মকর্তা			
	নিম্নমানের	গড় মানের	ভাল	উত্তম	নিম্নমানের	গড় মানের	ভাল	উত্তম
আনুগত্যশীলতা								
প্রশাসনিক যোগাযোগের দক্ষতা (নোট, সারাংশ, চিঠিপত্র ইত্যাদি লিখন)								
প্রতিবেদন প্রণয়ন								
বিশ্লেষণ ক্ষমতা								
সিদ্ধান্ত গ্রহণের ক্ষমতা								
আইন কানুন ও বিধি-বিধান সম্পর্কে জ্ঞান								
নৈতিক মূল্যবোধ								
সার্বিক আচরণ								
সার্বিক কর্মদক্ষতা/ performance								
জনগণ খরিদ্দারদের চাহিদা/অভিযোগের প্রতি মনোযোগ								
মানবীয় সম্পর্ক (human relations)								
প্রণোদনা (motivation) এবং প্রতিশ্রুতি commitment /তৎপরতা (alertness)								
অন্যান্য (যদি থাকে ক) .... খ)								

৫। আপনার দপ্তরে বুনিয়াদী প্রশিক্ষণের অন্য কোন প্রভাব (ইতিবাচক ও নেতিবাচক উভয়ই) পড়ে থাকলে তাও উল্লেখ করতে পারেন ।

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৬। অন্যান্য মন্তব্য (যদি থাকে)

স্বাক্ষর ঃ (ঐচ্ছিক)

....

পূরণকৃত প্রশ্নমালা ফেরৎ পাঠাবার ঠিকানা ঃ

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