

Research Report
on
Training Needs Assessment of the
New Recruits of Bangladesh Civil Service

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Abstract

Serving people is the constitutional obligation for any civil servant. In order to uphold such constitutional obligation civil servants are required to be well conversant about respective tasks and need to have citizen-centric attitude, administrative, managerial and leadership skill. It is also essential for them to be ethically and morally sound. Instilling these qualities requires appropriate and well-designed training. New recruit civil servants immediately after joining respective cadre attend Foundation Training Course (FTC) of six-month duration conducted by BPATC. It is widely expected that the FTC would be effectively contributing in molding the minds of civil service new recruits through inculcating citizen-centric attitude and ethical standard towards providing services to the citizen. Anecdote sources report that there is some evidence of mismatch between the performance of FTC graduated officials and their expected level of performance especially from attitudinal dimensions with regard to providing services to the people. Such feedback raises questions about the effectiveness of the FTC. The FTC conducted at BPATC has some specific objectives. The extent to which these objectives address the actual needs of the probationer civil servants has been a matter of question these days. Responding to these questions primarily requires exploring the learning needs and priorities of civil service new recruits and thereafter crosschecking their learning needs with the existing contents. The research was designed to assess the level of requirement of the contents of the FTC for the probationers; identify their knowledge gap between required and existing level of knowledge; and to evaluate the learning preferences of prospective FTC participants; To ascertain training needs of civil service new recruits', task analysis of all cadre services was done. Task analysis reveals that each cadre has some distinct and specific tasks although there are some commonalities. From a wider perspective, the major tasks they perform include policy making and implementation, providing facilities, decision making, coordination, interpretation of rules and regulations, leadership, supervision and control, interaction with outsiders, public relations, reporting & documentation, administrative management, recruitment, procurement management, financial management, resource management, human resource management, etc. Whatever may be the context, probationers require some common skills and qualities for performing these tasks as civil servants. Task analysis shows that there are five key components/areas where civil servants must have a good command for discharging respective official responsibilities effectively and efficiently. Analysis reveals that in performing official tasks, civil servants must have **service/task-**

oriented knowledge of respective cadre, **citizen focused attitude**, **administrative and managerial skills**, **leadership skills** and **ethical values**. Initial of each of these area/components can be infused into SCALE-the competency framework for civil servants.

The contents of FTC are designed to give participants an overall understanding of different aspects of governance, development and different national institutions and policies to enable them to undertake their roles as civil servants. Efforts are taken in different ways to give them a common understanding about various theories, concepts and issues relating to administration, development, rules, regulations, processes and procedures of the public sector. FTC also intends to enrich the behavior and character of the participants to enable them to perform their roles in respective work places maintaining sincerity, commitment, fairness and objectivity. Aligning with research objectives efforts were made through this research to assess the extent to which the existing FTC contents meet the requirements of new recruit civil servants with regard to the four dimensions of the SCALE framework except cadre service specific task-oriented knowledge. For responding to research questions, a mixed method approach was followed for collecting data from different stakeholders who were identified to be relevant for this research. In materialising research methodology inclusiveness and representativeness were ensured. Quantitative data through questionnaire survey were collected from 668 graduated FTC participants, 549 prospective FTC participants, 97 immediate senior supervisors of probationer civil servants and 29 BPATC faculty members about the existing contents of the FTC design. The immediate senior supervisors represented all twenty-two cadre services which work at field level for providing services to people. As part of data triangulation and validation alongside quantitative data, qualitative data were collected through workshop, FGD and interview. Four workshops were conducted at four divisional headquarters where 97 immediate senior supervisors of probationer civil servants attended while one workshop was conducted at BPATC with 29 experienced faculty members of BPATC. Three FGDs were conducted with purposefully selected nineteen participants of the 75th FTC who represented all nineteen cadre service officials of the course. Check-list based qualitative data through interview were collected from 82 service seekers who visited government offices and 24 KIIs who included senior bureaucrats, Bangladesh Public Service Commission Members, university teachers, psychologist, civil society members, business community representative.

Data reveals that knowledge gap between required level and existing level relating to the modules covered in the FTC for both graduated and prospective participants is 18.98 percent and 21.40 percent respectively. Average mean gap in the modules for graduated and prospective participants is respectively 1.14 and 1.28. Participants observed as data suggests, that the modules and areas covered under each module were relevant for them with regard to their needs for developing themselves as civil servants. The views of especially the prospective participants relating to their knowledge gap in different areas covered in the FTC justifies that these modules and module contents can be continued to address training needs of civil service new recruits. However, for making the course more effective some adjustments and changes in different areas are needed. They identified some modules and module contents where interventions are required. They proposed of giving more importance on communicative English instead of IELTS. Their preference was for more demonstration session on physical training games instead of academic sessions. Same was their view about issues related to information and communication technology. These days most of them are well equipped in computer application and therefore they emphasised more sessions on presentation skills.

To make the FTC more needs-based and effective, the study suggests updating need-based curriculum with an emphasis on practical orientation, aligning objectives and modules; developing learning habits of civil servants; reorganizing District and Upazila Attachment; changing behavior aspects; and developing faculty members of BPATC.

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The research titled ‘Training needs assessment of the participants of Foundation Training Course’ was an institutional endeavour of BPATC. Accomplishment of this gigantic but most demanding task was a team effort at our end. It is obvious that, this effort would have been not possible without the assistance and support of many accomplished actors, who each played an essential but different role. We wish to acknowledge and say thanks to all of them.

BPATC took this research initiative as a response to the call from Ministry of Public Administration (MoPA). Subsequently this endeavour became a joint effort of BPATC and MoPA. Competent authority had its confidence in our capabilities and entrusted us with this collaborative research. We would like to express our heartfelt thanks and gratitude to the authority for its trust in us for this task. We are thankful to the authority as well for taking this issue as an area of institutional endeavour of BPATC.

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We collected both primary and secondary data. Our primary data were of both quantitative and qualitative type. We collected quantitative data from probationer civil servants while both quantitative and qualitative data from their immediate senior supervisors. We interviewed service recipients and a good number of distinguished persons of the country for qualitative data collection purposes. All respectable persons who we interviewed became very interested in this research, gave us lots of time and hugely contributed to our effort. The responses we received from them are extremely rich in content. Their interest was very encouraging for us.

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The Research Team
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Training Needs Assessment of the Participants of Foundation Training Course

Chapter I: Grounding the Issue

1.1 Introduction: Background and problem statement

‘Every person in the service of the Republic has a duty to strive at all times to serve the people.’

-Article 21(2), Bangladesh Constitution

‘সরকারি কর্মচারীদের আমি অনুরোধ করি, যাদের অর্থে আমাদের সংসার চলে তাদের সেবা করুন, যাদের অর্থে আজ আমরা চলছি তাদের যাতে কষ্ট না হয় তার দিকে খেয়াল রাখুন’।-বঙ্গবন্ধু, ১৫ জানুয়ারি ১৯৭৫

(Momen, 2020)

‘আপনাকে জনগণের দোরগোড়ায় পরিষেবা পৌঁছে দেয়ার মানসিকতা তৈরি করতে হবে, জনগণের জন্য, জনগণ-কে এই প্রক্রিয়ায় জড়িত করতে হবে’। -শেখ হাসিনা, মাননীয় প্রধানমন্ত্রী, ০৮ অক্টোবর ২০২৩

(Voabangla, 2023)

The three quotations made above reiterates serving the people, calls civil servants for being compassionate to the citizen so that their sufferings are lessened and appeals for engaging citizen in service delivery. In order to uphold such obligations originated from the constitution the first requirement for any civil servant is to get well acquainted with respective tasks and procedures of accomplishing tasks. Unless they know their tasks, it is hardly possible them to serve the people properly. In serving people they are required to have citizen-centric attitude. Empathy and feeling for the people are some of the preconditions for providing better services to people. They also need to be skilled and ethically and morally sound (OECD/ADB, 2019; Sreedharan and Wakhlu, 2010). Instilling these qualities requires appropriate and well-designed training (Yimam, 2022). Training of the civil servants of Bangladesh has been given immense importance in the training related national policy (MoPA, 2003; MoPA, 2023). Training arrangement dictates civil service new recruits to attend Foundation Training Course (FTC) of six-month duration conducted by BPATC immediately after joining the services. It is widely expected that the FTC conducted by BPATC would be effectively contributing in molding the minds of civil service new recruits through inculcating citizen-centric attitude and ethical standards towards providing services to the citizen. Anecdote sources report that there is some evidence of mismatch between the performance of FTC graduated officials and their expected level of performance especially from attitudinal dimensions with regard to providing

services to the people. Participants' feedback reflected in the course-end evaluation report of Evaluation Department of BPATC, consultation meeting with supervisors of young civil servants, views of experienced bureaucrats and opinions of external and internal trainers demand an updated curriculum with the aim of fostering the ability of the civil servants so that they can provide better services to people, make better contribution to the development of the country and can translate government's vision into a reality.

These days frequently we come across some frustrating comments from our senior bureaucrats and policy makers about the spirit of responsibility, integrity, attitude and initiatives in our young civil servants although the civil service is formed and drawn up by the best talents of the country as elsewhere in the world (Haque and Haque, 2019; Longley, 2023). The majority of the young recruits enter into civil service immediately after taking a university degree. For obvious reasons, they are not expected to have the required knowledge and skills to work as civil servants. They are not of the 'requisite intellectual stature' and they show 'deficiency in outlook and mental reactivity'. Therefore, they need to undergo an intensive and planned course of training designed on the basis of their needs aligned with the qualities required to work as effective and efficient civil servant (Chowdhury 1969). FTC is one such arrangement and is expected to address their requirement. However, the frustrating comments feel policy makers rethink whether FTC has been effective in producing the 'sense of providing services to the people' in our probationer civil servants and to address their 'deficiency in outlook and mental reactivity'. Literary evidence suggests that such issues were also in concern relating to the post-entry training conducted during British and Pakistan period. Ahmed (1984) commented that post-entry training of that time could hardly develop the sense of service to the people in the minds of new recruits. The course design was rather widening the gap between service providers and the citizen. Even today our civil servants to a great extent maintain colonial mentality in their dealings with citizen. Their bureaucratic attitude towards people has little difference with that of the civil servants of the pre-independent Bangladesh. To an extent their behaviour with the citizen is like masters. These aspects have been a matter of great concern for our senior bureaucrats, policy makers and all others concerned.

It is largely acknowledged that the public is both employer and customer of civil servants. They are meant for serving the people. Therefore, in a more fundamental moral sense, civil servants are accountable to the people. To that end they are required to mold their minds and attitudes towards people. Ahmed (op. cit.) observed that the post entry training is of immense importance

in molding the minds and attitudes of the civil service new recruits. In this training special emphasis should be given to make them understand that they are appointed not to rule rather to serve the people. It should be inculcated in their minds that serving the people is their constitutional obligation. The course should be designed accordingly. It should be needs based where behaviour and attitudinal issues will be addressed with equal importance. For that purpose, the first task is to identify their training needs. Training literature also argues that a need analysis is the prerequisite for designing appropriate training design.

Bangladesh Public Administration Training Centre (BPATC) since its inception in 1984 is conducting Foundation Training Course (FTC) for the new recruits of Bangladesh Civil Service. Prior to the establishment of BPATC, Civil Officers Training Academy (COTA) was assigned for conducting FTC for the civil service probationers. FTC is the first compulsory training course for the civil service new recruits of Bangladesh on entry into the civil service (BPATC, 2023). Such training for the new recruits in civil service was first introduced in the Indian Sub-continent by the colonial rulers. Colonial rulers back in late eighteenth century hosted induction training for the Company's civil servants to enable them to carry on their work in the judicial, revenue, political and financial fields (Sapru, 1985:110). They felt that there was no relation between the qualifications expected for being nominated as civil servants and the qualifications they required for discharging administrative functions as civil servants (Ahmed, 1968). Accordingly, Ahmed (op. cit.) noted, they introduced Induction Training Course for the new recruits with the aim of broadening and liberalizing their mind and quickening their imagination. Induction training course proponents perceived that civil servants nominated for the then Indian Civil Service (from which Pakistan Civil Service and thereafter Bangladesh Civil Service emerged) must learn history, literature, language, laws of India, social institutions, ethics, jurisprudence etc. to discharge their assigned tasks. On the basis of their perception they designed the induction training course with those subjects and immediately after appointment, nominated civil servants had to participate in this training course.

Foundation training course conducted by BPATC is the continuation of the induction training course introduced by the colonial rulers. Participation in this training is mandatory for all probationer civil servants of Bangladesh. Moreover, successful completion of the FTC is one of the set preconditions for their confirmation into the service (MoPA, 2003; MoPA, 2023). However, evidence suggests that content of the FTC to a great extent is an extension of the

contents of the induction training course. Over the years some new issues and areas have been added in the course design. A cross examination reveals that the contents of the induction training course along with those added issues constitute the content of the FTC of BPATC (Ahmed, 1968; BPATC, 2021).

The FTC conducted at BPATC has some specific objectives. The extent to which these objectives address the actual needs of the probationer civil servants has been a matter of question these days. Such questions are put forward from different corners for discussion and analysis. Responding to these questions primarily requires exploring the learning needs and priorities of civil service new recruits and thereafter crosschecking their learning needs with the existing contents. Literature suggests that identification of learning needs require gap analysis. It is about analysis of gap between the existing level of knowledge and required level of knowledge which is a prerequisite for defining a need-based training. Conducting a training needs analysis is very decisive for designing a proper training content (CPD, 2022).

In the history of may it be the induction training course or the FTC, there is little evidence that any training needs identification of the probationer civil servants was ever done except one in 1989. The maiden TNA research report (Hoque, et al, 1989) concluded that the contents of the FTC conducted at BPATC is aligned with the needs of civil service new recruits although there is much scope of development of the course design. They made some recommendations as well for further development of the course. Consequently, some changes were brought about in the course design and some new issues were added but the basic content of the FTC remained similar. As such, until today FTC is being conducted to a great extent with contents based on perceived needs of the probationer civil servants. Some changes at times are brought about in the content based on perception and request from higher authorities and other stakeholders although it is the responsibility of BPATC to design, develop, organize and impart a need-based foundation training course meant for the new recruits of Bangladesh Civil Service.

Developing a need-based training course with updated curriculum for the new recruits of Bangladesh Civil Service is a long felt-necessity. Such necessity dictates to establish a scientific base through conducting a research on training needs identification (TNA) of the new recruits of Bangladesh Civil Service. There is no denying that a crucial way to providing new recruits with right knowledge and skills for their respective jobs is their training needs analysis which is also known as a training needs assessment or training gap analysis. TNA is the

identification of needs of the prospective participants that they require for their development as civil servants to provide effective and efficient services to the people. In other words, TNA defines the difference or gap between the actual level and the desired level of KSA (knowledge, skills and attitude). A training needs assessment is a tool used to identify the training needs of the employees and to deliver appropriate training content. It is essential for identifying professional and personal development needs, boosting employee engagement, ensuring organizations remain competitive and future-ready, and delivering efficient, cost-effective training programs (Gondyke, 2023).

1.2 Justification of the research

As has been noted earlier, FTC is the continuation of the induction training course introduced by the colonial rulers for the nominated officers of the company civil service. Literature suggests that the proponents of the induction training designed the content of the course on the basis of perceived needs. The content of the course was based on their perceptions and included those topics in the content that they felt a new recruit should know for performing assigned tasks. If we look into the design, structure and content of the FTC, it becomes evident that to a great extent it is similar to that of the induction training course introduced in the early years of the nineteenth century.

BPATC since its inception is conducting the FTC which was developed on the content of induction training course. Over the years some changes have been brought about in the content and the current contents of the course, no doubt, are the updated form of the induction course design but again based on perceived needs. For designing this course, there is no evidence that BPATC ever did any TNA to identify the actual training needs of the new recruits of Bangladesh civil service. No research was done to identify the knowledge gap of probationer officers although TNA, the first phase in the training cycle, is basically a GAP analysis that compares the present situation to the desired situation and suggests required interventions to minimize the gap (Mulder, 2019). Immediately after establishment BPATC took up the FTC design conducted at COTA for granted and started administering for the civil service new recruits of Bangladesh although training needs identification is essential for developing appropriate training objectives which works as the basis for developing need-based training content. Moreover, updating contents of the FTC on a regular basis is very essential for making the probationers more aligned with the ever-changing governance and socioeconomic context of the country. It requires knowing from the relevant stakeholders and this is obviously one of

the preconditions of designing effective training course. Whatever changes made in the contents over the years are minimal, influenced by pull factors and not really on the basis of research-based evidence nor response to the demand side requirement. It was always supply side driven although training should be designed based on actual needs and demand driven. Evidence suggests that opinion of BPATC faculty members, participants' feedback about the course, feedback from ministries, etc. have been the input for updating the course content. Conducting any TNA for knowledge gap identification of the prospective FTC participants did not get that much importance.

These days we frequently come across frustrating observations and dissatisfaction from different corners about the performance of our young civil servants. At times their performance, attitudes towards citizen and approach in providing services to the people become news items. Such situation brings frustrating observation and dissatisfaction at the forefront. Frustrating observations and dissatisfaction about performance of the new recruits causes dissatisfaction and discomfort for both BPATC and Ministry of Public Administration (MoPA). It is worth mentioning that one of the mandated responsibilities of BPATC is to design and administer need-based training courses in close cooperation with MoPA for all civil servants irrespective of their level in the civil service. However, such dissatisfaction and discomfort about performance and behaviour of the young civil servants of the country has put effectiveness of the FTC in question. Against this backdrop both MoPA and BPATC felt the necessity of revisiting the existing FTC contents putting forward the question whether FTC needs to be revised and updated aligned with the needs of new recruit civil servants. Responding to such question primarily requires identification of training needs of the prospective FTC participants. Indeed, identification of training needs would be hugely contributing to the body of knowledge pertaining to training- the basic area of professional development of all cadre officials.

One of the most pressing rationale of this research is the demand for an updated and a need-based training curriculum from all stakeholders. The recently updated policy related to training and higher education of the government officials of Bangladesh (MoPA, 2023) also put immense importance on identifying civil servants' training needs periodically. Administering needs-based training is deemed to be hugely contributing to create a big cohort of civil servants to enable them to serve the nation in line with the country's broader development vision. Such training might be helpful in developing civil servants with the mentality of providing citizen-centric public services with highly professional skills, knowledge and proactive attitude.

1.3 Objectives of the Research

Training needs analysis is done to identify the gap between actual training needs and desired training needs. It uncovers the reasons of the gaps and helps determine the approaches to address those gaps. The intention is to check whether the training design meets the requirement of the participants of training course in question. The general objective of this research was to identify the training needs of the probationer civil servants of the country with a view to contributing to updating the FTC curriculum for making the course more effective. The specific objectives were:

1. to assess the level of requirement of the FTC design and content for the probationers;
2. to identify their knowledge gap between required and existing level of knowledge;
3. to evaluate the learning preferences of prospective FTC participants; and

1.4 Research questions

With a view to attaining the objectives of this research noted above, we aimed at addressing the following three questions:

- a. What are the training needs of the participants of FTC?
- b. What is the extent of effectiveness of the existing contents of FTC in meeting participants' needs?
- c. What needs to be done to make the FTC more effective?

We collected both quantitative and qualitative data from all relevant stakeholders which we felt relevant for responding to the research questions of this research aligned with our research objectives. We analysed all data collected from various sources applying different research methods and tools for this research purposes. On the basis of our data analysis we came up with research findings involving the identification of training needs of the new recruits of Bangladesh Civil Service and proposed some evidence-based recommendations in this report. These are presented in the subsequent chapters.

1.5 Presentation outline of the research report

This research report is organized in five chapters. After the preceding introductory frame of reference, we have presented the literature review part of this research in Chapter II. In this chapter we have discussed the chronological development of the FTC in Bangladesh. As part of our research effort, we to an extent have examined objective, structure and content of the training courses conducted for the civil service probationers of some other countries of the

SAARC region and beyond. We have consulted the report of only research done years back for identification of training needs of the new recruits of civil service of Bangladesh. According to our research design, we analysed the tasks of the probationer cadre officials. On the basis of task analysis, we developed a conceptual framework which illustrates the areas around which civil servants require knowledge, skills and attitudinal inputs for their development as an effective and efficient civil servant. We also examined the *Jonoprosashon Proshikkhon Nitimala, 2023* (published in Bangla) for our research purposes. All these issues have been discussed in Chapter II of this research report. In Chapter III we have discussed methodological approaches employed in this research. FTC graduated participants, prospective FTC participants, supervisors of FTC participants, service recipients, senior civil servants both retired and in-service, members of Bangladesh Public Service Commission (BPS), BPATC faculty members and trainers, civil society members, university teachers, business community representatives and some others were the respondents of this research. We consulted them in different dimensions for our data collection purposes. Research methods, tools and techniques we utilized and research participants we consulted for our data collection purposes-all are detailed in this chapter.

We presented, discussed and analysed our data in Chapter IV in different sections and sub-sections. Some sections and sub-sections of this chapter are dedicated for presentation and discussion of views of graduated and prospective FTC participants along with a comparative picture of their level of knowledge gap in different course inputs. Such discussion is followed by presentation and discussion of views of immediate supervisors of probationers that we collected through survey and analysis of all quantitative data. After the quantitative data analysis section, we have presented, discussed and analysed all qualitative data that we collected from supervisors of probationers', service recipients, senior bureaucrats, trainers and others concerned. In Chapter-V we have discussed the findings of this research along with concluding remarks. Thereafter in this chapter, based on our research findings, we made some recommendations indicating the curriculum of the Foundation Training Course and some other relevant issues that came up from our research findings.

Chapter II: Literature Review

Part A: Literature review of concepts and Regional Training Scenario

2.1 Foundation Training Course: the genesis

Foundation Training Course (FTC), the initial training on entry into civil service is a compulsory training programme for all probationer civil servants of Bangladesh. This training is compulsory for the civil service new recruits, but is not any cadre or service-oriented training arrangement. This is a very generic type of training course which is conducted with the general aim of situating the civil service new recruits with the governance structure of the country. All new recruits join the civil service through a competitive examination arranged by the BPSC. Any citizen of the country having all relevant or required qualifications can apply for any civil service cadre job. There is no subject bar and graduates and post graduates of any discipline can apply for any civil service post. As such, people with diverse educational background join the civil service, who has hardly any idea about the structured system of government. Since they are new in the structured system of governance, they must learn the overall governance structure, role of different governance entities, their functions, working procedures and mechanisms of the country. Ideally their career as civil servant starts with the FTC and after successful completion of this training, they participate in departmental training organized by respective cadre-oriented training institutes. After their orientation with the structured system of government through the FTC they usually participate in departmental or professional training to know better about respective cadre-oriented tasks and other related aspects of their assigned tasks. FTC actually provides the base for their subsequent professional training. A student through a competitive examination steps into the civil service. FTC lies in between studentship and life of civil servant and efforts are taken through this course to transform students into civil servants through various activities like instilling civil service ethics, norms and values in them. It facilitates the transition process of probationers and sets the foundation to ease the process of their entry into the government system. In fact, FTC is a process of seasoning a new recruit in government service and satisfactory completion of the FTC is one of the indicators of transition of a new recruit from a probationer to an officer.

Foundation training course is not any unique training programme in Bangladesh. Similar training programmes for the new recruits in civil service are imparted in different names in India, Malaysia, Nepal, Pakistan, Sri Lanka, and even in the United Kingdom. This training

course has a long heritage in the Indian Subcontinent in developing cognitive skills and attitude of the entry level civil service officials who are involved in state policy formulation and implementation, materializes public policies and participate in various developmental activities of the country. To that end effective and efficient civil servants are required. Maintaining the effectiveness of government and achieving the government's top development priorities largely depend on the efficiency level of civil servants. Efficient civil servants are required for smooth functioning of public services, promoting good governance and for providing better services to people (Curristine T, Lonti, Z. and Joumard, I 2007; IPL, 2023).

The term civil service was first used for those East India Company servants who were involved in trading activities for the company. Prior to acquiring the political power and authority of the Indian Sub-Continent, Company civil servants were mainly involved in mercantile functions. As soon as it emerged as the ruler, its trading activities were gradually replaced by governmental functions. Servants of the Company were transformed into administrators from traders. In addition to their trading functions Company civil servants had to perform some other activities related to revenue, judicial and administrative affairs (Ahmed, 1968)., Company rulers took initiatives to create an efficient administrative machinery for performing these tasks. Appointed governor Robert Clive, in 1764, introduced a code of practice that prohibited servants of the East India Company from trading on their own account or accepting gifts from native traders. Instead they were given substantially increased salaries and promotion to higher posts by seniority (Chapman, et.al 2023).

Governor General Lord Wellesley (1798-1805) realised that the nominated persons after their joining in Indian Civil Service required adequate formal training for performing their respective tasks. He felt that there was no relation between the qualifications, authorities expect for nomination as civil servants and the qualification they require for discharging respective administrative functions as civil servants (Ahmed, 1968). Such understanding led him to introduce formal training for the civil servants of the East India Company. The intention of that training was to enable the nominated civil servants to carry on their work in the judicial, revenue, political and financial fields (Sapru, 1985).

Ahmed (1984) noted that at that time covenanted civil servants were mainly assigned for maintenance of law and order and for revenue collection. For enabling them to carry upon their assigned duties properly Lord Wellesley founded a college at Fort Williams in Calcutta in 1800

and introduced a three-year long induction training course. History, literature, language, laws of India, social institutions, ethics, jurisprudence etc. were taught in the induction course for broadening and liberalizing the mind and quickening the imagination of civil servants. Some intellectual exercises were also included in the content for developing their mental faculties and for giving them an insight into the prevailing social institutions. As part of training they were also exposed to field for gaining practical knowledge and experience of the realities. Such efforts were made for arousing the mental and intellectual powers of the civil servants as well as for enhancing their quality and character (op. cit.).

Conducting the induction training for the apprentice civil servants (who were titled Writers) was vested with the East India College at Haileybury in England in 1806. Syllabus of this training course comprised European classical languages, mathematics, law, political economy, general history and oriental languages. Entrants to the civil service had to spend two years at Haileybury College for mandatory training and had to pass an examination for their confirmation in the service as Writers. They were required to obtain a certificate of good conduct before taking up their posts as well (Chapman, et.al 2023; Sapru, 1985). In later times such subjects as Indian history, Indian Laws, Indian Languages, riding, etc. were also included in the course design for teaching probationers. The intention was to orient them better and to give them ideas about the context where they will be working as civil servants.

Thomas Macaulay, secretary to the board of control of the then UK government, advocated introduction of competitive examination rather than appointment by choice as a method of recruitment. As a response to such advocacy, examination system was introduced in 1833 for recruitment into the vacant posts of company civil service. Four candidates were nominated for each vacancy. They had to compete with each other through an examination directed by Board of the East India Company for appointment in the civil service (Chapman, et.al 2023). Introduction of competitive examination for recruitment created opportunity for Indians to enter into the then civil service. As part of probationary training, Indian recruits into the civil service, as Ahmed (1968) noted, were taken to England to acquaint themselves with the best practices of British way of life.

The 1854 Report of Sir Charles Trevelyan committee reiterated the abolition of patronage and recruitment into civil service by open competitive examination. Sir Charles Trevelyan, former East India Company civil servant proposed establishment of civil service commission for

administering the open competitive examination for recruitment of civil servants. The committee report argued for recruitment in the civil service posts on the basis of general intellectual attainment than specialized knowledge (Chapman, et.al 2023). The committee observed that civil servants require 'high powers of mind' and such qualities could not be developed by 'the best, the most liberal and the most finished education'. As such, Sir Charles Trevelyan committee recommended for arranging theoretical training for the probationers in Britain while practical training in India. Accordingly, training curriculum for the probationers were designed and efforts for developing an *esprit de corps* in the civil service also continued (Sapru, 1985).

The system of training for the civil servants as was introduced by the British colonial rulers continued in Bangladesh through the Pakistan regime. Immediately after the end of the British rule in the Indian subcontinent, a civil service academy was established at Lahore for imparting training for the newly recruited civil servants of Pakistan (CSP) officials had to undergo an eighteen months long training course at this academy. Ahmed (1968) argued that such training was required on the grounds that although the new recruits had the highest level of education from universities, there was no relation between their academic attainments and the task they were to perform at their work places. Moreover, they were not well-equipped. He maintained that a need-based and elaborated and system of training was required to make them able to perform their duties. Prime intention of the training conducted for the CSP officials was three-fold: (a) to develop probationers as seasoned individuals and to instill in them the necessary qualities of the officers required for a welfare state; (b) impart the basic knowledge of law and administration; and (c) provide them an intellectual foundation so that they can undertake higher job responsibilities in their future career (Ahmed, 1968). In this training they were taught language, public administration, constitutional structure of Pakistan and related problems, development economics, statistics, revenue laws and administration, history, legal system and Islamic philosophy. Typing and driving lessons, general knowledge lectures, reading eight books of different kinds, weekly probationer's discussion for enhancing public speaking ability, morning physical training and afternoon games and arrangement of cultural and guest nights on weekly basis were also included in the course design. These non-academic activities were introduced to make the civil servants skilled in different areas for grooming them up as efficient managers.

District attachment, attachment to the then East Pakistan Academy of Rural Development (presently known as BARD), Cumilla, special visits to various development programmes in agriculture and industry, living in village with some peasant family, etc. were also very integral part of that training. After each visit probationers had to write and submit a detailed tour report with special reflection on their reactions to the social problems which they came across during their visit. They were required to write monographs on the problems of the villagers/peasants (Ahmed, 1968; Ahmed, 1969). The intention of this training was to integrate new recruits coming with diverse educational and social background into a coherent group and impart them with an *esprit de corps*. This training also aimed at development of character, instilling a sense of dedication and service to the state and impartial, efficient administration (Ahmed, 1969).

Training of civil servants received seminal attention in independent Bangladesh. The Gazetted Officers Training Academy (GOTA) established during the Pakistan regime for training of the new recruits of civil service was reorganized 1977 as Civil Officers Training Academy (COTA). COTA was assigned the responsibility of post-entry training of the newly recruited civil servants. Some of the major objectives of establishing COTA were (Ahmed, 1984):

- a. to prepare the new recruit civil servants so that they can perform their assigned tasks;
- b. to develop them as disciplined, responsible and committed officers with balanced development of body and mind;
- c. to impart modern management skills with increasing emphasis on practical training; and
- d. to develop team spirit in them so that they can work in team environment collectively.

The foundation training course conducted by COTA was of twenty-two weeks duration. New recruits were taught Bangladesh Studies, Development Economics and Public Administration in this course. Attachment to BARD, Cumilla, Village Study programme, extension lectures by eminent scholars and administrators, extempore speeches, debates, seminars and review of books on Bangladesh public administration and economic development were also in the course content. Besides, the course design included compulsory morning physical training and afternoon games, arrangement of field trips and outings during weekly holidays, etc. The COTA training was compact in nature. Beyond compulsory morning physical training and afternoon games probationers had to attend academic sessions for the whole day during the

training period. As such, the training was residential and officials mandatorily had to live in the COTA dormitory following all disciplinary aspects. Ahmed (1984) maintained that although new recruits were of different socio-economic and academic background, their staying together was very effective in developing the sense of friendship and fostering ‘esprit de corps’ among themselves. Foundation training course got a new momentum with the establishment of BPATC in 1984. Among the core courses of BPATC, Foundation training is extremely pivotal since it hugely contributes to preparing and building the new recruits of civil service to undertake future challenges of administration and development. Since inception, BPATC continued conducting the FTC with the contents that were in the FTC design conducted by COTA.

2.2 Foundation Training Course of BPATC: form and content

Curriculum of the current FTC covers Bangladesh Studies, Public Administration, Management Studies, Development Studies and Economic Management, Language Learning, Book Review and Oral Presentation, ICT, Driving and Physical Training and Games, District and Upazilla attachment, Secretariat attachment and attachment to rural development academies (BARD, RDA, BAPARD, etc.), village study, etc. as were in the past. Some of these components were not in the design of the course conducted during the early days of BPATC rather were included in the course design in later times. Evidence says, these changes have been brought about responding to the recommendations made in the training needs assessment research report of 1989 (Hoque, et al 1989).

Although the lone TNA research, administered to identify learning needs of probationer civil servants, conducted in 1989 came up with some interesting recommendations, the report concluded that the contents of the FTC meets learning needs of the newly recruited civil service officers. The recommendations they made, included (op. cit.):

1. Course duration should be of 04 months duration. It is worth mentioning, FTC duration was reduced to 02 months to address the training back-log at the time they conducted the TNA research.
2. New recruits should be sent for training immediately after their appointment in the civil service by the Bangladesh Public Service Commission (BPSC).
3. Since civil servants are mutually dependent for performing their respective tasks, they should be trained together for developing friendship and bonding among them.

4. For enhancing the importance of FTC and making it more meaningful, inter se seniority should be settled integrating the results of both FTC and BPSC.
5. More topics on ethical issues should be included to enhance ethical development of participants.
6. Skill areas like computer technology, typing, motor driving, swimming, etc. should be included in the course design for the greater interest of development administration.
7. Participants should be encouraged to research activities for bringing about changes in traditional administrative thoughts.
8. Number of study tours to rural areas should be increased and opportunities should be created for the participants for their more interaction with mass people of the country.

The present course inputs reveal that many of these recommendations were infused in the FTC content in course of time. However, the specific objectives of the FTC conducted at BPATC, as noted in the course guidelines (BPATC, 2021) are the following:

- ❖ develop an insight into the national goals and objectives through analyzing socio-cultural, political and economic development issues, strategies and processes realistically;
- ❖ understand the role of leadership in public sector;
- ❖ recognize the role of civil servants in a changing national and global environment;
- ❖ have a broader understanding of different national goals such as Vision 2041 and Delta Plan 2100 including the SDGs or Agenda 2030 and its localization;
- ❖ know essential laws, basic service norms, rules, policies and procedures;
- ❖ identify the root causes of the challenges that the marginalized people are exposed to and to find the sustainable approach and strategies to address those challenges;
- ❖ understand the need of utilizing the ICT in service process simplification and efficient management of public services;
- ❖ be able to prepare analytical reports within stipulated time and present them before a large audience;
- ❖ communicate in English with competency and confidence;
- ❖ foster esprit de corps and empathy among the participants coming from the diverse academic and socio-economic background;
- ❖ maintain physical fitness and ethical values

A close look into these objectives reveal that these are merely the major issues and learning areas covered in the FTC and have been put together under the title ‘objectives’. For example, ‘communicate in English with competency and confidence’ is actually the objective of module-17 of the course and has been articulated as one of the course objectives as well. However, this objective like many others is not well crafted, since question can be raised “who will communicate?” FTC is meant for civil service new recruits of different cadre services. As the

name goes, it is meant for giving them the foundation so that they can realise that they are mutually supportive to each other in performing respective tasks professionally maintaining ethical values. In this context teaching them English communication cannot be any prime objective. Another objective of the course ‘maintain physical fitness’ in any case for obvious reasons cannot be any prime course objective. Physical training activity has some different intention like giving them some opportunity to better interact with each other for developing informal and friendly relation among themselves. There are some other non-academic activities in the course design through which such efforts are taken. Moreover, there is no doubt that ‘maintaining physical fitness’ and ‘maintaining ethical values’ are two quite distinct issues and interestingly one objective of the FTC has been framed putting these two distinct issues together. Nevertheless, ‘maintaining ethical values’ cannot be the last objective rather one of the initial concerns of the course should be inculcating ethical values. To be frank, objectives are actually the philosophical expressions of the essence of the course and needs to be articulated that way. Objective reflects the total picture of the training and readers get to know the key essence from objectives.

However, it is evident from the preceding sections, history reveals, that providing adequate training for the new entrants in the civil service was always perceived very essential to enable them to perform their responsibilities as civil servants. The new entrants, for obvious reasons, join the civil service with diverse educational, social and cultural background. There is no denying that they, in general, join the civil service with no knowledge and skills required for discharging their assigned duties and responsibilities as civil servants. Nonconformity between attained educational qualifications and qualifications required for discharging duties as civil servants is a very strong justification for imparting proper training for the new entrants of civil service. As such, efforts are made through a common syllabus in the training course for giving them a common understanding about the socio-political context of the country and for transferring working knowledge and skills. This training is also contributing for them with regard to understanding the socio-cultural context as well as to developing their character and a sense of dedication to service and to people.

2.3 Civil Service new recruits’ training arrangement in other countries

Foundation training course conducted for the civil service new recruits in Bangladesh is not any unique training arrangement. This type of training programmes are in operation in some other South Asian and South East countries as well. We have discussed the form and content

of such training courses administered in India, Malaysia, Nepal, Pakistan and Sri Lanka in the following sections.

2.3.1 Induction Training Course, LBSNAA, India

The Induction Training Course like our FTC is common to all those recruited to the All-India and Central services through the common Civil Service examination. Immediately after appointment they participate in the Induction Training Course conducted by Lal Bahadur Shastri National Academy of Administration (LBSNAA). The focus of this training, since the officers are fresh entrants, is on familiarising them with the environment of political, economic, social and administrative issues (LBSNA, 2023). Efforts through various academic and non-academic inputs are taken to equip the probationers with requisite skills, knowledge and attitudes to shoulder the responsibilities of a public service officer. The course is conducted with the intention of instilling a shared understanding of government and build friendship among the civil services for smoother conduct of the affairs of the Government. The Induction Training Course of LBSNAA is designed to serve the following objectives:

- i. Orient Officer Trainees to the administrative, social, economic and political environment of the country.
- ii. Generate awareness of the challenges and opportunities within the Civil Services,
- iii. Promote overall development of personality traits of the Officer Trainees: intellectual, moral, physical and aesthetic,
- iv. Foster greater coordination among the members of different Civil Services by building esprit de corps.

Academic inputs are provided on various subjects like Political Science, Law, Management & Behavioural Science, Public Administration, Economics, History & Culture, ICT & e-governance and Language. Extension lectures on different issues of social, economic and political importance by eminent persons from social, political, cultural and economic background are also arranged. Co-curricular activities like Book Review and Essay Competition, extracurricular activities like physical training and games, village visit, attachment with the armed forces, the public sector, the private sector, municipal bodies, voluntary agencies, tribal areas, non-government organisations (NGOs) and at district etc. are also integral parts of the training. It is worth mention that Induction Training Course is of fifteen weeks duration and is one of the three courses conducted at LBSNAA for the new recruits of all India civil services during their two-year probation period.

2.3.2 Postgraduate Diploma in Public Management, INTAN, Malaysia

The National Institute of Public Administration (Malay: *Institut Tadbiran Awam Negara* - INTAN) in Malaysia is assigned for training of the new recruits of civil service. The title of the course, INTAN conducts for newly recruited civil servants, is Postgraduate Diploma in Public Management (DPA) programme. This course is a pre-requisite for appointment into the Administrative and Diplomatic Services Scheme. After successful completion of this course new recruits are appointed. The prime objective of this training programme is to train civil servants with necessary knowledge, skills and expertise to face the development challenges of the nation. It also has the intention to orient new recruits with the needs of modern public administration (INTAN, 2022). DPA is divided into part-1: Curriculum Activities and Part-2: Co-Curricular Activities. Under the Curriculum part the following academic areas are covered:

Part-1: Academic Component (Theory and Practical)

1. Public Financial Management
2. Leadership and Strategic Management
3. Government Administration and Public Policy Management
4. Security Management and International Relations
5. Social and Infrastructure Management
6. English Proficiency for Public Sector Executive
7. Human Resource Management and Integrity
8. Public Economic Management
9. Research Methodology
10. Innovation and Technology Management

National Integration and Self-Resilience Component

1. Strategic Partnership Programme (SPP)
2. Strategic Engagement Programme (SEP)
3. Rural Transformation Initiative (INTRADE)
4. Disaster Management (FIRE)
5. Public Order Management (POLICE)
6. Orientation of National Defense (ARMY)
7. Outward Bound School (OBS)

Leadership and Interpersonal Skills Component

1. Office Management Orientation Module
2. Group Integration (GI)
3. Innovation Ambassador Development Programme (IADP)
4. Event Management Module (MPM)
5. Synthesis week

The following Co-Curricular Activities are covered in the part-2 frame:

1. Sports
2. Group Integration
3. Outdoor activities
4. Intellectual discourse
5. 8 students' bureaus

DPA is a 10-month long training programme that puts emphasis on professional development and character building. It focuses on five key elements namely Attitude, Skills, Knowledge, Adaptability and Resilience, in short, ASKAR.

2.3.3 Basic Administration Training, NASC, Nepal

Nepal Administrative Staff College (NASC) organizes Basic Administration Training (BAT) for the newly appointed civil servants of the Government of Nepal who come from a heterogeneous group with diverse academic and socio-cultural background. BAT is the flagship training program that NASC organizes this course with the aim of inculcating and developing required Knowledge, Skills and Attitudes (KSA) for providing quality services to the people (NASC, 2023). The training course aims to orient, socialize and sensitize the newly appointed officers with core values, functions and practices of civil service. It is also intended to enhance their core competencies so that they can deliver quality services to the people with a greater extent of professionalism, serving attitude and empathetic behavior.

NASC (2023) notes that BAT is actually the foundation course of four months duration comprising six different modules organized for the new recruits of Nepal civil service followed by a two-month internship (only for the general administration group). The classroom learning sessions are conducted on various thematic areas of management, public administration, governance and service delivery to provide analytical understanding as well as practical skills. The following are the six modules under which different academic sessions are conducted on various issues in this foundation course for the officer trainees of all services.

1. Module I: Self-Transformation and Managerial Proficiency (STMP)

This module is administered to orient and align officer trainees with the core values and ethos of civil service. Efforts through this module are also taken to enhance essential managerial skills so that they can perform effectively as serving managers after placement in their respective duty stations. This module covers areas of self-transformation and managerial proficiency in 36 learning sessions.

2. Module II: Communication and Decision Making (CDM)

Office communication and decision-making skills are instrumental to developing managerial proficiency and delivering better public services as serving manager. Efforts are taken to enhance such skills of the officer trainees' through this module.

3. Module III: Governance and Service Delivery (GSD)

This module aims to enhance understanding and analytical ability of the officer trainees in the areas of governance and public service delivery.

4. Module IV: Development Management (DM)

Through this module efforts are taken to enable officer trainees demonstrate better understanding in basics of the policy development process, development planning and processes, project management and public financial management.

5. Module V: Information and Communication Technology (ICT) and Report Writing (ICT & RW)

Intention of this module is ICT skills enhancement to enable them to utilise ICT skills in office management, service delivery activities and persuasive and professional report writing. Under this module different issues are covered to impart knowledge and skills on ICT and E-Governance to enable trainee officers to support and implement Digital Governance initiatives in Nepal.

6. Module VI: Language Competency: Communicative English (CE)

The thematic topics in this module is aimed at enhancing listening, speaking, reading, and writing skills of participants in English language.

As noted in the NASC website, alongside the above-mentioned academic modules, Know Your Country (KYC) programme is a very integral part of the BAT. Under the KYC programme, participants are attached to different parts of the country for a week to learn from direct observations and interactions with local people about the different dynamics of public service delivery. They are exposed to real life situation to develop their perspectives in geographic, socio-economic, and cultural aspects and livelihood of people and understand places of historical, national and commercial importance.

2.3.4 Common Training Programme, CSA, Pakistan

Pakistan Civil Services Academy conducts Common Training Programme (CTP) for all fresh entrants to various Central Superior Services (renamed as Occupational Groups). CTP is a seven-month long training program and participation of all new recruits of twelve occupational groups of the Federal Government in this course is mandatory. Its mission is to impart pre-service training to them so that they can play their role as future leaders within the civil services of Pakistan. Efforts are taken through this training to enable the newly-inducted civil servants through acquisition of knowledge and competencies necessary to perform their duties and meet the challenges of public service judiciously, effectively and economically in accordance with the law (CSA, 2023a). The following academic modules are covered in the CTP:

1. Government & Society in Pakistan
2. Public Sector Management
3. Personnel & Office Management in Government
4. Economics & Public Finance
5. Professional and Social Etiquette
6. Quantitative Tools for Decision making
7. Communication Skills & English Language
8. IT Skills

Beyond these above-mentioned academic subjects, the following co-curricular activities are also included in the course content:

1. Field work/Leadership & Development (Community Service)
2. Research Methodology/Syndicate Research
3. Book Review
4. Public Speaking
5. Country Study Tour
6. Military Attachment
7. Club Activities

A number of workshops on various topics such as local government system, public policy, macro-economic management, urban governance, public sector management and government finance etc. are arranged in the CTP.

Lectures, class discussion, extension lectures, writing synopsis on extension lectures, seminars, panel discussions, case studies, public speaking exercises, current issue presentations, book reviews, field work presentations syndicate work, field attachments and field visits to different places of interest in Pakistan are the training methodology and techniques followed in the CTP. During the training probationers are attached with selected households as well as government schools in small groups. They are exposed to various heritage sites for carrying out research. Beyond this research, probationers as part of their training are also required to conduct research on a specific topic. They are to present all visit and research reports before a review panel (CSA, 2023c). It is mentioned in the CSA (2023b) website that one of the core objectives of the CTP is to instill in the young entrants the ability to think logically, to inquire dispassionately, to comprehend intelligently and to act decisively. Efforts are taken through this training to make the young probationary officers understand their responsibilities as the primary intermediaries and to mould them into efficient public sector managers and practitioners of public policy.

2.3.5 Induction Training Course, SLIDA, Sri Lanka

Sri Lanka Institute of Development Administration (SLIDA) conducts Induction Training Course for the cadets of all island management services. These services include Sri Lanka Administrative Service (SLAS), Sri Lanka Accountants Service (SLAS), Sri Lanka Planning Service (SLPS), Sri Lanka Education Administrative Service (SLEAS), Sri Lanka Foreign Service (SLFS), Sri Lanka Scientific and Architectural Service and other services. Induction Training is mandatory for all island management services of Sri Lanka (SLIDA, 2016).

The course is designed to equip the newly recruited civil servants with the necessary knowledge, skills and attitudes to perform their duties effectively and efficiently. The course covers several subject areas such as; introduction to public service and basics of public administration, financial management, project management, sustainable development, governance, office management, public sector ethics, communication, political, social and economic issues, IT and language skills. The broad areas covered under this training programme conducted for the civil service new recruits in Sri Lanka are noted below (SLIDA, 2021):

1. Module on Orientation Program
2. Module on Ethical and Professional Values for Public Officers
3. Module on Office Management and Productivity

4. Module on Public Administration
5. Module on Introduction to Public Finance and Procedures
6. Module on Introduction to Management
7. Module on Customer care, Public Relations & Grievance handling
8. Module on Office Communication Skills
9. Module on HR Management Practices
10. Module on Introduction to Law for Public Administrators
11. Module on Sub National Governance and Local Government
12. Module on Spreadsheet for Advanced Data Analytics and Data Visualization
13. Module on Land Administration
14. Module on Provisions in Establishment Code Part 2
15. Module on Social Research in Public Sector
16. Module on Essentials for Government ICT
17. Module on Project Management
18. Module on Sustainable Development and SDGs
19. Module on Quick Research, Data Analysis and Information Processing
20. Module on Introduction to Public Procurement Procedures
21. Module on Introduction to Public Policy
22. Module on Introduction to ICT and Implementation of e-Government Concept
23. Module on Technical Skills for Non-technical managers
24. Module on Disaster Risk Management
25. Module on Economics for Decision Making
26. Module in English Language
27. Module on Introduction to Law for Public Administration

Apart from these academic modules, activities like field visits, assignments, examinations and evaluations also are included in the course design. The course duration is about one year and consists of both online and offline sessions. The course aims to enhance the professional competence and ethical standards of the officers of all island management services and prepare them for the challenges of the 21st century. Diploma in Public Administration is awarded to civil servants who complete the Induction Training Course successfully.

A close look into the contents of the training course conducted for the probationer civil servants on entry into civil service in Bangladesh, India, Malaysia, Nepal, Pakistan and Sri Lanka reveals that the contents to a great extent are similar. The common understanding of the policy makers in all these countries for the newly recruited civil servants was that they lack management skills, have no or very little idea about public administration and governance. Moreover, they should have some common orientation and understanding about the socio-political structure of the country and ethics and values. As such, we find similarity from a wider context in the formation of objectives delineated in the course curriculum of the training

courses in these countries. Apart from these a major objective of the Foundation Course is to develop the sense of belongingness among the probationers of different services, who are required to be supportive to each other for accomplishing respective tasks related to providing services to the people during their lifetime of service. In the course design in all these countries, new recruits are exposed to the under-privileged groups to experience for themselves the hard realities of their life. As such, it can be argued that from a broader perspective, training arrangement for the civil service new recruits of the countries discussed above including Bangladesh has some commonalities.

Chapter 2: Literature Review

Part B: Overview of Bangladesh Public Sector, Governance and Training

2.4 Training policy of the government of Bangladesh

The government of Bangladesh has recently formulated *Janoprosashon Proshikkhon o Uchhchha Shikkha Nitimala, 2023* (published in Bangla). Government in this policy has put emphasis on different mechanisms for enhancing professional competence and capabilities of government employees. Immense importance has been given on designing training programme by government training institutes on the basis of training needs of the officials of various government offices, autonomous, semi-government and constitutional bodies. The policy noted the following indicative areas for consideration in designing training courses:

1. Origin and fundamental structure of the state
2. History of Bangladesh and liberation war
3. Society and culture of Bangladesh
4. Development vision and planning of the government
5. Good governance
6. Policy formulation and management
7. Administrative and financial management
8. Human resource development and management
9. Development of public services
10. Supervision and monitoring
11. Evaluation and research
12. Organisational culture and values
13. Ethics and values
14. Development of creativity and innovation
15. International relations
16. Development administration
17. Development economics
18. International trade and economics
19. Information and communication technology
20. Global development goals
21. Environment, health, education, energy, food and climate security
22. Science and technology
23. Blue economy
24. Mental and physical well-being
25. Contemporary issues

It is obvious that many of these indicative issues are very pertinent to the new recruits of the Civil Service. Since they are new in the structured form of government and come with diverse socio-economic and educational background, they must know and have some common understanding about the origin and fundamental structure of the state, history of Bangladesh and liberation war, people, society and culture of Bangladesh, development vision and planning, roles and functions of different services, etc. They should have clear understanding about good governance, policy formulation and management approaches, administrative and financial management, organisational culture and values, development administration and economics, information and communication technology, global development goals, ethics and values. They also should be sound in mental and physical well-being and should be well aware of important contemporary issues. However, the policy directives and inclusion of relevant issues in the FTC content might be helpful in public administration capacity enhancement towards developing an efficient, accountable, transparent, honest, sensitive and committed public administration system in Bangladesh.

2.5 Analysis of cadre-oriented tasks

All nations, irrespective of their system of government, require some sort of administrative machinery for implementing policies. Civil service is one of the key administrative arrangements in this regard. Cadre specific job description reveals that each cadre has some distinct and specific tasks although there are some commonalities. Whatever may be the context, probationers require some common skills and qualities for performing respective cadre-oriented tasks. Task analysis was done to develop an understanding of the tasks of civil servants and understand the skills requirement to accomplish those tasks. This understanding is based on content analysis. The content includes the allocation of business of different ministries and agencies of the government. The ensuing analysis reveals that civil servants are engaged in managing policies that affect their organizational environment and their subordinate offices. Some of the tasks are cadre/entity specific while some others are common for all. The major tasks they perform are detailed in the following sections.

Policy making:

Governance in the post independent Bangladesh has become more development oriented. Development administration is more concerned about public problems. As such, one of the prime responsibilities of civil servants working in the ministries and agencies is to formulate policies and plans for addressing public problems. They work as the source of

facts, experience, ideas and solutions. They participate in policy making by giving advice to ministers and providing them the necessary information. Policy making includes making laws, rules, regulations and guidelines. They also formulate draft acts and ordinances for consideration of the lawmakers. The success of public administration largely depends on effective policy making. They are to listen to the people, think of their well-being at the forefront in making policy decisions. If public policies are not properly formulated, it may have detrimental effects to the interest of the public. Civil servants are to play an active role in public policy making. They are also to think of and provide the means and mechanisms required for effective implementation of the formulated policy.

Policy implementation:

After the formulation of public policies, the task is policy implementation. Civil servants are responsible for implementing the policies and laws of government. They translate public policies into actions. Policy implementation includes the execution of plans, orders, guidelines, and legislative decisions for getting the expected result of the policy decision. They are also responsible for monitoring the implementation of these policy matters by their subordinate offices. Civil servants working at ministries formulate policies while at field level their task is to interpret public policies, implementation of public policies. They are to systematically plan policy implementation. Policy success depends on successful implementation of policy decisions. By carrying out laws, civil servants regulate the behaviour of the people in society. By implementing public policies and programmes, it delivers the promised goods and services to the intended beneficiaries.

Providing Facilities

Civil servants manage public enterprises and public services for ensuring socio-economic justice. They provide welfare services to the people like social security, old age allowance, widow allowance, etc. They also look after the welfare of the weaker sections. They are to perform some vital functions for promoting agriculture, industry, internal and international trade, banking, etc.

Decision making

One of the key tasks civil servants are to perform is decision making. They make decisions as a routine matter. Wherever they work, be it the ministries and departments or field level offices they make decisions to address or settle issues coming to them. They are to work collectively

in making decisions. In general, they are to consult their subordinates in making decisions. This is also not unlikely that they need to take the views of all other relevant stakeholders in making decisions. They are to make decisions for the betterment of people. It is their responsibility to understand people, learn from people's expectations and to translate their expectations into reality through making effective decisions.

Coordination

Civil servants especially those who are working at district and Upazilla level are to regularly coordinate the activities of others for attaining national development goals. They are required to coordinate the activities of their subordinate colleagues working under their supervision. Some of them also are to coordinate with their higher officials. Coordination requires team work and cooperation among themselves. It is their responsibility to maintain team spirit so that all concerned can play their role effectively as team members.

Interpretation of rules and regulations

As civil servants they are to provide interpretations of rules, regulations, and orders relating to different issues including service conditions and functions of the ministries and agencies. They need to provide the media with an interpretation of the policies, actions, and activities of the government relating to their business. Their interpretations are required to be people oriented so that people get the most of their actions and their expectations from civil servants are met.

Leadership

Civil servants are to motivate, encourage and influence their colleagues within their own office and beyond so that they all work in accordance with adopted plans and programmes. They are to lead from the forefront for attaining organisational goals. Leadership is not confined within the traditional command and control mechanism. Civil servants, as leaders, are to guide and assist their coworkers so that they can discharge their individual roles and responsibilities effectively and efficiently. In getting things done, they are required to have the quality to influence others, to treat others with respect and the quality to create the sense of belongingness in them.

Supervision and Control

Every individual in an organisation has some designated roles and responsibilities. They are to accomplish their respective tasks in accordance with prescribed plans, procedures and directions or instructions. Civil servants must over see whether their subordinates and others

work in line with the plans adopted, procedures prescribed and directives or instructions issued. It is their responsibility to ensure that whatever is done is aligned with what has been intended to be done. Therefore, they need to supervise and control their colleagues but this cannot be done from the traditional concept of authoritarian standpoint. Civil servants are required to induce their colleagues to work following rules and regulations at the same time they also are required to ensure that they themselves are aligned with rules and regulation in discharging their own tasks.

Interaction with outsiders

As members of some organisation, civil servants frequently interact with different types of actors beyond their respective organisation. These actors have influence in the organization. They themselves are members of their service associations; they consult with other agencies; utilize intelligence information; make treaties, agreements, and covenants with international organizations; organize exhibitions; make representations in other organizations; engage in negotiations; assess public opinion; and provide consultancy.

Public Relations

Providing services to people is the constitutional obligation for any civil servant. For providing services they are to communicate with many stakeholders including service seekers. They act as focal points, deal with private sector, issue press releases, maintain liaison, etc. For maintaining public relations, they are required to have developed inter-personal and effective communication skills. Communication in both oral and written form is essential for them. These are linked to administrative skills. At the same time, they require good public speaking and presentations skills. Unless they are well equipped with public speaking and presentation skills, it will be difficult for them to main public relations effectively and efficiently.

Reporting & Documentation

The civil servants play roles in reforming, revising, and reviewing policies and their respective functions. They need to assess the quality of service delivery so that the services become pro-people and citizen-centric. In this regard, they need to compile, manage, and process data; make inquiries; maintain statistics; standardize actions; do marketing; prepare investigation reports and annual reports; assess and evaluate standards and quality; design surveys; make forecasting; conduct exploration; make analysis; prepare recommendations; preserve databases; publish policy briefs; and assess the impact of actions. All these activities delineate

that they require research skills.

Administrative Procedure

Maintaining secretariat instructions in respective office procedures is another important task civil servants are required to perform. They maintain protocols and ceremonial matters, manage risks, ensure office security, deal with crimes, keep hospitality, run administration, do marketing, ensure service production, inspect subordinate offices, keep inventory, do oversight, follow decision-making, provide awards, make appointments, ensure security and protection, mobilize resources, give approval, form committees and commissions, and control them. As civil servants they are to assist ministers in fulfilling their responsibilities towards the parliament and its committees. Reforming and improving governance through appropriate measures is also their responsibility.

Management

Civil servants set the goals and targets for their organizations, choose the appropriate procedures to carry out functions to reach the goals, establish methods of dealing with superiors and subordinates, design schemes, and prepare and spend budgets. In other words, they determine the structuration for their organizations. They inspect and control their subordinates, and maintain cooperation. They manage the construction and maintenance of their office establishments and renovate them. Such activities require changing attitude with regard to the traditional view of superior-subordinate relationship framed with the status paradigm. They are to follow what is called the 'human relation' approach in managing their organisations.

Recruitment

Recruiting personnel in their own offices and for other organizations is assigned with civil servants. They are to actively play their role in recruiting the right persons for the right positions. In this regard they must maintain maximum ethical standard. They are required to be guided by ethical values.

Procurement Management

The civil servants prepare their annual procurement plan (APP) plans and supply resources to officials. They determine the terms and conditions of the purchase and supply, rate of schedule, specifications, installation, control quality, and ensure compliance.

Financial Management

Civil servants prepare and implement budgets to carry out their organizational mandates. They keep records of expenditures, make budget adjustments, and face audits. In relevant cases, they collect revenue and fees and manage the accumulated funds.

Resource Management

Resource management is another important task every civil servant has to accomplish. They are to manage liveries for their office staff, provide transportation, manage reimbursement, rehabilitation, procurement and all other related tasks to resource management.

Human Resource Management

The civil servants adjust the organogram of their offices, aligning it to the needs of the temporal and spatial conditions, maintain discipline in the offices, look after pensions for the retired employees, fix retirement benefits, maintain service records, design career planning, deal with offences, and recruit new employees.

Analysis of the tasks noted above reveals that some tasks have specificity with cadres while some others are common for members of all cadre. Some tasks are cadre specific while accomplishing those cadre specific tasks requires doing some common tasks. For example, tasks related to maintaining law and order are vested with police department but in accomplishing such tasks police needs administrative support. It is about coordination and understanding between police and administration. It is about communication and without effective communication skill no coordination is possible. If we go beyond, all civil servants require knowledge relating to accomplishing respective tasks assigned to them. All civil service members one way or the other provide services to people. They have both internal and external clients. It is about citizen, it is about providing services to citizen. They are required to learn the expectations and needs of their clients. For better understanding people, they need to interact with them. They are required to have the feeling of empathy for the citizen. Empathy for the people is very important in providing services. Empathy means being citizen centric, here the motto is 'citizen first'. Civil servants formulate and implement policies, rules, regulations, etc. Unless they are people centric, peoples' expectations will remain neglected in the policy decision. These are the areas where they must have knowledge and skills. They must be well conversant about their respective tasks and operational procedures of those assigned tasks.

All of them manage some office. They are to maintain administration for ensuring official discipline and for meeting organisational goal. For managing office, for maintaining administration, administrative and managerial skill is required. For accomplishing organisational responsibilities they are to lead some people. In the organisation everybody has some designated role. All are team players and they are to ensure that every player in the team is performing respective designated roles properly for reaching organisational goal. It is about leadership skills, it is about team building. Without leadership and team building skills, it is hardly possible to keep people motivated towards meeting organisational goals. They are the custodian of public money. In managing public money, maintaining integrity and ethical standard is most essential.

2.6 Conceptual Framework: The SCALE

On the basis of task analysis and the discussions noted in the previous sections, five key areas or components can be identified where civil servants must have a good command for discharging respective official responsibilities effectively and efficiently. With these five key components a theoretical/conceptual framework has been developed. With the initials of each component this framework can be named SCALE framework which is presented in figure 2.1.

The five areas/components of the SCALE framework presented below largely determine performance of civil servants and of the organizations they work in. For working efficiently, one must have respective cadre service/task-oriented knowledge. The service/task-oriented knowledge is required for accomplishing individual tasks effectively and for providing better services to the people. Commitment to providing better services to people requires having a clear understanding of the people and being citizen/people focused. Understanding people, listening to them, valuing their views and engaging them in service delivery is essential. Providing services to people and accomplishing respective tasks require some administrative and managerial skill. Managing own office also requires some administrative and managerial skills. For effective utilisation of administrative and managerial skill one has to have leadership and teamwork skill since every individual in an organisation has to work in a team environment. As leaders, civil servants must ensure that all members are actively involved in the process. It is the responsibility of leaders to coordinate among team members for accomplishing tasks. Here comes the question of ethics and values. Unless one is ethically sound, it is hardly possible to coordinate among team members effectively and provide services to the people efficiently. Then again providing services to people effectively and efficiently one has to be well

conversant on respective service/task-oriented knowledge. Therefore, these five components are sequentially interlinked and mutually inclusive. We have detailed these five components further to an extent in the following sections.

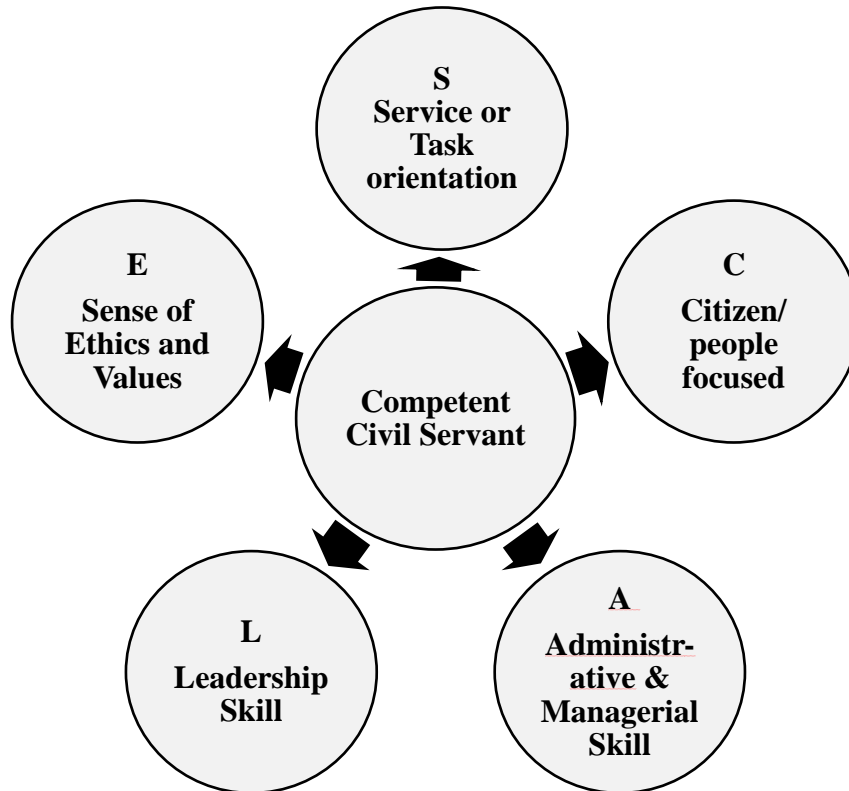


Figure 2.1: The SCALE Framework

Service or Task oriented Knowledge

The first component of the SCALE framework is service or task-oriented knowledge. A strong knowledge base is required for performing respective cadre service specific tasks efficiently and effectively. Providing service or task specific knowledge base for performing the tasks of the positions, new recruits/probationers will be holding, is the responsibility of individual cadre-oriented training organisations. Apart from such institutional training arrangements, probationers usually learn such issues practically at their respective offices from their colleagues as well.

Foundation Training Course conducted by BPATC, as the nomenclature goes and as has been noted earlier, is not any cadre or service-oriented training programme. It is rather a very generic type of course conducted with the aim of situating a new recruit into the structured system of government. It provides the foundation for subsequent professional training organised by

various cadre specific service-oriented training institutes. The professional training is meant for providing knowledge and skills required to accomplish cadre-oriented tasks. The new recruits of various cadres of the BCS, for obvious reasons, are of diversified familial, economic, social, cultural and academic background. Against this backdrop, the prime intentions through the FTC are to create some common core values in them and to develop their knowledge base in the following specified areas that are required for a career-based service.

Citizen focus in service delivery

The change management approach of public administration is about being more citizen focused in the delivery of public services. Increasing citizen expectations and their constant demand for greater efficiency have increased the urgency of this transformation. It is expected that people will have simpler ways of dealing with government while service providers will have increased responsiveness to their individual needs and concerns. As such, they are required to be citizen focused and citizen centric. Alongside they are required to know the context and the citizen as well for providing better services to them. Such competencies groom the FTC participants to be compassionate and proactive. Their citizen focused behaviour and attitude in respective offices would help build service seekers' trust in them. Service seekers would feel comfortable with service providers and would believe providers as their friends and agents. It is about being committed and respectful to the service seekers. It is about being engaged and giving space to the citizen for their engagement. The service providers consistently engage them in continuous improvement of their existing services, innovating new methods of service delivery and new services that add value to society.

Administrative and Managerial Skills

Administrative efficiency denotes the capacity of an organization and its personnel to produce desired results with a minimum expenditure of resources whatever it is. It is about doing the think right. Administrative and managerial efficiency is a prerequisite for meeting citizen demands. To that end new recruits in BCS are required to know the administrative setting of the country under which they will be working. Administrative process has been greatly impacted these days by the evolution of ICTs. On-line or e-Government approach can hugely create space for enabling citizen to actively participate in the functions of government. Citizens' active participation can contribute to making administration more effective and efficient. Civil servants must have skills in such areas. At the same time they require some other managerial

skills as well. These competencies pertaining to administrative and managerial efficiency would help civil servants learn existing administrative/business procedures, communication skills, financial systems, working culture, etc. Such learning would equip them enhance their efficiency and effectiveness about the administrative system, public service delivery and individual capacity.

Leadership and Teamwork skills

All civil servants are unique in their respective positions. Leadership is not about command and control. They all are leaders and are required to have the influencing quality that develops the efficiency of other people for achieving organisational vision. They all are team players and as team players they all are required to work together toward a common goal. In many situations, it is necessary for them to persuade and negotiate. They are required to have skills in areas like leadership, negotiation, conflict resolution, active empathetic learning, interpersonal skills, team building, partnership and coalition building, communication and presentation, and intermediary management. These competencies would groom the probationers to lead teams toward visionary planning and effective implementation of plans in their office contexts. The officers see the future scenarios, analyze their organizational environment, understand the country's visions and missions and link them to their office activities. They can plan their annual performance agreement keeping in view the big picture of the nation. They build teams in offices and lead them toward successes.

Ethics and values:

These are behavioral guidelines that regulate an individual's behavior and attitude. Every individual civil servant is required to maintain high standards of conduct and discipline. Evidence suggests that at least two types of values and attitudes are required for any civil servant for discharging individual responsibilities. These are i) Personal values and attitudes (such as financial and intellectual integrity, work-ethic, inner strength and self-confidence to face the tough challenges and crises in life and career; and ii) professional values and attitudes (such as professional integrity, commitment to the constitutional obligations, principles of good governance, accountability, transparency, responsiveness, rule of law, honesty, openness, and objectivity, and nation building). Efforts are required to reinforce the normative values and attitudes in the new recruits. Values like integrity, impartiality, transparency, accountability, courage of conviction, empathy towards service recipients etc. are expected from any public servant. Appropriate attitudes and values are linked to personality type.

2.7 The SCALE framework and the existing FTC content

From analysis of contents of the FTC conducted by BPATC it becomes evident that efforts are there in different ways to impart knowledge as well as skills and to instill attitudinal dimensions relating to those four aspects discussed above. The contents of FTC are designed to give participants an overall understanding of different aspects of governance, development and different national institutions and policies to enable them to undertake their roles as civil servants. Efforts are taken in different ways to give them a common understanding about various theories, concepts and issues relating to administration, development, rules, regulations, processes and procedures of the public sector. FTC also intends to enrich the behavior and character of the participants to enable them to perform their roles in respective work places maintaining sincerity, commitment, fairness and objectivity. FTC conducted at BPATC at present is of 180 days duration. The distribution of these days is presented in Table 2.1.

Table-2.1: Course duration and distribution of available days

Sl.	Item	Duration
1.	Total duration	180 days
2.	Week-ends and Public Holidays	60 (approximately)
3.	Available Working Days	120 (approximately)
Utilisation of available working days		
1.	Course formalities (Inauguration and Closing)	02 days
2.	Pre-training Activities	03 days
3.	Attachment	
	a. Rural Development Institute	05 days
	b. District	05 days
	c. Upazilla	05 days
	d. Village	05 days
	e. Secretariat	02 days
	f. Parliament	01 day
5.	Data collection for writing research paper	03 days
5.	Field Trips/Field Visits	03 days
6.	Working Days available for academic sessions	86 days

Source: BPATC (2021)

The FTC consists of 23 modules which are clustered into five broad thematic areas:

- ❖ Bangladesh Studies;
- ❖ Management Studies;
- ❖ Public Administration;
- ❖ Development Studies;
- ❖ Skills Development.

Table-2.2 (generated from 72nd/73rd FTC course guidelines which we considered as the basic input for this research since these were the last courses during the commencement of this research) reveals that **‘Bangladesh Studies’** is consisted of four modules (21 topics are covered) and 39 session hours are allotted for these four modules. This module has additional 22 working days allotted for field visit and attachment in rural development institutes, districts, Upazillas and villages. Thematic area **‘Management Studies’** has five modules (total 48 topics) for which 91 session hours are devoted. Additionally, few more session hours are devoted for arranging motivational speech series and 02 days are allotted for secretariat attachment under this thematic area.

‘Public Administration’ the third thematic area has 03 modules (consisted of 30 topics). For this thematic area 58 hours are assigned for conducting academic sessions while for visiting the National Parliament one day is allotted. Thematic area titled **‘Development Studies and Economic Development’** is consisted of four modules (42 topics are included) and 66 session hours are devoted for these topics. Maximum 117 session hours are allotted for thematic area **‘Skill development’** which has 06 modules including ‘Car Driving’. Driving practice sessions are integral part of Car Driving which has not been counted here.

Beyond these five thematic areas a special module titled ‘Contemporary Issues’ is included in the course content and 41 session hours are devoted for this module. The objective of this module is to provide participants with the opportunities to learn different perspectives and aspects of important contemporary issues of national and global interest from experts and senior policymakers of the country.

However, it is evident from Table-01 that only 120 working days are available although duration of the course is 180 days. Among these 120 days 34 days are required for field visit and attachment programmes while the rest 86 days are available for conducting academic sessions at BPATC.

Table-2.2: Thematic area, module contents and devoted session hours for each module

Module	Thematic Area: Bangladesh Studies	
01	Bangladesh and Bangabandhu Studies	22 hours
02	Village Study	03 hours
03	Poverty Reduction and Rural Development	12 hours
04	District and Upazilla Attachment	02 hours

Thematic Area: Management Studies		
05	Fundamentals of Foundation Training Course	11 hours
06	Organisation and Human Resource management	17 hours
07	Important Service Laws	20 hours
08	Office Management and Communications	19 hours
09	Public Financial System	24 hours
Thematic Area: Public Administration		
10	Governmental System and Essential Laws	22 hours
11	Public Administration and Governance	25 hours
12	Child Rights and Gender Equality	11 hours
Thematic Area: Development Studies and Economic Development		
13	Development and Economic Management	14 hours
14	Sustainable development Goals	14 hours
15	Project and Procurement Management	21 hours
16	Basics of Social Research	17 hours
Thematic Area: Skill Development (117 hours + 41 hours)		
17	IELTS and Communication Skills	46 hours
18	Basics of English	13 hours
19	Book Review and Oral Presentation	19 hours
20	Information Communication Technology (ICT)	27 hours
21	Physical Conditioning and Games	07 hours
24	Car Driving	05 hours
23	Special Module: Contemporary Issues	41 hours
	Module Assessment/Examination	20 hours

Source: BPATC (2021)

Participants of the FTC are to compulsorily attend morning physical training and afternoon games every day. Apart from these two regular activities if we assume that 05 hours will be utilised every day for academic sessions, number of available session hours in 86 working days is 430. Table-02 shows that 412 hours are required for conducting academic sessions only. Apart from academic sessions, at least 20 additional session hours are required for holding examination/assessment activities for assessing participants' performance in different modules. Furthermore, giving feedback about various course activities specially about performance of every resource person who conducted session is a mandatory task for each course participant. They are to do this task every day and such activity also requires some time. Therefore, it is obvious that there is mismatch between the activities included in the content of the FTC and the hours available for accomplishing these activities.

Analysis of the form and contents of training course conducted in India, Malaysia, Nepal, Pakistan and Sri Lanka for their respective civil service new recruits reveals that course contents in all these countries contain similar thematic areas and are of same nature. There is

similarity in the issues and activities covered under each thematic area included in the training arrangement meant for civil service new recruits. Other than being different in the naming of the course in these countries, even the co-curricular activities, extra-curricular activities also resemble. Course designers and think tanks in all these countries thought the same line probably because of prevailing similar socioeconomic context along with administrative structure and procedure. However, for justification of the content of the FTC at this point we need to assess the needs of civil service new recruits. We need to analyse whether the existing contents of the FTC are synchronized with their needs. Accordingly, we need to define and articulate the course objectives from some philosophical perspective. We are required to adjust the course content as well with available time for better management of the course. This research was an effort to identify the training needs of civil service new recruits in Bangladesh and to respond to the issues set forth. In this regard we considered the following questions that came up from the literature review:

1. What are/should be the objective of the Foundation Training Course?
2. To what extent the existing contents address the course objectives?
3. To what extent the existing contents fulfill the requirement of the civil service new recruits?
4. What is their existing level of knowledge in the areas included in the course design?
5. What is gap between their required level of knowledge and existing level of knowledge?
6. What is the importance of the issues covered in the course design in terms of priority?
7. To what extent the course design is aligned with the SCALE framework and what further needs to be done in this regard?

With a view to responding to these questions we collected data from different stakeholders who we identified to be relevant for this research. We wanted to know views of the FTC trained new recruits (who we termed graduated FTC participants), prospective FTC participants (who are yet to attend the FTC) and immediate senior supervisors of probationer civil servants about the existing contents of the FTC design. We interviewed citizens of the country who visited civil servants for public services and senior bureaucrats (both retired and in-service), Bangladesh Public Service Commission Members, university teachers, civil society members, business community representatives, etc. for our data collection purposes. In the following chapter we presented all these issues of this research in detail.

Chapter III: Interaction and Interpretation: Research Process

3.1 Research Approach

Training is a constantly changing agent and as such training curriculum needs to be designed and updated periodically on the basis of the needs of the incumbents. Training needs analysis (TNA) is of paramount importance in designing needs-based training courses with respect to developing human resources properly. Taylor et al. (1998) dichotomised two focuses of training namely results-focused and task-focused. They emphasised making training results-oriented. In other words, the purpose of a training design should give attention to the improvement of productivity and quality of services when training involves the public sector employees. Hall (1986) emphasised that employees' learning needs to be linked with organisations' succession planning.

Training literature widely refers to the needs-analysis framework developed by McGehee & Thayer (1961), where the authors focused on organisation, tasks, and person (O-T-P) analysis (Tannenbaum & Yukl 1992). They argued that training courses should also address the future needs of organisations. Taylor et al. (1998) argued that besides the O-T-P analytical framework, an alternative framework of TNA is also used. This framework focuses on performance analysis. This approach looks at the gap between the expected and actual performance of employees. Once gap is identified, it is easier to design a needs-based training courses to minimise the gap and fulfill the shortage of knowledge or skills that are required to address the inconsistencies in job performance.

There is a problem with the available frameworks for assessing the training needs of employees of the public sector. Available frameworks are developed to assess the training needs of the private sector employees. In contrast to the private sector organisations that produce consumer products, most of the public sector organisations provide services to the citizens. Therefore, a customized framework for TNA is needed in assessing the needs of the new recruits of Bangladesh Civil Service. However, the approach of this research relating to the theoretical background noted in the preceding sections lies within the broad paradigm of organisation, and tasks analysis with a tasks-focused framework. Accordingly, data for this research have been collected from different sources following various established methods and tools which are taken for granted to be effective. These are detailed in the subsequent sections of this chapter.

3.2 Research Design

The intention of this research undertaken by BPATC was to assess the training needs of the prospective participants of the FTC. Undertaking this research has theoretical rationale, practical reasoning and methodological importance. Our baseline was the existing content of the FTC which we questioned for review instead of taking those for granted. At one end our effort was to assess the relevance of the existing content to the needs of civil service new recruits. On the other, we had our efforts to learn from senior civil servants and other relevant stakeholders about the learning needs of the new recruits. We followed the process of consultation with a wide range of different stakeholders as part of our research design.

Training needs analysis pivots on the socio-economic and cultural issue of the country and has to be perfectly aligned with government's vision and strategies. This means TNA is highly influenced by exogenous elements and parallel systematic process where FTC trainees, both prospective and graduated, are in the centre. Supervisors of prospective and graduated FTC participants along with service recipients who carry experiences and are always in a position to give feedback about performance and attitudes of the service providers were essentially contributory respondents of this research. Along that line this research consisted three components from research design perspective.

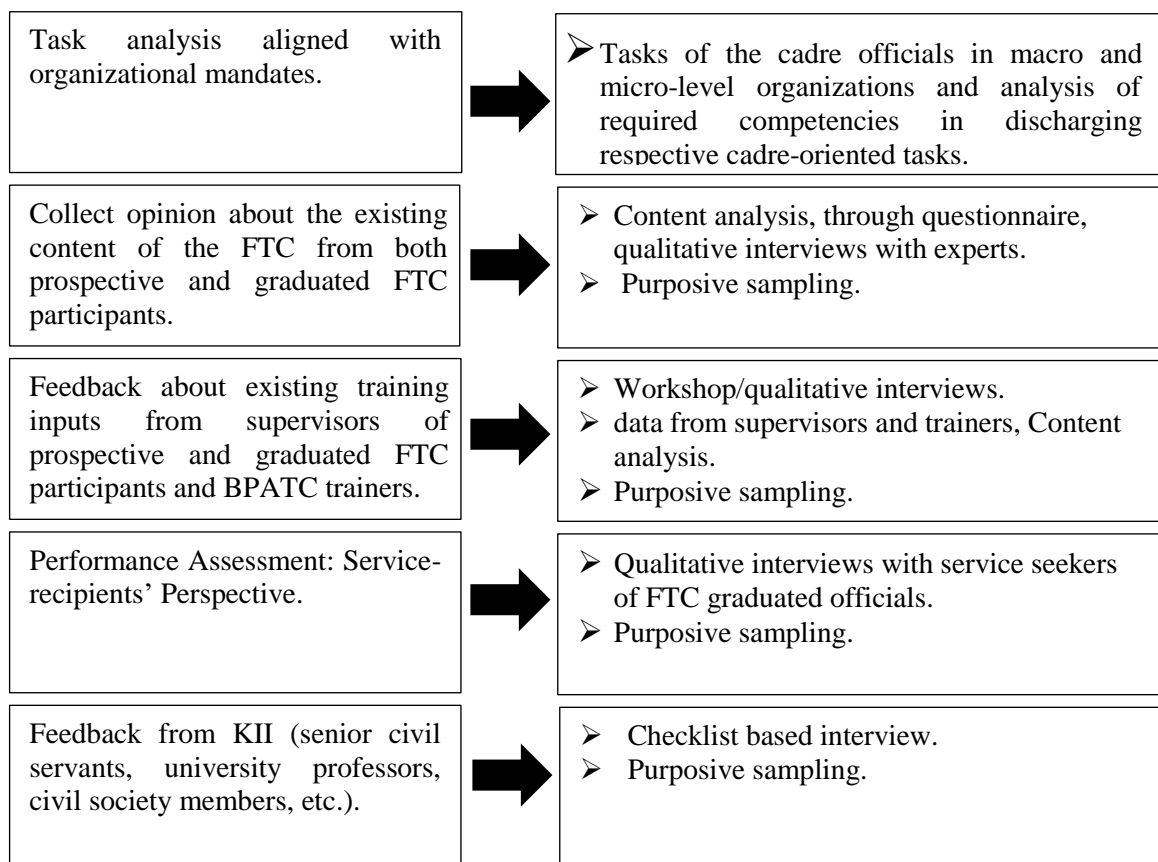
On the basis of task analysis, as noted earlier in the literature review chapter, we developed the SCALE framework comprising five components linked to knowledge, skills and attitudinal aspects which, we argued are required for discharging respective official responsibilities of any civil service officer. The five components of the SCALE framework are:

- ❖ **S** (Cadre) Service related task-oriented Knowledge - the knowledge required for providing services to citizen as a member of some cadre service
- ❖ **C** Citizen focused/people centric – Being citizen centric in delivering services
- ❖ **A** Administrative and managerial Skills required to discharge respective tasks
- ❖ **L** Leadership and teamwork skills for better coordination in task accomplishment
- ❖ **E** Ethical values for objectivity in decision making and in serving the citizen

The content of the FTC is comprised of five thematic areas (BPATC, 2021) through which efforts are made to infuse four components of the SCALE framework other than service/task-oriented knowledge. Since, as we explained in the previous chapter, FTC is not any cadre specific training course and BPATC is not any cadre-oriented training organisation, providing service/task-oriented knowledge is not the task of BPATC. Every cadre in Bangladesh has some arrangements for providing training and it is the responsibility of the cadre-specific

training institutes to provide service or task-oriented knowledge and skills with respective cadre members. However, one of the components of this research design was to collect opinion of both graduated and prospective FTC participants relating to their ‘required level of competence’ and ‘existing level of competence’ in the three key areas of training namely knowledge, skills and attitudes that are disseminated to them through the content of the FTC. Accordingly, we developed and administered a structured questionnaire with the existing contents of the FTC and collected data from them. It is worth mentioning that participants of 72nd FTC conducted for the civil service new recruits at BPATC and other associate training institutes of Bangladesh and that of 164th FTC conducted by National Academy for Educational Management (NAEM) for Education cadre personnel were our graduated respondents. On the other, participants of the 73rd FTC conducted for the civil service new recruits at BPATC and other associate training institutes of Bangladesh and that of 165th FTC conducted by NAEM for Education cadre personnel were our prospective respondents of this research. In collecting data from graduated and prospective participants we covered all cadre officials except BCS (Health) and BCS (Trade) because of non-availability of respective cadre members.

Table-3.1: Synopsis of the Research Design



Beyond collecting data from the graduated and prospective FTC participants we conducted three FGDs with the participants of 75th FTC conducted at BPATC. New recruits of 19 civil service cadres were the participants of this course. In each FGD we engaged 8 participants and there was representation from all 19 cadres in the FGDs. Through these FGDs, we wanted to know participants' views relating to the four components of the SCALE framework. Moreover, we consulted course-end-evaluation reports generated by BPATC Evaluation Department. It is worth mentioning that Evaluation Department collects participants' feedback in the form of comments and observations about training courses through a structured questionnaire and prepares the course-end-evaluation report. Participants' opinion is collected about the relevance of course objectives, effectiveness of modules in achieving course objectives, effectiveness of training methods, suggestion for inclusion/exclusion of any topic in the course content, etc. through the structured questionnaire. We utilized multiple sources for data for this research. It was an effort on our part to triangulate the data we collected from graduated and prospective participants. One of the specialties of this research was data triangulation which is appealing to researchers. We collected data from multiple sources to enhance the validity and generalisability of our data findings. (Denzin, 1978; Patton, 1999; Bhandari, 2023).

After collecting data from graduated and prospective FTC participants, we conducted five workshops for our data collection purposes. One of these workshops we conducted at BPATC and number of attendees in this workshop was 29 BPATC faculty members who were both trainers and supervisors of probationers. We conducted the rest four workshops at four divisional headquarters of Chottogram, Khulna, Mymensingh and Rajshahi division of our country. Number of participants in these four workshops was altogether 97. Officials representing all 22 cadre services which all play a key role in providing services to the people and in implementing development agenda of the government at field level were the participants in each divisional level workshop. All divisional level research workshop participants were immediate supervisors of the probationer officers of different civil service cadres. Since they are the supervisors and controlling authority of probationers, it is obvious that they know better about their work efficiency, leadership abilities, individual skills and behavioural aspects towards citizen. It is their responsibility to appraise their performance annually. These are the reasons we considered collecting data from the supervisors of probationer civil servants.

Rector BPATC chaired the BPATC workshop while concerned Divisional Commissioners chaired workshops held at four divisions. In these data collection workshops, we split

participants into four groups and collected data from them around the four key components/thematic areas of the SCALE framework where providing inputs with the participants is the responsibility of BPATC except the service/task-oriented knowledge which probationers gain from respective cadre-oriented training institutions.

One of our objectives was to collect individual opinion from the workshop participants through predefined questionnaires about the existing contents of the FTC in terms of ‘must know’, ‘should know’ and ‘nice to know’. Subsequently we developed and administered a structured questionnaire and collected individual opinions of workshop participants along the three lines. Thereafter, as part of data collection, we conducted key informant interviews (KII) with two different groups of respondents. One of the key informant interviewee group was the citizen, the service recipients, who we interviewed to know their views about performance, behaviour and attitudes of newly entrant civil servants. We conducted 77 key informant interviews over a period of eight weeks with service recipients during the month of February and March 2023. We randomly selected 11 service providing officers at Upazilla and district level in four districts of Bangladesh namely Bagerhat, Chottogram, Jashore and Rangpur. The offices we covered were Agricultural Extension Department, Customs, Excise and VAT, Family Planning, Fisheries, Food, Assistant Commissioner (Land), Livestock, Public Health Engineering, Police Station, Taxation and Upazilla Health Complex. Based on a checklist we conducted interviews with service recipients who visited these offices during the interview time. The second category of KII we conducted was with some former and current senior civil servants, members of Bangladesh Public Service Commission, educationists, psychologists, representatives of business community and civil society members. We conducted 18 KIIs with these second group of respondents of our research. We wanted to know their views about the four components of the SCALE framework which in our analysis are linked to the FTC training content. Relating to these four components we also developed checklist for the KIIs of this research.

3.3 Sampling and Selection of respondents

In doing this research we adopted a mixed-method approach. We combined both quantitative and qualitative research methods for answering our research question. We collected and analysed both numerical (quantitative) and narrative (qualitative) data to gain a more comprehensive understanding of our issue of research concern (Hasan, 2023a). Mixed methods research is very labor-intensive. Collecting, analyzing, and synthesizing two types of data in a

single research takes a lot of time and effort, and often involves interdisciplinary teams of researchers rather than individuals (George, 2023). Despite such adversities, we adopted mixed method approach since this approach, literature suggests, produces a more complete picture of the research scenario than a standalone quantitative or qualitative study, as it integrates benefits of both methods. (op. cit.). An examination of the research methods employed in mixed method approach suggests that questionnaire survey tends to predominate on the quantitative side while semi-structured interview tends to predominate on the qualitative side (Bryman, 2006).

We adopted survey method for collecting data from graduated and prospective FTC participants and from their supervisors. As has been noted earlier, we developed 2 sets of structured questionnaires, one for the graduated and prospective FTC participants and the other for their supervisors. Both questionnaires contained all the contents of the existing FTC. Our intention through these questionnaire sets was to collect their opinion about each academic and non-academic issue covered in the FTC, about the skills provided explicitly and implicitly through different approaches of the FTC, about attitudinal dimensions infused in the course design and about the effectiveness of the employed training methods. Although the contents of both questionnaires were same, as was discussed earlier, the dimension of seeking opinion from them was fairly different. In both questionnaires for all components we used Likert scale for the respondents for sharing their opinion numerically. The specialty of this structured questionnaire was inclusion of some open-ended questions through which we wanted to know their comments whether they suggest any inclusion and/or exclusion of any topic of the course content and any measure for making the FTC more need-based, relevant and effective. We included open-ended questions in our questionnaire to encourage respondents to talk freely around our research questions (Sharpe, 1988).

Choosing a study sample is an important step in any research project, since it is rarely practical, efficient and ethical to study whole populations (Marshall, 1996). Therefore, we selected samples and well-developed sampling decisions are crucial for any study's soundness (Marshall & Rossman, 1999). We selected our key respondents, on the basis of purposive sampling, which involved a search for more specificity and validity of findings from the very relevant sources which have the characteristics that we needed in our sample (Coyne, 1997; Finch & Mason, 1999; Hassan, 2023b). For our research purpose we needed sample from service providers and service recipients. The service providers are the civil service new recruits who have some immediate supervisors at their work places and who interact with citizen who

come to them for different services. Accordingly, we relied on our judgment since such sampling method is utilised to identifying and selecting such individuals, cases, or events as are believed most appropriate to provide the best information relating to research objectives (Nikolopoulou, 2023). In selecting research samples, we utilise our judgements on purpose and purposive sampling is a non-probability sampling technique where respondents are selected on purpose. This technique is appropriate when researchers need to select respondents/units who have characteristics that they need in the sample to meet specific criteria relevant to their research question or objectives. This research aimed at identifying training needs, attempted to determine knowledge gap and as such, the graduated and prospective FTC participants were most relevant for this research.

We considered their supervisors, who also had undergone the FTC conducted at BPATC, relevant as our data source. Because of close and continuous interaction with the probationers we perceived that they would be resourceful to identify the areas where their subordinates need to be developed. They provide services to the citizen and for providing services they are to continuously interact with them. They also come in touch with all nation building departments (NBD) since the NBDs, who also provide services to people, need their support in different ways. Both citizen and officials of NBDs experience the performance and attitudinal dimensions of the civil servants. Such understanding led us to take both groups as respondents of our research. From these respondents we collected opinion mostly about the performance and attitude of civil servants. To that end we developed a check-list reflecting these two issues and on the basis of the check-list we interviewed them

Moreover, we included some senior civil servants, both in-service and retired, Bangladesh Public Service Commission members, university teachers, representatives of business community and civil society members as our research respondents. We conducted semi-structured interviews with them and learned their views around four key areas of the SCALE framework other than service/task-oriented knowledge. Interviewing is appealing in social science research as it provides researchers with access to people's ideas, thoughts and memories in their own words (Reinharz, 1992) and in this research, we employed interviews as one of the key strategies of data collection. However, we were judgmental and adopted purposive sampling for identifying research respondents for interviews. The ultimate goal of purposive sampling is to increase the validity and reliability of research findings by selecting

participants who are most relevant to the research question or objectives (Crossman, 2023; Hassan, 2023b).

This inquiry was a blending of quantitative and qualitative research methods. Denzin (1978) advocated the term ‘triangulation’ which involves combining multiple sources and methods of data collection. Researchers have viewed the idea of triangulation as entailing a need to employ both qualitative and quantitative methods in the same study to capitalise strengths of both approaches and to compensate for weaknesses of each approach (Jick, 1979; Punch, 1998). Qualitative research questions tend to be more exploratory, while quantitative research questions are, to a great extent, confirmatory. Greene et al. (1989) argued that employing both methods in understanding social experiences leads to multiple inferences that confirm or complement each other and strengthen the validity of inquiry results. The convergence between qualitative and quantitative methods provides better opportunities for answering research questions and enhances belief that results are valid and not a method artefact (Bouchard, 1976; Bryman, 1988; Tashakkori & Teddlie, 2003).

3.4 Frequency distribution of research sample

Our first effort was data collection from graduated and prospective FTC participants through predeveloped structured questionnaire. A total of 668 probationers belonging to 17 civil service cadres were our graduated FTC participants who completed the 72nd FTC conducted at BPATC, BIAM (Dhaka and Bogura), BARD, RDA, Postal Academy, RPATC (Chottogram), NATA and the 164th FTC of NAEM.

It is evident from Table-3.4.1 that among the total 668 participants of this research belonging to our ‘graduated respondent group’, BCS (Administration) cadre members were the highest with 42.51 percent representations. The second highest were members from BCS (Police) who constituted 18.56 percent of this cohort. Other prominent representations in our graduated respondent group were from BCS (Education), BCS (Ansar), BCS (Audit and Accounts) and BCS (Taxation) by 6.29, 5.99, 5.69 and 5.24 percentage points respectively. BCS (Customs, Excise and VAT) cadre had the lowest representation in this group with only 0.15 percentage point.

Such variation caused because of number of new recruits in different cadre services along with nomination of probationers by Ministry of Public Administration for participating in the FTC.

However, among the 668 participants of our graduated respondent group 523 (78.29 percent) were male while the rest 145 (21.71 percent) were female.

Table-3.4.1: Frequency Distribution (Graduated FTC participants)

Sl. no	BCS Cadre	Male	Female	Frequency	Percent	Cumulative Percent
1	Administration	204	80	284	42.51	42.51
2	Ansar	30	10	40	5.99	48.50
3	Audit and Accounts	32	6	38	5.69	54.19
4	Cooperative	1	1	2	0.30	54.49
5	Customs	1	0	1	0.15	54.64
6	Education	25	17	42	6.29	60.93
7	Family Planning	7	2	9	1.35	62.28
8	Fisheries	6	2	8	1.20	63.47
9	Food	3	1	4	0.60	64.07
10	Foreign Affairs	18	4	22	3.29	67.37
11	Information	13	2	15	2.25	69.61
12	Police	112	12	124	18.56	88.17
13	Postal	9	1	10	1.50	89.67
14	Public Works	28	2	30	4.49	94.16
15	Roads and Highways	2	0	2	0.30	94.46
16	Statistics	2	0	2	0.30	94.76
17	Taxation	30	5	35	5.24	100.00
	Total	523	145	668	100.00	-

Probationer civil servants belong to the lowest tire of the administrative hierarchy and in most of the cases civil service cadre posts belonging to the lowest tire of the administrative hierarchy are filed based. As such, most of the respondents of this group during data collection were working at field (70.36%).

Table 3.4.2: Frequency of Work Station (Graduated FTC participants)

Work Place	Frequency	Percent	Cumulative Percent
At Field	470	70.36	70.36
At Directorate	176	26.35	96.71
At Ministry	22	3.29	100.00
Total	668	100.00	

Table 3.4.2 shows that about 26.35 percent of them were posted at different directorates while the rest 3.29 percent worked at different ministries and divisions.

Civil servants usually join civil service after attaining their highest degree from universities. The same is evident from Table 3.4.3 which shows that 73.80 percent of our respondents belonging to the graduated FTC participant group completed postgraduation degree while the rest 26.20 were university graduates.

Table 3.4.3: Frequency of Academic qualifications (Graduated FTC participants)

Degree	Frequency	Percent	Cumulative Percent
BA	1	0.15	0.15
BBA	8	1.20	1.35
BDS	2	0.30	1.65
BSc	95	14.22	15.87
BSc (Engineering)	67	10.03	25.90
BSS	2	0.30	26.20
LLM	3	0.45	26.65
M.Phil	1	0.15	26.80
MA	57	8.53	35.33
Masters	20	2.99	38.32
MBA	57	8.53	46.86
MBBS	12	1.80	48.65
MBS	7	1.05	49.70
MDS	1	0.15	49.85
Med	1	0.15	50.00
MS	44	6.59	56.59
MSc	115	17.22	73.80
MSS	175	26.20	100.00
Total	668	100	-

We administered the structured questionnaire for the graduated participants on the second last day of the course when all course curriculum related activities were completed. For the prospective participants the questionnaire was administered on the very second day of the course immediately after its commencement. Total number of respondents belonging to the prospective FTC participant group of our research was 549 who belonged to 14 civil service cadres. Among them, 71.40 percent were male and 28.60 percent were female.

Table-3.4.4: Frequency Distribution (Prospective FTC participants)

Sl.	Cadre	Male	Female	Frequency	Percent	Cumulative Percent
1	Administration	4	10	14	2.55	2.55
2	Agriculture	124	48	172	31.33	33.88
3	Customs and Excise	0	2	2	0.36	34.24
4	Education	52	36	88	16.03	50.27
5	Fisheries	12	8	20	3.64	53.92
6	Foreign Affairs	0	2	2	0.36	54.28
7	Forest	17	4	21	3.83	58.11
8	Information	9	2	11	2.00	60.11
9	Livestock	66	23	89	16.21	76.32
10	Police	6	6	12	2.19	78.51
11	Public Works	55	9	64	11.66	90.16
12	Railways, Transportation and Commercial	15	1	16	2.91	93.08
13	Roads and Highways	32	5	37	6.74	99.82
14	Statistics	0	1	1	0.18	100.00
	Total	392	157	549	100	

Frequency distribution of these participants is presented in Tables 3.4.4, 3.4.5 and 3.4.6. Data presented in these three tables show similar trends to that of graduated FTC participants in terms of representation of cadre service members, their place of posting during data collection and educational attainments.

Table 3.4.5: Frequency of Work Station (Prospective FTC participants)

Workplace	Frequency	Percent	Cumulative Percent
At Field	513	93.44	93.44
At Directorate	36	6.56	100.00
Total	549	100.00	

Table 3.4.6: Frequency of Academic qualifications (Prospective FTC participants)

Degree	Frequency	Percent	Cumulative Percent
BSc	50	9.11	9.11
MBBS	15	2.73	11.84
BSS	11	2.00	13.84
M.Pharm	5	0.91	14.75
MA	34	6.19	20.95
MBA	8	1.46	22.40
MS	99	18.03	40.44
MSc	154	28.05	68.49
MSS	173	31.51	100.00
Total	549	100	

As part of data collection, we conducted five workshops. We arranged the first workshop at BPATC where twenty-nine faculty members of BPATC, both male and female, belonging to sixth grade and above were the participants. BPATC faculty members are both trainers and supervisors and for this workshop we wanted to learn from their experience about the training needs of new recruits.

The supervising officers of both prospective and graduated FTC participants at field level were the participants of other four workshops that we conducted at four divisional headquarters namely Chottogram, Rajshahi, Khulna and Mymensing. Civil servants belonging to all 22 cadre services who work at local level for providing services to people attended in these workshops held at those four divisions. The total number of participants in these five workshops were 126 where 85 percent were male and 15 percent were female. Frequency distribution of these workshop participants is presented below.

Table-3.4.7 Frequency Distribution of Workshop participants

Sl.	Workshop Venue	Male	Female	Frequency	Percent	Cumulative Percent
1	BPATC	23	6	29	23.02	23.02
2	Chattogram Division	19	2	21	16.67	39.69
3	Khulna Division	21	4	25	19.84	59.53
4	Mymensingh Division	23	4	27	21.43	80.96
5	Rajshahi Division	21	3	24	19.05	100.00
	Total	107	19	126	100.00	

We interviewed two groups of respondents for our research data. These interviews were checklist based and we developed two separate checklists for these two different groups of research participants. The first group of our interviewees were service seekers who at different times visited officers at their respective offices. They were seventy-seven in number and from them we wanted to understand their views about behaviour, attitude and performance of new recruit civil servants. They were interviewed on the premises of eleven different public offices where entry-level civil servants work. The service seekers interviewed approached these offices to get services on the day they were interviewed. The interviews took place between December 27, 2022, and May 17, 2023. They belong to different occupational groups like agriculture, business dealer, driver, elected local government representative, farmer, government employee, housewife, labourer, retired person, self-employed, student, unemployed, and van puller.

Beyond these group we talked with 05 representatives of 05 public offices termed nation building departments (NBDs) who although are not civil servants, visited some of these offices since they are to interact with civil servants and need support in different ways for providing services to the people from their respective offices. The demographic data of the service seeker citizen group we interviewed are presented in Table-3.4.8.

We conducted twenty-four semi-structured interviews. These interviewees were senior civil servants both retired and in-service, Bangladesh Public Service Commission (BPSC) members, university teachers and representatives of business community and civil society. We considered them to be the thinktanks of the country who hugely influence the governance of the country. In selecting civil servants, we carefully considered cadre identities for representative views. The frequency distribution of this group of interviewees is presented in Table-3.4.9.

Table-3.4.8: Demographic data of KIIs (service seekers)

Item	Frequency	Percent	Item	Frequency	Percent
District			Visited Office		
Bagerhat	23	28.05	Agriculture	5	6.10
Chattogram	19	23.17	Customs	6	7.32
Jashore	20	24.39	Family Planning	6	7.32
Rangpur	20	24.39	Fisheries	5	6.10
Sex			Food	8	9.76
Female	20	24.39	Land	12	14.63
Male	62	75.61	Livestock	9	10.98
Education			Public Health	8	9.76
Post-Graduate	19	23.17	Engineering		
Graduate	14	17.07	Police Station	9	10.98
HSC	15	18.29	Taxation	4	4.88
SSC	4	4.88	Upazilla Health	10	12.20
Secondary School	5	6.10	Complex		
Primary School	19	23.17			
No-schooling	6	7.32			

Table-3.4.9: Frequency distribution of KIIs (category-02)

Sl.	Organisation	Male	Female
1.	Civil/government Service	1. Inservice 2. Retired	09 03
2.	Bangladesh Public Service Commission	1. Retired Secretary 2. Retired Educationist 3. Retired Police Personnel	01 01 01
3.	University (Professor)		03
4.	Business community		01
5.	Civil society		04

All together we had 1468 research participants belonging to different categories. Our intention in this research was to collect data from all relevant stakeholders who we believed are very much in position to talk about the needs of civil service new recruits. However, a brief description of our research participants is presented in the following table (Table-3.5.1)

3.5 Brief Description of Research Respondents

Table-3.5.1: Detailed description of research respondents

Research Approach	Category of respondents	Number of respondents/ interviewees	Remarks
Quantitative	Graduated FTC participants	668	
	Prospective FTC Participants	549	
	Immediate senior civil servants who supervise and evaluate the performance of probationers of respective cadres (included all 22 cadre services working at filed level) and BPATC faculty members.	126	Administered Questionnaire and collected data through survey
	1. Immediate senior supervisors of probationers working at field level	97	Conducted four Workshops at four Divisional Headquarters and one at BPATC
2. Experienced Trainers and faculty members of BPATC	29		
Qualitative	Focus Group Discussion with 75 th FTC participants	19	Conducted three FGDs. Selected 01 member from among each 19 cadre service officials who attended the 75 th FTC. They were split into 03 groups.
	Senior Bureaucrats (retired and in-service)	11	
	Members of BPSC	3	Conducted qualitative interview with checklist.
	Academics/University Professors	4	
	Civil Society Members	4	
	Business Community representative	1	Some respondents play more than one role
	Psychologists	1	
Citizen/service seekers	82		

3.6 Identity of KIIs

Table-3.6.1: Detailed description of research respondents

Sl. No.	Name of Interviewee	Date of Interview	Interview Duration
1.	Dr. Md. Humayun Kabir, Secretary, Ministry of Railways	20/09/2023	75 minutes
2.	Mr. M M Fazlul Haque, DG, Taxation Academy	25/09/2023	60 minutes
3.	Mr. Hasanuzzaman Kallol, Secretary, BPSC	25/09/2023	70 minutes
4.	Mr. KM Ali Azam, Member, BPSC and former Senior Secretary, MoPA	25/09/2023	45 minutes
5.	Mr. Aminul Islam Khan, Former Senior Secretary	25/09/2023	25 minutes
6.	Professor Syed Md. Golam Faruk, Member, BPSC and Former DG, DSHE and NAEM	25/09/2023	65 minutes
7.	Mr. Md. Shafiqul Islam, bpm, ppm, Member, BPSC, Former Additional Inspector General of Police	25/09/2023	50 minutes
8.	Professor Niaz Ahmed Khan, Pro-vice Chancellor, Independent University	03/10/2023	35 minutes
9.	Mr. Mohammad Muslim Chowdhury, Former CAG	03/10/2023	30 minutes
10.	Dr. Mohammed Farashuddin, Former Governor, Bangladesh Bank	26/10/2023	34 minutes
11.	Syed Anwar Hossain, Professor Emeritus, Dhaka University	01/10/2023	35 minutes
12.	Professor Shawkat Ara Khanam, Former Professor, Department of Political Sciences, Dhaka University	01/10/2023	25 minutes
13.	Dr. Rizwan Khair, Former Joint Secretary to the government and Member, Directing Staff, BPATC	02/10/2023	40 minutes
14.	Mr. Mofidul Hoque, Founder Trustee, Liberation War Museum	09/10/2023	30 minutes
15.	Mr. Md. Mostfizur Rahman, Senior Secretary, Public Security Division, Ministry of Home Affairs	15/10/2023	25 minutes
16.	Mr. Sayeedul Haque, Former Divisional Chief (Additional Secretary) Planning Division	19/10/2023	30 minutes
17.	Dr. Ahmed Helal, Associate Professor, National Institute of Mental Health, Dhaka	22/10/2023	60 minutes
18.	Barrister Nihad Kabir, Former President, FBCCI, Dhaka Member, Board of Directors, BPATC	24/10/2023	45 minutes
19.	Mr. Md. Abul Kalam Azad, Former Principal Secretary, Prime Minister's Office	24/10/2023	50 minutes
20.	Dr. Mustafizur Rahman, Distinguished Fellow, Centre for Policy Dialogue (CPD) and Former Professor, University of Dhaka	25/10/2023	45 minutes
21.	Mr. Md. Ashraf Uddin, Rector, BPATC, Savar, Dhaka	25/10/2023	120 minutes
22.	Dr. Md. Emdadul Haque Talukder, Director General, Department of Livestock Services, Dhaka	26/10/2023	30 minutes
23.	Mr. Md. Nazrul Islam PhD, Additional Foreign Secretary & Inspector General of Missions, Ministry of Foreign Affairs	26/10/2023	45 minutes
24.	Dr. Ahmed Munirus Saleheen, Senior Secretary, Ministry of Expatriate Welfare and Overseas Employment	27/10/2023	40 minutes

3.7 Data analysis and Presentation

We analyse data to bring meanings and insights to the words and acts of research participants. Traditional analytic procedure contains such steps as organising data, generating categories, coding, collating codes into potential themes, defining and refining themes and finally presenting the overall story the different themes reveal (Marshall and Rossman, 1999:152). Since we had both quantitative and qualitative data we followed methods appropriate to both types of data analysis techniques. For analysing quantitative data, we used computational and statistical methods focusing on statistical, mathematical and numeric analysis of datasets (Eteng, O., 2023). We used SPSS for interpreting our numeric data into meaningful and readable formats. We presented our data in descriptive form using frequencies and measures of central tendency (mean) for the analysis. We made some tabular and graphical representation of descriptive analysis while numeric figures in subsequent sections showed in percentage (%).

We employed a thematic analytical framework to analyse qualitative data. This qualitative analytic method identified and analysed themes and put them together to form a comprehensive picture of the collective experiences of our research respondents (Braun & Clarke, 2006:79). In framing themes, we placed importance mostly on the prevalence of patterns of experience. This is also not unlikely that in some cases we considered the importance of the experience in relation to the overall research question.

Chapter IV: Quantitative and Qualitative Data Analysis

4.1 Discussion of Quantitative Data

Civil servants in Bangladesh, immediately after joining into respective cadre services, participate in the Foundation training Course. This is the basic training that facilitates developing a common understanding about the complex social, cultural, economic, political and administrative context of the country. FTC is a means to creating a knowledge base required for career-based civil service and for generating skills required for modern administration and management. Efforts are also taken through this training to inculcate some common core values, right attitudes and attributes that every civil servant should possess. It is expected that the content of the FTC would be designed accordingly. Moreover, this course would meet their training needs for developing themselves as civil servants with the attitude of providing better services to people. Through this research we collected views of graduated and prospective FTC participants through a structured questionnaire about the suitability of the existing course contents in meeting their needs along this line.

One of the dimensions of the survey questionnaire designed for them was to assess the level of requirement and level of competency from their perspective about each individual topic covered in different modules in the course. Through this questionnaire we wanted to learn skill and attitudinal issues from these research participants also. We collected their views about effectiveness of employed training methods and their observation and suggestion about bringing about changes in the existing content as well if they felt required. We measured standard deviation for each area/topic from their feedback. As we designed the survey on module-wise contents sequence, the presentation of survey results is also presented in that fashion for easy understanding of data pattern and importance of each area.

4.1.1 Views about the existing content: Graduated FTC Participants

4.1.1.1 Module-01: Bangladesh and Bangabandhu Studies

This module is split into two parts namely 'Bangabandhu Studies' and 'Bangladesh at a glance: history and culture'. Objective of this module was to acquaint participants with anthropology of Bangladesh and different aspects of life, leadership and works of Bangabandhu. Table 4.1.1.1 presented below indicates participants' realisation relating to the gap between their existing level of knowledge and required level of knowledge in the areas covered in module-

01. Data reveals that average mean gap between existing and required level of knowledge is 1.01 while on an average existing level of knowledge in the areas covered in this module is 16.83 percent lower than that of the required level.

Table-4.1.1.1: Knowledge gap between existing mean and required mean in Module-01

Items	Items	Required Mean	Existing Mean	GAP
M101	Emergence of Bangabandhu as a Leader	6.00	4.95	1.05
M102	Political Philosophy of Bangabandhu	5.99	4.95	1.04
M103	Historic Speech of 7 March 1971	5.97	4.72	1.25
M104	Bangabandhu's Foreign Policy	5.90	4.80	1.10
M105	Visit to Bangabandhu's Mausoleum	5.94	4.83	1.11
M106	Anthropological Background of Bangladesh	5.83	4.76	1.07
M107	Socio-Cultural Heritage	5.82	4.65	1.17
M108	Background, Spirit of Liberation War	5.97	4.86	1.11
M109	Genocide in Bangladesh: 1971	5.98	4.75	1.23
M110	Potential Resources of Bangladesh	5.90	4.85	1.05
M111	Vision Trajectories of HPM	5.98	4.76	1.22
M112	National Poets & Writers	5.34	5.63	-0.29
M113	Bangladesh on The March Towards Prosperity	6.00	5.02	0.98

It is worth mentioning that topic titled 'National Poets and Writers' is most poorly rated topic in this module in terms of their knowledge requirement. Data reveals that their existing level of knowledge on this topic is higher than that of their required level.

4.1.1.2 Module -02: Village Study

Village Study, the second module under thematic area Bangladesh Studies, is aimed at giving participants the opportunity to experience for themselves the transformation of rural Bangladesh and to realise the life of marginalised section of the society. Table 4.1.1.2 demonstrates the gap between required mean and existing mean in the areas included in this module which is 0.98 in average for all contents. Data reveals that on an average existing level of knowledge is 16.42 percent lower than that of the required level.

Table 4.1.1.2: Knowledge gap between existing mean and required mean in Module-02

Items	Items	Required Mean	Existing Mean	GAP
M201	My Village-My Town	6.00	4.96	1.04
M202	Analysis of Own Village and Preparing Reports	6.00	5.07	0.93

4.1.1.3 Module-03: Poverty Reduction and Rural Development

Objective of this module is to orient participants with rural development approaches and the impact of such approaches in transforming of rural economy and society of Bangladesh. For this purpose, FTC participants are attached with various institutes which are involved in such activities as rural development and poverty alleviation. It is worth mentioning that this module is designed and administered by the designated rural development institutes where participants are attached for a week. The table below (4.1.1.3) shows participants' knowledge gap in terms of required mean and existing mean on average form which is 1.27.

Table 4.1.1.3: Knowledge gap between existing mean and required mean in Module-03

Code	Topic Title	Required Mean	Existing Mean	GAP
M301	Introduction to Rural Development	5.93	4.79	1.14
M302	Poverty Reduction Models	5.87	4.62	1.25
M303	Poverty: Concepts and Measurements	5.87	4.52	1.35
M304	Microfinance & Micro Savings in Poverty Reduction: Strategies for Financial Inclusion	5.85	4.51	1.34
M305	Cooperative Movement & Social development	5.87	4.69	1.18
M306	Rural Economy in Bangladesh	5.91	4.63	1.28
M307	Cases in Rural Development	5.94	4.61	1.33

It is evident from the table that participants' existing knowledge level in their observation on an average is 21.12 percent lower than that of required knowledge level in the areas covered under Module-03. The standard deviation is also a bit higher. Such reflection from the demand side justifies the necessity of module-03 for the entry level civil servants of our country.

4.1.1.4 Module-04: Field Attachment Programme

As part of foundational training, new recruits are attached with different districts and upazillas for learning from public offices relating to the practical aspects of field administration and for observing the socio-economic changing dynamics in Bangladesh. Participants, during these attachment programmes, get the opportunity to interact with both public officials and service seekers.

Table-4.1.1.4: Knowledge gap between existing mean and required mean in Module-04

Code	Topic Title	Required Mean	Existing Mean	GAP
M401	District Attachment	5.97	4.89	1.08
M402	Upazilla Attachment	5.97	5.02	0.95
M403	Know Bangladesh Programme	5.95	4.75	1.20

This module consists of three components namely District Attachment, Upazilla Attachment and Know Bangladesh Programme. Participants opined that existing level of knowledge on an average is 17.94 percent lower than that of the required level in these areas covered in this module. The gap between required mean and existing mean in the learnings they gain from such attachment programmes is presented above in Table-4.1.1.4. Average mean of knowledge gap in these areas is 1.07.

4.1.1.5 Module-05: Fundamentals of Foundation Training Course

This module is aimed at orienting participants with the form, content and philosophical dimensions of FTC grounded with the basics of civil service. Participants are updated in areas of knowledge relating to the fundamental dimensions of civil service from through the six academic topics covered under this module.

Table 4.1.1.5 shows that requirement of the knowledge areas covered in this module in most of the cases is much higher and their existing level is comparatively poor. On an average the existing level of knowledge is 17.44 percent lower than that of their required level. Average mean gap between required and existing knowledge level in these areas is 1.04.

Table 4.1.1.5: Knowledge gap between existing mean and required mean in Module-05

Code	Topic Title	Required Mean	Existing Mean	GAP
M501	Foundation Training Course & its Philosophy	6.00	4.91	1.09
M502	The Whole of Government Approach	6.00	4.90	1.10
M503	Public Service Values/Ethics	6.00	4.83	1.17
M504	Different Behavioural Issues	5.83	4.84	0.99
M505	Empathy Building in the Civil Service	5.92	5.06	0.86
M506	Self-Analysis	5.79	4.72	1.07

4.1.1.6 Module-06: Organization and Human Resource Management

Objective of module-06 is to enable participants understand the basics of organisational and human resource management to manage organisation and its human resources effectively and efficiently. Data reveals that participants' existing knowledge level in the areas covered in this module on an average is 22.04 percent lower than that of their required knowledge level in 'Module-06 while average mean gap between existing and required level of knowledge is 1.33. These data are presented in the following Table-4.1.1.6.

Table 4.1.1.6: Knowledge gap between existing mean and required mean in Module-06

Code	Topic Title	Required Mean	Existing Mean	GAP
M601	Organization: Concepts, Forms	5.91	4.54	1.37
M602	Basics and Practices of HRM and HRD	5.92	4.44	1.48
M603	Leadership	5.89	4.55	1.34
M604	Motivation and Human Relationship	5.97	4.59	1.38
M605	Team Building	5.88	4.65	1.23
M606	Coordination: Horizontal and Vertical	5.91	4.59	1.32
M607	Decision Making Process	5.87	4.69	1.18
M608	Career Planning and Career Development	5.92	4.68	1.24
M609	Negotiation Technique & Conflict Mgt	5.97	4.61	1.36

4.1.1.7 Module-07: Important Service Laws in Bangladesh

Module-07 of the FTC covered 10 topics relating to service laws that every individual civil servant should know for desired and appropriate behaviour in the service. The objective of this module is to help participants understand and apply essential service Acts, Rules and Regulations in their respective fields. In their assessment, average mean gap between required and existing level of knowledge in the areas covered under this module is 1.15 (Table 4.1.1.7). The gap between required knowledge level and existing knowledge level is significant since on an average their level of existing knowledge is 19.17 percent lower than that of their required level (Table 4.1.1.7).

Table 4.1.1.7: Knowledge gap between existing mean and required mean in Module-07

Code	Topic Title	Required Mean	Existing Mean	GAP
M701	Formulating Laws, Rules and Regulations	5.93	4.72	1.21
M702	Constitution relating to Public Servants & PSC	5.93	4.77	1.16
M703	BSR: Part 1 & Part 2	5.93	4.53	1.40
M704	General Conditions of Service, Seniority Rules	5.93	4.57	1.36
M705	Discipline and Appeal Rules, 2018	5.96	4.85	1.11
M706	Conduct Rules, 1979	5.89	4.84	1.05
M707	সরকারী চাকুরী আইন, ২০১৮	5.92	4.91	1.01
M708	Administrative Tribunal Act & Rules, 1980	6.00	4.88	1.12
M709	Rules Related to Leave and Joining Time	6.00	5.08	0.92
M710	National Flag, Anthem & Emblem Order, 1972	6.00	4.84	1.16

4.1.1.8 Module-08: Office Management and Communications

Module-08 is administered for giving participants the intimation about the fundamentals of office procedure, management and communication for effectively running office following

administrative procedures. Contents relating to various instructions and procedures of office management are covered in this module. Participants are also exposed to Secretariat to gain firsthand knowledge about the work procedures in different ministries.

Table 4.1.1.8: Knowledge gap between existing mean and required mean in Module-08

Code	Topic Title	Required Mean	Existing Mean	GAP
M801	Secretariat Instructions	6.00	5.04	0.96
M802	Opening of Files, Writing Notes, References	6.00	4.76	1.24
M803	Types of Written Communications	5.92	4.94	0.98
M804	Writing Summary	5.87	4.67	1.20
M805	Preparing of Working Paper of a Meeting	5.86	4.78	1.08
M806	Writing of Minutes of a Meeting	5.96	4.61	1.35
M807	Office Inspection with Case Studies	6.00	4.63	1.37
M808	E-Nothi & Digital Communication	6.00	4.55	1.45
M809	Film Show on Meeting	5.92	4.32	1.60
M810	Secretariat Attachment	6.00	4.70	1.30

Data reveals that average mean gap between the required and existing level of knowledge in the areas covered under this module is 1.25. (Table 4.1.1.8). The standard deviation of the existing knowledge has been found much higher than that of required knowledge. Average Knowledge gap, as participants expressed, between existing and required level of knowledge in the areas covered in this module is 20.88 percent.

4.1.1.9 Module-09: Public Financial Systems

Objective of module-09 is to orient participants with public financial systems and procedures in Bangladesh. According to participants' views, average gap between required mean and existing mean is 1.30 in the areas covered under this module (Table 4.1.1.9).

Table 4.1.1.9: Knowledge gap between existing mean and required mean in Module-09

Code	Topic Title	Required Mean	Existing Mean	GAP
M901	Public Financial Management Systems	5.84	4.59	1.25
M902	General Financial Rules	5.84	4.58	1.26
M903	Treasury Rules	5.84	4.68	1.16
M904	Public Budgetary Framework of Bangladesh	5.88	4.71	1.17
M905	Preparation of Office Budget using MTBF	5.88	4.54	1.34
M906	Duties and Responsibilities of DDOs	5.97	4.55	1.42
M907	Delegation of Financial Powers	5.88	4.65	1.23
M908	Preparation of Pay Bill and Pay Fixation	5.93	4.56	1.37
M909	TA, DA Rules and Preparation of TA bills	5.93	4.56	1.37
M910	Laws and Practice of VAT and Income Tax	5.87	4.56	1.31
M911	Preparation of Income Tax Return	5.87	4.64	1.23
M912	Audit System in the Public Sector	5.84	4.38	1.46
M913	Response to Audit Objection	5.84	4.51	1.33

In participants' assessment, the average knowledge gap in the areas covered in this module is 21.67 percent.

4.1.1.10 Module-10: Governmental System and Essential Laws

Under module-10 a total of 10 academic topics are discussed in classroom sessions to make participants aware of the governmental system of Bangladesh along with constitutional provisions and essential laws of the country. This is another module where participants identified a significant mean gap between their required and existing knowledge level. Average mean gap in the areas covered in this module along the two lines is 1.17 while in their assessment, on an average, the required knowledge level is 19.50 percent higher than that of their existing level of knowledge. However, it is worth mentioning that required mean for such issues as 'Penal Code', 'CrPC' (0.81), 'CPC', 'Evidence Act', 'PRB, 1943' (0.60) is comparatively poor in their assessment (Table-4.1.1.10).

Table 4.1.1.10: Knowledge gap between existing mean and required mean in Module-10

Code	Topic Title	Required Mean	Existing Mean	GAP
M1001	Salient Features of Bangladesh Constitution	5.93	4.85	1.08
M1002	Organs of the State	5.93	4.85	1.08
M1003	Penal Code, CrPC	4.93	4.12	0.81
M1004	CPC, Evidence Act, PRB, 1943	4.86	4.26	0.60
M1005	Rules of Business & Allocation of Business	5.97	4.79	1.18
M1006	Land Management System	5.97	4.59	1.38
M1007	Land Litigation and Dispute Resolution	5.97	4.33	1.64
M1008	Concept of Decentralization & LG System	5.91	4.33	1.58
M1009	Structure and Functions of LGIs, Issues, challenges and way forward	5.83	4.88	0.95
M1010	Interface: Elected Representatives and CSs	5.87	4.56	1.31
M1011	National Parliament Visit	5.87	4.64	1.23

4.1.1.11 Module-11: Public Administration & Governance

Since, the civil servants are responsible for implementing public programmes, policies and actions, they need to understand public administration system and governance. Accordingly, module-11 is administered in the FTC with the objective of acquainting participants with different aspects of public administration, governance and the changing dynamics in these fields. Table 4.1.1.11 reveals that average mean gap between required and existing level of competence in the areas covered in this module for the responding participants is 1.31. On the

other, on an average participants' existing knowledge level is 21.88 percent lower than that of their required level.

Table 4.1.1.11: Knowledge gap between existing mean and required mean in Module-11

Code	Topic Title	Required Mean	Existing Mean	GAP
M1101	Public Administration & Governance	5.93	4.78	1.15
M1102	Public Administration Reforms in Bangladesh	5.97	4.69	1.28
M1103	Public Administration System: other Countries	5.97	4.45	1.52
M1104	Public Policy Making Process	5.92	4.51	1.41
M1105	Challenges of Policy Crafting & Implementation	5.93	4.52	1.41
M1106	Innovation in Public Service Delivery	5.88	4.58	1.30
M1107	Business Process Reengineering	5.93	4.48	1.45
M1108	TQM and RBM	5.93	4.48	1.45
M1109	Governance Improvement and Different Tools	5.91	4.85	1.06
M1110	Performance Management and ACR	5.84	4.82	1.02
M1111	e-Governance: Concept and Readiness	6.00	4.61	1.39

4.1.1.12 Module-12: Child Rights and Gender

Child rights and gender dimension are integral part of government's broader vision and state philosophy. Aligning with this view, efforts are made in the FTC to sensitise the participants on the vulnerabilities of women and children and to enhance their knowledge on the legal provisions to empower and protect women and children in Bangladesh.

Participants through the questionnaire about module-12 opined that on an average their existing level of knowledge in the areas covered in this module is 17.88 percent lower than that of their required level. Average mean gap in these two dimensions is 1.07 (Table-4.1.1.12).

Table 4.1.1.12: Knowledge gap between existing mean and required mean in Module-12

Code	Topic Title	Required Mean	Existing Mean	GAP
M1201	Concept of Gender and Development	5.84	4.83	1.01
M1202	Women and Child Rights: CEDAW & CRC	5.92	4.93	0.99
M1203	Initiatives of GoB for Women & Child Rights	5.89	4.65	1.24
M1204	Gender Friendly Working Environment	5.88	4.78	1.10
M1205	Prevention of Violence	5.79	4.87	0.92
M1206	Rehabilitation Strategies of the Street Children	5.86	4.84	1.02
M1207	Women in Leadership	5.92	4.69	1.23
M1208	Gender Responsive Budgeting	5.92	4.85	1.07

4.1.1.13 Module-13: Development and Economic Management

Objective of module-13 is to orient participants with the basic aspects of economics, development and economic management. This module is designed with 10 issues aligning with the module objectives. Participants, in their assessment, opined that their existing level of knowledge on an average is 19.75 percent lower than that of their required level in the areas covered in this module. Data presented in Table 4.1.1.13 reveals that average mean gap between existing level and required level of knowledge is 1.19.

Table 4.1.1.13: Knowledge gap between existing mean and required mean in Module-13

Code	Topic Title	Required Mean	Existing Mean	GAP
M1301	Development: Concepts and Issues	6.00	4.96	1.04
M1302	Basic Concepts of Micro and Macro Economics	6.00	4.82	1.18
M1303	Key Socio-economic Indicators of Bangladesh	6.00	4.85	1.15
M1304	Overview on National Income Accounting	5.96	4.70	1.26
M1305	Market Economy: Concept and Issues	5.96	4.60	1.36
M1306	Monetary Policy and Its Dimensions	5.82	4.66	1.16
M1307	Fiscal Policy and Its Dimensions	5.82	4.71	1.11
M1308	International Trade and Economic Development	5.95	4.75	1.20
M1309	Inclusive Development: SSNPs	5.95	4.72	1.23
M1310	Demographic Dividend	6.00	4.84	1.16

4.1.1.14 Module-14: Sustainable Development Goals

Sustainable development goals are the broader and crosscutting issues which are inextricably linked to social and economic issue of the country. Since these are linked to government's vision, civil servants require some basic understanding of the sustainable goals and their linkage with government's actions.

Table 4.1.1.14: Knowledge gap between existing mean and required mean in Module-14

Code	Topic Title	Required Mean	Existing Mean	GAP
M1401	Sustainable Development Goals	6.00	4.93	1.07
M1402	GOAL 1	6.00	4.86	1.14
M1403	GOAL 2	6.00	4.95	1.05
M1404	GOAL 3 & Goal 6	6.00	4.99	1.01
M1405	GOAL 4	6.00	4.92	1.08
M1406	GOAL 5 & GOAL 10	5.93	4.93	1.00
M1407	GOAL 9 & GOAL 11	5.93	4.80	1.13
M1408	GOAL 12 & GOAL 7	5.97	4.88	1.09
M1409	GOAL 13	5.97	4.79	1.18
M1410	GOAL 14 & GOAL 15	5.93	4.76	1.17
M1411	GOAL 16+17	5.93	4.79	1.14

Objective of this module was to acquaint participants with different concepts, aspects and localisation of SDGs in Bangladesh. According to participants' assessment average mean gap between expected and required level of knowledge is 1.10. Data reveals that existing level of knowledge in the areas covered in this module on an average is 18.27 percent lower than that of their required level (Table-4.1.1.14).

4.1.1.15 Module-15: Project & Procurement Management

Implementation of development activities largely mean project and procurement management. Module-15 titled Project and Procurement Management designed with eleven topics was meant for giving participants some basic understanding about different stages of project cycle and project management along with procurement management.

The responding participants rated average mean gap between existing and required level of knowledge in the areas covered in this module is 1.10 while on an average existing level of knowledge is 18.27 percent lower than that of the of required knowledge level (Table-4.1.1.15).

Table 4.1.15: Knowledge gap between existing mean and required mean in Module-15

Code	Topic Title	Required Mean	Existing Mean	GAP
M1501	Overview of Project Planning and Approval	6.00	4.93	1.07
M1502	Introduction to Project Cycle Management	6.00	4.86	1.14
M1503	Log Frame and RBM	6.00	4.95	1.05
M1504	Preparation of Development Project Proforma	6.00	4.99	1.01
M1505	Technical Assistance Project Proforma	6.00	4.92	1.08
M1506	Project Risk Management	5.93	4.93	1.00
M1507	Project Monitoring and Evaluation	5.93	4.80	1.13
M1508	Overview of PPA 2006 and PPR 2008	5.97	4.88	1.09
M1509	Different Procurement Methods	5.97	4.79	1.18
M1510	Electronic Government Procurement (E-GP)	5.93	4.76	1.17
M1511	Use of MS Project	5.93	4.79	1.14

4.1.1.16 Module-16: Basics of Social Research

Objective of module-16 is to orient participants with different aspects of social research and their applicability in public governance.

Data reveals that participants' existing level of knowledge on an average is 22.85 percent lower than that of their required knowledge level in the areas covered within this module. The average mean gap between existing and required level of knowledge is 1.37 (Table-4.1.1.16).

Table 4.1.1.16: Knowledge gap between existing mean and required mean in Module-16

Code	Topic Title	Required Mean	Existing Mean	GAP
M1601	Introduction to Social Research	5.93	4.42	1.51
M1602	Literature Review, Referencing & Bibliography	5.97	4.48	1.49
M1603	Methodology: Research Design and Approaches	5.97	4.59	1.38
M1604	Writing Research Proposal	5.97	4.68	1.29
M1605	Exercise on Preparing Questionnaire	5.93	4.83	1.10
M1606	Data Analysis Techniques	5.87	4.62	1.25
M1607	Research Ethics	5.83	4.66	1.17
M1608	Writing Research Report	5.92	4.50	1.42
M1609	Use of SPSS, and STATA	5.93	4.20	1.73

4.1.1.17 Module-17: IELTS and Communication Skills in English

IELTS is included in the FTC content to give participants the opportunity to improve their reading, writing, listening and speaking ability and to make them competent and confident in communicative English.

Data reveals that average gap between required mean and existing mean in terms of participants' knowledge level in this module is 0.93. It is evident from Table 4.1.1.17 that both required mean and existing mean of the issues covered in this module is poor in comparison to other modules. However, on an average, their existing level of knowledge is 15.50 percent lower than that of their required level in the areas covered in this module.

Table 4.1.1.17: Knowledge gap between existing mean and required mean in Module-17

Code	Topic Title	Required Mean	Existing Mean	GAP
M1701	Introduction to IELTS Speaking	4.93	3.78	1.15
M1702	Speaking Practice	4.93	3.63	1.30
M1703	Introduction to IELTS Reading	4.23	3.77	0.46
M1704	Reading Practice	4.27	3.57	0.70
M1705	Introduction to IELTS Listening	4.32	3.81	0.51
M1706	Listening Practice	4.32	3.73	0.59
M1707	Introduction to IELTS Writing	4.17	3.64	0.51
M1708	Writing Practice	4.57	3.83	0.54
M1709	Techniques of Presentation and Public Speaking	4.93	3.64	1.29
M1710	Themebased Extempore Speech	4.97	3.80	1.17
M1711	Debate Competition	4.92	3.44	1.48
M1712	Recap Sessions	4.97	3.49	1.48

From the above presentation it is worth mentioning that participants are more interested in communicative English and other related issues linked to presentation and public speaking. Average mean gap for IELTS related issues they identified less (0.55) in comparison to other

issues related to communication (1.31). The average mean gap between their existing level of knowledge and required level of knowledge in IELTS related issues, in their assessment is also less which justifies that they are more interested in communicative English rather than IELTS.

4.1.1.18: Module-18: Basics of English

The objective of this module is to enhance participants' ability to understand basic grammatical issues for efficient communication in English. The required mean for all five topics covered in this module in participants' assessment obtained the highest point. In their assessment, the average mean gap between existing level of knowledge and required level of knowledge is 1.17 while on an average the existing knowledge gap is 19.50 percent lower than that of the required level of knowledge (Table-4.1.1.18).

Table 4.1.1.18: Knowledge gap between existing mean and required mean in Module-18

Code	Topic Title	Required Mean	Existing Mean	GAP
EM1801	Common Grammatical Errors in English	6.00	4.78	1.22
EM1802	Subject-Verb Agreement	6.00	4.87	1.13
EM1803	Academic Writing	6.00	4.78	1.22
EM1804	Business Communication	6.00	4.90	1.10
EM1805	Techniques of Translation	6.00	4.82	1.18

4.1.1.19 Module-19: Book Review and Oral Presentation

This is an activity-based module for participants. Each and every participant has to read and prepare review report on selected book(s) for oral presentation before their fellow colleagues. Objective of this activity is to give them the opportunity to learn critical thinking and to enhance public speaking ability.

Table 4.1.19: Knowledge gap between existing mean and required mean in Module-19

Code	Topic Title	Required Mean	Existing Mean	GAP
M1901	Introduction to Art of Book Review	5.98	4.67	1.31
M1902	Review Report Presentation	6.00	4.70	1.30

In their assessment, average mean gap between existing level and required level of knowledge in this area is 1.30. On an average, data reveals, the existing knowledge is 21.75 percent lower than that of required knowledge level (Table-4.1.1.19).

4.1.1.20: Module-20: Information Communication Technology (ICT)

With the objective of enhancing ICT skills and to make them able to employ ICT in public service governance, the ICT module is administered in the FTC. Data reveals that average gap between participants' existing level of knowledge and required level of knowledge is 1.12. As participants opined, their existing level of knowledge in this area on an average is 18.67 percent lower than that of their required level.

Table 4.1.1.20: Knowledge gap between existing mean and required mean in Module-20

Code	Topic Title	Required Mean	Existing Mean	GAP
M2001	Need Assessment on ICT Skill	5.93	4.67	1.26
M2002	Basic Hardware and Trouble Shooting	5.43	4.77	0.66
M2003	MS Word	5.93	4.99	0.94
M2004	Learning Blind Typing (Bangla and English)	5.97	4.92	1.05
M2005	Learning Blind Typing	5.97	4.93	1.04
M2006	MS PowerPoint: Presentation Preparation	5.97	4.81	1.16
M2007	MS Excel: Calculation and Graph Preparation	5.97	4.69	1.28
M2008	Digital Bangladesh	5.97	4.79	1.18
M2009	Digital Signature	5.93	4.59	1.34
M2010	Use of Social Media: Citizen Connectivity	5.93	4.71	1.22
M2011	Guidelines for Social Media Use	5.87	4.84	1.03
M2012	Cloud Computing: Concept and Uses	5.43	4.42	1.01
M2013	4IR, IoT, Big Data, Block Chain, CryptoCurrency	5.93	4.54	1.39

It is evident from Table-4.1.1.20 that participants are less interested in issues like Basic Hardware and Trouble Shooting, MS Word and the mean gap between their existing and required level of knowledge in these two areas is less than that of other issues covered in this module.

4.1.1.21 Module-21: Physical Conditioning & Games

This is actually another practical activity-based module which is intended to motivate participants to make physical exercise and games their habitual behaviour and to stay physically active and fit. In their assessment average mean gap between existing and required level of knowledge is not that prominent 0.40 while on an average their existing level of knowledge is 6.67 percent lower than that of required level (Table-4.1.1.21).

Their assessment tells that they are well aware of the issues covered in this module except 'Stress Management and Mental Health' and in this topic the mean gap between their existing level of knowledge and required level of knowledge is 1.28.

Table 4.1.1.21: Knowledge gap between existing mean and required mean in Module-21

Code	Topic Title	Required Mean	Existing Mean	GAP
M2101	Nutrition & Physical Fitness	5.93	5.64	0.29
M2102	Wellness Concept & Management	5.97	5.66	0.31
M2103	Stress Management and Mental Health	5.97	4.69	1.28
M2104	Effect of Exercise on Different Organs	5.97	5.72	0.25
M2105	Common Sports Injuries	5.97	4.77	0.20
M2106	Sedentary Life Style and Effects	5.93	5.88	0.05
M2107	Occupational Pain and its Management	5.93	5.23	0.70
M2108	Morning Exercise & Afternoon Games	5.97	5.83	0.14

4.1.1.22: Module-23: Contemporary Issues

Module-22 of the FTC was comprehensive examination and this was a means to assess participants' learning from the course through some predefined modules. Other than holding written examination, there is no activity or component in this module. As such, we did not include module-22 in this questionnaire for participants' assessment. However, under module-23 series of extension lecture sessions are arranged to update participants with contemporary important issues of local and global context.

Table 4.1.1.22: Knowledge gap between existing mean and required mean in Module-23

Code	Items	Required Mean	Existing Mean	GAP
M2301	Blue Economy	5.93	5.06	0.87
M2302	Emotional Intelligence	5.97	4.96	1.01
M2303	Autism and Neurodevelopment Disorder	5.97	4.79	1.18
M2304	Covid-19 and the Lessons Learned	5.97	4.94	1.03
M2305	Bangladesh's LDC Graduation	5.97	4.93	1.04
M2306	Dimensions of Rohingya Crisis	5.97	4.89	1.08
M2307	Central Bank and National Economy	5.95	4.52	1.43
M2E08	Capital Market and National Economy	5.83	4.50	1.33
M2309	Recent Trends in Public Sector Governance	5.83	4.68	1.15
M2310	Overseas Employment	5.89	4.40	1.49
M2311	Private Sector in Economic Development	5.89	4.54	1.35
M2312	Non-State Stakeholders and Public Policy	5.85	4.55	1.30
M2313	Cyber Security and Digital Security Act	5.94	4.66	1.28
M2314	Evidence based Decision Making	5.85	4.51	1.34
M2315	Public Private Partnership	5.94	4.75	1.19
M2316	Ten Special Initiatives of the HPM	5.94	4.64	1.30
M2317	Noise, Smoking & Mobile Phone: Health Risks	5.80	4.77	1.03
M2318	ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯	5.94	4.58	1.36
M2319	বাংলা ভাষা ও সাহিত্য: সাম্প্রতিক অবস্থা	5.89	4.68	1.21
M2320	দাপ্তরিক কাজে প্রমিত বাংলার ব্যবহার	5.84	4.78	1.06

Participants get the opportunity to interact and learn from experts and senior policy makers about some important contemporary issues. Average mean gap between existing level of knowledge and required level of knowledge, data reveals, is 1.20 while participants' existing level of knowledge, on an average, is 20.03 percent lower than that of their required knowledge level (Table-4.1.1.22).

4.1.1.23 Module-24: Car Driving

This module is meant for skill transfer and participants through this module get opportunity to learn driving light vehicles. Both theoretical and practical aspects of motor driving are included in this module. Participants get the opportunity to practice driving practically and to learn some theoretical knowledge pertaining to the basics of driving. Average mean gap between existing and required level of knowledge in this module, data reveals, is 1.36 while existing level of knowledge, on an average, is 22.61 percent lower than that of the required level (Table-4.1.1.23 & Fig.4.1.1.23).

Table 4.1.1.23: Knowledge gap between existing mean and required mean in Module-24

Code	Topic Title	Required Mean	Existing Mean	GAP
M2401	Introduction to Vehicles	5.81	4.50	1.31
M2402	Traffic Rules, Signals	5.81	4.59	1.22
M2403	Vehicle Maintenance	5.77	4.36	1.41
M2404	Trouble Shooting	5.88	4.49	1.39
M2405	Motor Vehicle Ordinance	5.83	4.44	1.39
M2406	Driving Practice	5.85	4.43	1.42

4.1.1.24 Skill dimensions addressed in the FTC design

Efforts are made in the FTC to transfer a good number of skills to the participants in different ways and dimensions. It is expected that they will learn these skills from either demonstration made or by doing themselves in different settings. Their observation in these skill areas are presented in table 4.1.1.24.

In their assessment they observed that almost all the skill areas noted in Table-4.1.1.24 are most required for them. At a six-point Likert Scale their rating for most of the skills was at the highest or very close to the highest point. It is evident from their assessment as presented in Table 4.1.1.24 that their existing knowledge level on an average is more than 20 percent lower than that of their required knowledge level in these skill areas. The average mean gap between

required mean and existing mean is 1.07. Such data reveals that the entry level civil servants must be skilled in these areas.

Table 4.1.1.24: Knowledge gap between existing mean and required mean in Skill areas

Code	Skill Areas	Required Mean	Existing Mean	GAP
SK01	Time management	6.00	5.34	0.66
SK02	Ability to work to tight deadlines	5.92	5.08	0.84
SK03	Ability to organise and prioritise workload	6.00	5.01	0.99
SK04	The ability to work alone	6.00	4.75	1.25
SK05	Leadership	6.00	4.95	1.05
SK06	Team work	6.00	4.84	1.16
SK07	Coordination	6.00	5.06	0.94
SK08	Interpersonal relationships	6.00	4.95	1.05
SK09	Excellent organisation and negotiation	6.00	4.82	1.18
SK10	Professionalism	6.00	5.04	0.96
SK11	Public Speaking	5.92	4.98	0.94
SK12	Good communication skills, written and oral	6.00	5.17	0.83
SK13	Creativity and flexible thinking	6.00	4.86	1.14
SK14	Strategic thinking	5.92	4.88	1.04
SK15	Developing the self and others	6.00	4.91	1.09
SK16	Problem Solving and Decision-making	6.00	4.87	1.13
SK17	Office management	6.00	4.84	1.16
SK18	Financial management	6.00	5.05	0.95
SK19	Project management	5.88	4.56	1.32
SK20	Information processing	5.89	4.65	1.24
SK21	Analytical Skill	5.93	4.65	1.28
SK22	Innovation	5.93	4.74	1.19
SK23	Stress management	5.88	4.83	1.05
SK24	Information and Communication Technology	5.97	5.01	0.96
SK25	Car driving	5.84	4.47	1.37

4.1.1.25 Attitudinal issues addressed in the Course Design

FTC is designed to transfer knowledge and skills with an objective of changing their behavior and bringing positive change in their mindset. Along this line FTC has focus on as many as twenty-one attitudinal dimensions through its design.

Participants observed that these attitudinal dimensions are of immense importance for them. At a six-point Likert Scale they rated almost all attitudinal dimensions at the highest point. Data reveals that their existing knowledge level, on an average, is fifteen per cent lower than that of their required level (Table-4.1.1.25) in these attitudinal dimensions. The average mean gap between their existing mean gap and required mean gap is 0.88. All these mean that the entry level civil servants must know about those approaches and attitudes.

Table 4.1.1.25: Gap Between Required and Existing Mean in Attitudinal dimensions

Code	Attitudinal Dimension	Required Mean	Existing Mean	GAP
AT01	Punctuality (timely attendance at office)	6.00	5.00	1.00
AT02	Timely finishing of assigned tasks	6.00	5.16	0.84
AT03	Devotion and Commitment to work	6.00	5.05	0.95
AT04	Self-motivation to work/responsibilities	6.00	5.17	0.83
AT05	Mental readiness to adopt positive changes	6.00	5.09	0.91
AT06	Mental readiness to maintain office discipline	6.00	5.08	0.92
AT07	Accepting Innovations in work situation	6.00	5.11	0.89
AT08	Being respectful to Colleagues	6.00	5.00	1.00
AT09	Maintaining Gender Friendly Behavior	6.00	5.00	1.00
AT10	Selflessness/Work for public interest	6.00	5.09	0.91
AT11	Work satisfaction	5.92	5.12	0.80
AT12	Maintaining work ethics	6.00	5.10	0.90
AT13	Commitment to Organisation	5.96	5.30	0.66
AT14	Integrity	6.00	5.09	0.91
AT15	Justice and Fairness	5.95	5.20	0.75
AT16	Accountability	6.00	5.01	0.99
AT17	Transparency	6.00	5.10	0.90
AT18	Promotion of good governance	6.00	5.26	0.74
AT19	Impartiality and non-partisanship	6.00	5.02	0.98
AT20	Client focused/being respectful to service recipients	6.00	5.30	0.70
AT21	Being responsive to Clients' needs	6.00	5.19	0.81

4.1.1.26 Effectiveness of Training Methods employed in the FTC

A variety of training methods are utilized to enhance the learning of participants, activate the learning environment and increase their level of participation. Participants opined 'field attachment programme' (5.45) as the most effective training method while 'lecture' as the less effective (4.60) one. Methods like study tour, film show, group work, etc. also were very effective in their view.

Table 4.1.1.26: Assessment of Training Methods in terms of Effectiveness

Code		Mean	Std. Deviation
TM01	Lecture and Discussion	4.60	1.13
TM02	Group Work	5.29	.796
TM03	Reading Assignment	5.04	.826
TM04	Library Work	4.73	.918
TM05	Case Study	5.23	.785
TM06	Seminar	4.88	.938
TM07	Workshop	4.97	.925
TM08	Exercise	5.24	.754
TM09	Individual Presentation	5.21	.752
TM10	Video Clip/Film Show	5.26	.727
TM11	Study Tour	5.31	.936
TM12	Field visit/Attachment	5.45	.876

4.1.2 Views about the existing content: Prospective FTC Participants

4.1.2.1 Module-01: Bangladesh and Bangabandhu Studies

Views of prospective participants with regard to their learning preferences from the FTC is presented in this section of this chapter. Alike the graduated participants we wanted to learn the required level of knowledge and existing level of knowledge of this cohort of respondents in the areas covered in the FTC design.

However, twelve academic topics are discussed under module-01 to achieve the objectives of this module. Beyond the academic sessions, participants visit mausoleum of Bangabandhu at Tungipara, Gopalganj as well. Table 4.1.2.1 presented below reveals that participants' average mean gap between existing and required level of knowledge is 1.69 while their existing level of knowledge in module-01 on an average is 28.16 percent lower than that of their required level. However, it is worth mentioning that the mean gap for the topic titled 'National Poets and Writers' is much less (0.42) in terms of their requirement in comparison to all other areas covered in this module. Existing mean for this topic they rated the highest (4.99) as well.

Table 4.1.2.1: Knowledge gap between existing mean and required mean in Module-01

Code	Topic Title	Required Mean	Existing Mean	Gap
M101	Emergence of Bangabandhu as a Leader	5.87	3.79	2.08
M102	Political Philosophy of Bangabandhu	5.95	4.32	1.63
M103	Historic Speech of 7 March 1971	5.86	3.98	1.88
M104	Bangabandhu's Foreign Policy	5.80	3.94	1.86
M105	Visit to Bangabandhu's Mausoleum	5.82	3.77	2.05
M106	Anthropological Background of Bangladesh	5.79	3.80	1.99
M107	Socio-Cultural Heritage	5.73	3.93	1.80
M108	Background, Spirit of Liberation War	5.89	4.06	1.83
M109	Genocide in Bangladesh: 1971	5.88	4.12	1.76
M110	Potential Resources of Bangladesh	5.84	4.22	1.62
M111	Vision Trajectories of HPM	5.96	4.14	1.82
M112	National Poets & Writers	5.41	4.99	0.42
M113	Bangladesh on The March Towards Prosperity	5.98	4.64	1.34

4.1.2.2 Module-02: Village Study

Under module-02, participants are oriented with different dimensions of village study through classroom sessions with regard to the activities covered under this module. Thereafter they visit villages to see the real-life situation at rural areas for themselves. Table 4.1.2.2 demonstrates that average mean gap of knowledge between required mean and existing mean in module-02

is 1.44. Analysis of numeric data reveals that on an average participants' existing level of knowledge is 24.00 percent lower than that of their required level.

Table 4.1.2.2: Knowledge gap between existing mean and required mean in Module-02

Items	Items	Required Mean	Existing Mean	GAP
M201	My Village-My Town	5.96	4.49	1.47
M202	Analysis of Own Village and Preparing Reports	5.95	4.51	1.44

4.1.2.3 Module-03: Poverty Reduction and Rural Development

Module-03 is dedicated to orient participants with different dimensions and approaches of poverty reduction and rural development in Bangladesh. Through this module participants gain theoretical knowledge as well as practical experience relating to achieving the module objective. Data reveals that participants' average mean gap between existing level of knowledge and required level of knowledge in module-03 in 1.48 (Table 4.1.2.3).

Table 4.1.2.3: Knowledge gap between existing mean and required mean in Module-03

Code	Topic Title	Required Mean	Existing Mean	GAP
M301	Introduction to Rural Development	5.87	4.73	1.14
M302	Poverty Reduction Models	5.86	4.29	1.57
M303	Poverty: Concepts and Measurements	5.86	4.42	1.44
M304	Microfinance & Micro Savings in Poverty Reduction: Strategies for Financial Inclusion	5.82	4.33	1.49
M305	Cooperative Movement & Socialdevelopment	5.85	4.31	1.54
M306	Rural Economy in Bangladesh	5.90	4.16	1.74
M307	Cases in Rural Development	5.94	4.51	1.43

Participants' existing knowledge level in their observation, as evident from table 4.1.2.3, on an average is 24.64 percent lower than that of their required level.

4.1.2.4 Module-04: Field Attachment Programme

FTC participants visit districts and upazillas under field attachment programme. During this attachment they remain under the supervision of district administration and explore the activities of field administration and the potentialities of the district. In their assessment, average mean gap between existing level and required level of knowledge they gain from such

attachments is 1.71. Analysis of Table-4.1.2.4 reveals that on an average their existing level of knowledge is 28.50 percent lower than that of their required level.

Table 4.1.2.4: Knowledge gap between existing mean and required mean in Module-04

Code	Topic Title	Required Mean	Existing Mean	GAP
M401	District Attachment	5.96	4.30	1.66
M402	Upazilla Attachment	5.96	4.19	1.77
M403	Know Bangladesh Programme	5.94	4.24	1.70

4.1.2.5 Module-05: Fundamentals of Foundation Training Course

Module-05: Fundamentals of Foundation Training Course is about sharing knowledge around roles, responsibilities, ethics and values of civil services with participants. Data about this module reveals that average mean gap between required and existing level of knowledge in the areas covered in this module is 1.78. Analysis of data presented in Table 4.1.2.5 reveals that on an average the existing level of knowledge in the areas covered under this module as presented in the table is 29.72 percent lower than that of their required level.

Table 4.1.2.5: Knowledge gap between existing mean and required mean in Module-05

Code	Topic Title	Required Mean	Existing Mean	GAP
M501	Foundation Training Course & its Philosophy	6.00	3.94	2.06
M502	The Whole of Government Approach	6.00	4.32	1.68
M503	Public Service Values/Ethics	6.00	4.04	1.96
M504	Different Behavioural Issues	5.83	4.20	1.63
M505	Empathy Building in the Civil Service	5.92	4.27	1.65
M506	Self-Analysis	5.79	4.07	1.72

4.1.2.6 Module-06: Organisation and Human Resource Management

Organisation and Human Resource Management is one of the modules covered under the thematic area titled Management Studies. Under this module as many as nine academic topics are covered to orient participants with different dimensions of organisation and human resource management. Data from prospective participants reveal that their existing knowledge level in the areas covered in this module on an average is 29.24 percent lower than that of their required knowledge level in 'Module-06. Average mean gap between existing and required level of knowledge is 1.75 (Table 4.1.2.6).

Table 4.1.2.6: Knowledge gap between existing mean and required mean in Module-06

Code	Topic Title	Required Mean	Existing Mean	GAP
M601	Organization: Concepts, Forms	5.92	3.93	1.99
M602	Basics and Practices of HRM and HRD	5.91	4.10	1.81
M603	Leadership	5.88	4.11	1.77
M604	Motivation and Human Relationship	5.97	4.09	1.88
M605	Team Building	5.88	4.11	1.77
M606	Coordination: Horizontal and Vertical	5.90	4.19	1.71
M607	Decision Making Process	5.86	4.17	1.69
M608	Career Planning and Career Development	5.92	4.34	1.58
M609	Negotiation Technique & Conflict Mgt	5.97	4.38	1.59

4.1.2.7 Module-07: Important Service Laws in Bangladesh

Participants are oriented with different service laws under module-07 of the FTC design. Altogether ten important Acts, Laws, Rules and Regulations relating to service are included under this module for discussion in classroom sessions. In the assessment of prospective FTC participants, average mean gap between their required and existing level of knowledge in the areas covered under this module is 1.37 (Table 4.1.2.7). Data reveals that on an average their level of existing knowledge is 22.98 percent lower than that of their required level.

Table 4.1.2.7: Knowledge gap between existing mean and required mean in Module-07

Code	Topic Title	Required Mean	Existing Mean	GAP
M701	Formulating Laws, Rules and Regulations	5.92	4.52	1.40
M702	Constitution relating to Pub. Servants & PSC	5.92	4.47	1.45
M703	BSR: Part 1 & Part 2	5.92	4.33	1.59
M704	General Conditions of Service, Seniority Rules	5.92	4.22	1.70
M705	Discipline and Appeal Rules, 2018	5.96	4.47	1.49
M706	Conduct Rules, 1979	5.88	4.64	1.24
M707	সরকারী চাকুরী আইন, ২০১৮	5.92	4.70	1.22
M708	Administrative Tribunal Act & Rules, 1980	6.00	4.71	1.29
M709	Rules Related to Leave and Joining Time	6.00	4.99	1.01
M710	National Flag, Anthem & Emblem Order, 1972	6.00	4.63	1.40

4.1.2.8 Module-08: Office Management and Communications

Module-08: Office Management and Communications contained eight topics for discussion in classroom sessions. Moreover, film show is arranged in this module to demonstrate meetings. Under the secretariat attachment programme participants in groups are also attached with different ministries and divisions for experiencing work procedures of attached ministry/division during secretariat attachment.

Table 4.1.2.8: Knowledge gap between existing mean and required mean in Module-08

Code	Topic Title	Required Mean	Existing Mean	GAP
M801	Secretariat Instructions	6.00	4.12	1.88
M802	Opening of Files, Writing Notes, References	6.00	4.24	1.76
M803	Types of Written Communications	5.93	4.80	1.13
M804	Writing Summary	5.86	4.30	1.56
M805	Preparing of Working Paper of a Meeting	5.87	4.37	1.50
M806	Writing of Minutes of a Meeting	5.97	4.36	1.61
M807	Office Inspection with Case Studies	6.00	4.44	1.56
M808	E-Nothi & Digital Communication	6.00	4.50	1.50
M809	Film Show on Meeting	5.93	4.30	1.63
M810	Secretariat Attachment	6.00	4.68	1.32

Data reveals that average mean gap between the required and existing level of knowledge in the areas covered under this module is 1.55 (Table 4.1.2.8). Average Knowledge gap, as participants expressed, between existing and required level of knowledge in the areas covered in this module is 25.75 percent.

4.1.2.9 Module-09: Public Financial Systems

Issues relating to public financial systems and procedures in Bangladesh are discussed under module-09 under the thematic area ‘Management Studies’. Number of issues covered under this module is thirteen through which efforts are made to orient and give participants a clear understanding about public financial systems and procedures in Bangladesh.

Table 4.1.2.9: Knowledge gap between existing mean and required mean in Module-09

Code	Topic Title	Required Mean	Existing Mean	GAP
M901	Public Financial Management Systems	5.85	3.89	1.96
M902	General Financial Rules	5.85	4.24	1.61
M903	Treasury Rules	5.85	4.13	1.72
M904	Public Budgetary Framework of Bangladesh	5.89	4.10	1.79
M905	Preparation of Office Budget using MTBF	5.89	3.98	1.91
M906	Duties and Responsibilities of DDDO	5.97	4.08	1.89
M907	Delegation of Financial Powers	5.89	3.75	2.14
M908	Preparation of Pay Bill and Pay Fixation	5.92	4.04	1.88
M909	TA, DA Rules and Preparation of TA bills	5.92	4.12	1.80
M910	Laws and Practice of VAT and Income Tax	5.86	4.19	1.67
M911	Preparation of Income Tax Return	5.86	4.42	1.44
M912	Audit System in the Public Sector	5.85	4.27	1.58
M913	Response to Audit Objection	5.78	4.37	1.41

According to participants’ views, average mean gap between required mean and existing mean in the areas covered under module-09 is 1.78 (Table 4.1.2.9). Data presented in table 4.1.2.9

reveals that existing level of knowledge on the issues covered in this module on an average is 29.71 percent lower than that of the required level.

4.1.2.10 Module-10: Governmental System and Essential Laws

Module-10 is related to governmental system and essential laws of Bangladesh. Participants are oriented with the constitution of Bangladesh and with other related laws and institutions through this module. This module contains ten issues for classroom discussion along with visit to national parliament. In their assessment participants rated all topics near to the highest point at a six-point Liker Scale for required knowledge.

Table 4.1.2.10: Knowledge gap between existing mean and required mean in Module-10

Code	Topic Title	Required Mean	Existing Mean	GAP
M1001	Salient Features of Bangladesh Constitution	5.93	4.16	1.77
M1002	Organs of the State	5.93	4.31	1.62
M1003	Penal Code, CrPC	4.13	3.09	1.04
M1004	CPC, Evidence Act, PRB, 1943	4.17	3.11	1.08
M1005	Rules of Business & Allocation of Business	5.96	4.30	1.66
M1006	Land Management System	5.97	4.27	1.70
M1007	Land Litigation and Dispute Resolution	5.97	4.05	1.92
M1008	Concept of Decentralization & LG System	5.93	4.18	1.75
M1009	Structure and Functions of LGIs, Issues, challenges and way forward	5.85	4.46	1.39
M1010	Interface: Elected Representatives and CSs	5.90	4.50	1.40
M1011	National Parliament Visit	5.93	4.37	1.56

In their view, average mean gap between existing level of knowledge and required level of knowledge in the areas covered in this module is 1.53 while in their assessment, on an average, existing level of knowledge is 25.50 percent lower than that of their required level of knowledge (Table 4.1.2.10). However, as evident from the data table, average mean gap for topics titled ‘Penal Code, CrPC’ (1.04) and ‘CPC, Evidence Act, PRB, 1943’ (1.08) is less in their assessment. In comparison to other topics covered in this module they assessed their level of requirement (respectively 4.13 and 4.17) and their existing level of knowledge (respectively 3.09 and 3.11) in these two areas poorly.

4.1.2.11 Module-11: Public Administration & Governance

Participants are oriented with public administration and government system of Bangladesh and the changing dynamics in these areas through module-11. To that end as many as eleven issues are discussed in classroom sessions under this module. They rated all most all the topics near to the highest point at the six-point Liker Scale for required level of knowledge in these areas.

As far as existing knowledge is concerned, their knowledge gap ranged between 1.17 to 1.90 points lower than that of their required level (Table 4.1.2.11). Average mean gap between existing and required level of knowledge is 1.54. Analysis of data presented in Table 4.2.11 reveals that participants existing level of knowledge in the areas covered in this module is 25.62 percent lower than that of their required level of knowledge.

Table 4.1.2.11: Knowledge gap between existing mean and required mean in Module-11

Code	Topic Title	Required Mean	Existing Mean	GAP
M1101	Public Administration & Governance	5.48	4.07	1.41
M1102	Public Administration Reforms in Bangladesh	5.96	4.06	1.90
M1103	Public Administration System: other Countries	5.97	4.21	1.76
M1104	Public Policy Making Process	5.94	4.06	1.88
M1105	Challenges of Policy Crafting & Implementation	5.93	4.25	1.68
M1106	Innovation in Public Service Delivery	5.89	4.48	1.41
M1107	Business Process Reengineering	5.92	4.29	1.63
M1108	TQM and RBM	5.93	4.43	1.50
M1109	Governance Improvement and Different Tools	5.92	4.72	1.20
M1110	Performance Management and ACR	5.87	4.70	1.17
M1111	e-Governance: Concept and Readiness	5.96	4.59	1.37

4.1.2.12 Module-12: Child Rights and Gender

Child rights and gender is a cross cutting issue and a matter of global concern. Efforts are made in the FTC through module-12 to make participants aware of the issues related to child rights and gender. This module is consisted of eight issues along that line.

Table 4.1.2.12: Knowledge gap between existing mean and required mean in Module-12

Code	Topic Title	Required Mean	Existing Mean	GAP
M1201	Concept of Gender and Development	5.45	3.92	1.53
M1202	Women and Child Rights: CEDAW & CRC	5.91	4.32	1.59
M1203	Initiatives of GoB for Women & Child Rights	5.92	4.16	1.76
M1204	Gender Friendly Working Environment	5.89	4.30	1.59
M1205	Prevention of Violence	5.82	4.50	1.32
M1206	Rehabilitation Strategies of the Street Children	5.85	4.64	1.21
M1207	Women in Leadership	5.91	4.64	1.27
M1208	Gender Responsive Budgeting	5.93	4.82	1.11

Prospective FTC participants through the survey questionnaire opined that on an average their existing level of knowledge in the areas covered in this module is 23.71 percent lower than that of their required level. Data reveals that average mean gap in these two dimensions for them is 1.43 (Table-4.1.2.12).

4.1.2.13 Module-13: Development and Economic Management

Under thematic area Development Studies participants are oriented with different development dimensions and their implications in Bangladesh through various modules. One such module is ‘Development and Economic Management’. Basics of economics to a great extent are discussed in classroom sessions under this module. This module is designed with 10 issues in line with the module objectives. Prospective participants, through their assessment, opined that their existing level of knowledge on an average is 23.90 percent lower than that of their required level in the areas covered in this module.

Table 4.1.2.13: Knowledge gap between existing mean and required mean in Module-13

Code	Topic Title	Required Mean	Existing Mean	GAP
M1301	Development: Concepts and Issues	5.65	4.27	1.38
M1302	Basic Concepts of Micro and Macro Economics	6.00	4.14	1.86
M1303	Key Socio-economic Indicators of Bangladesh	6.00	4.27	1.73
M1304	Overview on National Income Accounting	5.98	4.31	1.67
M1305	Market Economy: Concept and Issues	5.98	4.45	1.53
M1306	Monetary Policy and Its Dimensions	5.87	4.54	1.33
M1307	Fiscal Policy and Its Dimensions	5.83	4.60	1.23
M1308	International Trade and Economic Development	5.91	4.66	1.25
M1309	Inclusive Development: SSNPs	5.95	4.76	1.19
M1310	Demographic Dividend	5.99	4.82	1.17

Data presented in Table 4.1.2.13 reveals that average mean gap between participants’ existing level of knowledge and required level of knowledge is 1.44.

4.1.2.14 Module-14: Sustainable Development Goals

There are 11 issues related to SDGs which are covered in classroom sessions under module-14. In a six-point Liker Scale, prospective participants rated almost all topics near to the highest point while they rated their existing level of knowledge at a range of 0.89 to 1.32 points lower to that of their required level.

Analysis of this data reveals that their existing level of knowledge in this module is on an average 18.64 percent lower than that of their required level. The average mean gap between their existing level of knowledge and required level of knowledge in the areas covered under this module is 1.12 (Table 4.1.2.14).

Table 4.1.2.14: Knowledge gap between existing mean and required mean in Module-14

Code	Topic Title	Required Mean	Existing Mean	GAP
M1401	Sustainable Development Goals	5.65	4.76	0.89
M1402	GOAL 1	6.00	4.68	1.32
M1403	GOAL 2	6.00	4.83	1.17
M1404	GOAL 3 & Goal 6	6.00	4.91	1.09
M1405	GOAL 4	6.00	4.86	1.14
M1406	GOAL 5 & GOAL 10	5.95	4.92	1.03
M1407	GOAL 9 & GOAL 11	5.93	4.84	1.09
M1408	GOAL 12 & GOAL 7	5.96	4.86	1.10
M1409	GOAL 13	5.97	4.81	1.16
M1410	GOAL 14 & GOAL 15	5.94	4.78	1.16
M1411	GOAL 16+17	5.93	4.78	1.15

4.1.2.15 Module-15: Project & Procurement Management

There are eleven academic sessions in Module-15: Project & Procurement Management. The responding FTC participants rated almost all topics near to the highest point at a six-point Liker Scale for required knowledge while for their existing level of knowledge their rating ranged between 0.62 to 1.60 points lower than that of their required level of knowledge (Table 4.1.2.15). The results indicate that their existing level of knowledge is 23.06 percent lower than that of their required level of knowledge. Average mean gap between their required level of knowledge and existing level of knowledge in the areas covered in this module is 1.39 (Table-4.1.2.15).

Table 4.1.2.15: Knowledge gap between existing mean and required mean in Module-15

Code	Topic Title	Required Mean	Existing Mean	GAP
M1501	Overview of Project Planning and Approval	5.61	4.99	0.62
M1502	Introduction to Project Cycle Management	5.97	4.54	1.43
M1503	Log Frame and RBM	5.97	4.52	1.45
M1504	Preparation of Development Project Proforma	5.97	4.51	1.46
M1505	Technical Assistance Project Proforma	5.97	4.50	1.47
M1506	Project Risk Management	5.93	4.58	1.35
M1507	Project Monitoring and Evaluation	5.87	4.41	1.46
M1508	Overview of PPA 2006 and PPR 2008	5.91	4.31	1.60
M1509	Different Procurement Methods	5.92	4.53	1.39
M1510	Electronic Government Procurement (E-GP)	5.92	4.53	1.39
M1511	Use of MS Project	5.92	4.32	1.60

4.1.2.16 Module-16: Basics of Social Research

Module 16 contained nine topics for classroom discussions. Participants rated all topics almost very near to the highest point with regard to their required level of knowledge while for their existing level of knowledge in the areas covered in this module is lower by a range between 1.07 and 1.53 from that of their required level.

Data reveals that participants' existing knowledge level on an average is 21.31 percent lower than that of their required level. The average mean gap between existing and required level of knowledge is 1.27. (Table-4.1.2.16)

Table 4.1.2.16: Knowledge gap between existing mean and required mean in Module-16

Code	Topic Title	Required Mean	Existing Mean	GAP
M1601	Introduction to Social Research	5.93	4.86	1.07
M1602	Literature Review, Referencing & Bibliography	5.96	4.43	1.53
M1603	Methodology: Research Design and Approaches	5.97	4.54	1.43
M1604	Writing Research Proposal	5.97	4.67	1.30
M1605	Exercise on Preparing Questionnaire	5.94	4.79	1.15
M1606	Data Analysis Techniques	5.89	4.67	1.22
M1607	Research Ethics	5.84	4.63	1.21
M1608	Writing Research Report	5.89	4.57	1.32
M1609	Use of SPSS, and STATA	5.97	4.67	1.31

4.1.2.17 Module-17: IELTS and Communication Skills in English

IELTS is included in the FTC content to give participants the opportunity to improve their reading, writing, listening and speaking ability and to make them competent and confident in communicative English.

Table 4.1.2.17: Knowledge gap between existing mean and required mean in Module-17

Code	Topic Title	Required Mean	Existing Mean	GAP
M1701	Introduction to IELTS Speaking	5.20	4.14	1.06
M1702	Speaking Practice	5.13	4.70	0.43
M1703	Introduction to IELTS Reading	5.13	4.73	0.40
M1704	Reading Practice	5.16	4.62	0.54
M1705	Introduction to IELTS Listening	5.14	4.71	0.43
M1706	Listening Practice	5.12	4.76	0.36
M1707	Introduction to IELTS Writing	5.19	4.68	0.51
M1708	Writing Practice	5.17	4.77	0.40
M1709	Techniques of Presentation and Public Speaking	5.71	4.71	1.00
M1710	Themebased Extempore Speech	5.76	4.66	1.10
M1711	Debate Competition	5.64	4.55	1.09
M1712	Recap Sessions	5.55	4.46	1.09

Within the framework of module-17 the four aspects of IELTS are covered. Beyond the IELTS, other four issues related to speaking English is also covered. Most of the issues are practice oriented. However, participants rated the IELTS a bit poor in comparison to other aspects of this module. The mean gap between their required level and existing level of knowledge with regard to IELTS varied between 0.36 to 1.06.

For them, as data reveals, English speaking ability is more required topic than any other issues included in this module. The mean gap between their required level and existing level in English speaking is more than 1 in all the cases while for other issues the mean gap is almost less than 0.50.

Data reveals that average mean gap between required mean and existing mean for the issues covered in this module is 0.70. It is evident from Table 4.1.2.17 that both required mean and existing mean for the issues covered in this module is poor in comparison to other modules. However, in case of average knowledge gap, existing level is 11.66 percent lower than that of required level (Table-4.1.2.17).

4.1.2.18: Module-18: Basics of English

Module-18: Basics of English covers five academic issues relating to English language. In a six-point Liker Scale the required knowledge level for all the issues were given the maximum rating. The existing knowledge level of prospective FTC participants was 21.23 percent lower than that of their required knowledge level on ‘Module-18: Basics of English’ (Table-4.1.2.18).

Table 4.1.2.18: Knowledge gap between existing mean and required mean in Module-18

Code	Topic Title	Required Mean	Existing Mean	GAP
M1801	Common Grammatical Errors in English	5.57	4.57	1.00
M1802	Subject-Verb Agreement	6.00	5.00	1.00
M1803	Academic Writing	6.00	4.53	1.47
M1804	Business Communication	6.00	5.10	0.90
M1805	Techniques of Translation	6.00	4.00	2.00

It is evident from Table 4.1.2.18 that the average mean gap between existing level of knowledge and required level of knowledge in this module is 1.27.

4.1.2.19 Module-19: Book Review and Oral Presentation

This module is conducted for enhancing participants' public speaking ability. At a six-point Likert Scale, participants expressed their views in terms of requirement of the issues covered in this module at the highest point. Average mean gap between existing level of knowledge and required level of knowledge is 1.78. It is evident from Table 4.1.2.19 that participants' existing level of knowledge on issues covered in this module is 29.66 percent lower than that of their required level.

Table 4.1.2.19: Knowledge gap between existing mean and required mean in Module-19

Code	Topic Title	Required Mean	Existing Mean	GAP
M1901	Introduction to Art of Book Review	5.98	4.12	1.86
M1902	Review Report Presentation	6.00	4.30	1.70

4.1.2.20 Module-20: Information Communication Technology (ICT)

Module-20: Information Communication Technology (ICT) has 13 academic issues related to ICT skills. Most of the issues covered in this module are more of practice oriented and data reveals that their existing level of knowledge for some topics is higher than that of their required level or they felt these issues as less required. They demonstrated their negative interest in terms of requirement of knowledge in areas related to computer application as word processing, presentation, etc. while for some issues their knowledge gap is very minimum. Against this backdrop, their knowledge gap in ICT related issues is higher.

Table 4.1.2.20: Knowledge gap between existing mean and required mean in Module-20

Code	Topic Title	Required Mean	Existing Mean	GAP
M2001	Need Assessment on ICT Skill	4.82	5.97	-1.15
M2002	Basic Hardware and Trouble Shooting	4.88	5.97	-1.09
M2003	MS Word	4.87	5.94	-1.07
M2004	Learning Blind Typing (Bangla and English)	5.65	5.93	-0.28
M2005	Learning Blind Typing	6.00	5.89	0.11
M2006	MS PowerPoint: Presentation Preparation	5.07	5.90	-0.83
M2007	MS Excel: Calculation and Graph Preparation	4.68	5.92	-1.24
M2008	Digital Bangladesh	5.56	5.06	0.50
M2009	Digital Signature	5.93	4.72	1.21
M2010	Use of Social Media: Citizen Connectivity	5.93	4.91	1.02
M2011	Guidelines for Social Media Use	5.96	4.95	1.01
M2012	Cloud Computing: Concept and Uses	5.97	4.92	1.05
M2013	4IR, IoT, Big Data, Block Chain, CryptoCurrency	5.97	4.86	1.11

4.1.2.21 Module-21: Physical Conditioning & Games

Module-21 has two components namely theoretical lectures related to physical training and practical sessions on physical training and games. As far as the theoretical aspects are concerned, data reveals, participants' existing knowledge in all the issues covered in this module except 'Stress Management and Mental Health' is much higher than that of their required level (Table-4.1.2.21). They rated 'Morning Exercise & Afternoon Games' at the highest point at the given scale. In their view, more importance should be given on these two aspects while a classroom session can be arranged on 'Stress Management and Mental Health'. Evidence suggests that they are more interested in learning the issues covered in this module through practice and demonstration.

Table 4.1.2.21: Knowledge gap between existing mean and required mean in Module-21

Code	Topic Title	Required Mean	Existing Mean	GAP
M2101	Nutrition & Physical Fitness	4.73	5.96	-1.23
M2102	Wellness Concept & Management	4.76	5.97	-1.21
M2103	Stress Management and Mental Health	4.97	4.07	0.90
M2104	Effect of Exercise on Different Organs	4.67	5.97	-1.30
M2105	Common Sports Injuries	4.81	5.94	-1.13
M2106	Sedentary Life Style and Effects	4.82	5.93	-1.11
M2107	Occupational Pain and its Management	4.63	5.96	-1.33
M2108	Morning Exercise & Afternoon Games	6.00	5.05	0.95

4.1.2.22 Module-23: Contemporary Issues

Beyond the issues covered under different modules with in the thematic areas of the FTC design, some important issues are presented before the participants under Module-23. These are actually extension lectures which are very relevant but cannot be covered under any specific module. As such, efforts are made to update participants with recent issues of national and international concern.

Prominent academics, bureaucrats and policy makers are invited to share their ideas around these issues with participants. For some of the issues, data reveals that participants' existing level of knowledge is much higher than that of their required level while the opposite is true for some other topics (Table-4.1.2.22). Their data demonstrates that selection of issues for discussion under this module should be more carefully done.

Table 4.1.2.22: Knowledge gap between existing mean and required mean in Module-23

Code	Items	Required Mean	Existing mean	GAP
M2301	Blue Economy	4.67	5.89	-1.22
M2302	Emotional Intelligence	4.68	5.93	-1.25
M2303	Autism and Neurodevelopment Disorder	4.74	5.94	-1.20
M2304	Covid-19 and the Lessons Learned	4.74	5.85	-1.11
M2305	Bangladesh's LDC Graduation	4.86	5.91	-1.05
M2306	Dimensions of Rohingya Crisis	4.76	5.91	-1.15
M2307	Central Bank and National Economy	4.81	5.86	-1.05
M2E08	Capital Market and National Economy	5.60	5.31	0.29
M2309	Recent Trends in Public Sector Governance	5.96	5.00	0.96
M2310	Overseas Employment	5.97	4.85	1.12
M2311	Private Sector in Economic Development	5.97	4.92	1.05
M2312	Non-State Stakeholders and Public Policy	5.97	4.96	1.01
M2313	Cyber Security and Digital Security Act	5.97	4.91	1.06
M2314	Evidence based Decision Making	5.95	4.61	1.34
M2315	Public Private Partnership	5.87	4.51	1.36
M2316	Ten Special Initiatives of the HPM	5.85	4.64	1.21
M2317	Noise, Smoking & Mobile Phone: Health Risks	5.88	4.49	1.39
M2318	ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯	5.87	4.48	1.39
M2319	বাংলা ভাষা ও সাহিত্য: সাম্প্রতিক অবস্থা	5.85	4.54	1.31
M2320	দাপ্তরিক কাজে প্রমিত বাংলার ব্যবহার	5.92	4.64	1.28

4.1.2.23 Module-24: Car Driving

Module-24: Car Driving, has five topics for discussions on different aspects of motor driving along with practical driving sessions. In their view, this module in other words, the issues covered under this module is most required for them. In terms of requirement they rated all areas of this module at the highest point. Average mean gap between their existing level of knowledge and that of their required level of knowledge in different issues covered in the module is 1.83. Analysis of data presented in Table-4.1.2.23 reveals that participants' existing level of knowledge is 30.50 percent lower than that of their required level.

Table 4.1.2.23: Knowledge gap between existing mean and required mean in Module-24

Code	Topic Title	Required Mean	Existing Mean	GAP
M2401	Introduction to Vehicles	6.00	4.33	1.67
M2402	Traffic Rules, Signals	6.00	4.13	1.87
M2403	Vehicle Maintenance	6.00	3.97	2.03
M2404	Trouble Shooting	6.00	4.47	1.53
M2405	Motor Vehicle Ordinance	6.00	5.01	0.99
M2406	Driving Practice	6.00	3.11	2.89

4.1.2.24 Skill dimensions addressed in the FTC design

The FTC design contains as many as 25 skill areas and efforts are made through this course to enhance participants' abilities in these areas. Data reveals that average mean gap between their existing level and required level in these skill dimensions is 1.42. Analysis of data presented in Table-4.1.2.24 reveals that participants' existing level of skill is 23.66 percent lower than that of their required level in these skill areas. Their assessment reveals that these skill dimensions are required for entry level civil servants.

Table 4.1.2.24: Knowledge gap between existing mean and required mean in Skill areas

Code	Skill Areas	Required Mean	Existing Mean	GAP
SK01	Time management	5.85	4.40	1.45
SK02	Ability to work to tight deadlines	5.99	4.31	1.68
SK03	Ability to organise and prioritise workload	6.00	4.24	1.76
SK04	The ability to work alone	5.99	4.19	1.80
SK05	Leadership	5.98	4.32	1.66
SK06	Team work	5.98	4.19	1.79
SK07	Coordination	5.96	4.10	1.86
SK08	Interpersonal relationships	5.53	4.00	1.53
SK09	Excellent organisation and negotiation	5.95	4.33	1.62
SK10	Professionalism	5.99	4.86	1.13
SK11	Public Speaking	6.00	4.67	1.33
SK12	Good communication skills, written and oral	6.00	4.73	1.27
SK13	Creativity and flexible thinking	6.00	4.83	1.17
SK14	Strategic thinking	6.00	4.85	1.15
SK15	Developing the self and others	6.00	4.95	1.05
SK16	Problem Solving and Decision-making	6.00	4.80	1.20
SK17	Office management	6.00	4.77	1.23
SK18	Financial management	5.95	4.75	1.20
SK19	Project management	5.99	4.72	1.27
SK20	Information processing	6.00	4.69	1.31
SK21	Analytical Skill	5.95	4.54	1.41
SK22	Innovation	5.99	4.57	1.42
SK23	Stress management	6.00	4.50	1.50
SK24	Information and Communication Technology	6.00	4.53	1.47
SK25	Car driving	6.00	4.76	1.24

4.1.2.25 Attitudinal issues addressed in the Course Design

One of the key aspects of the FTC design is to bring about changes in behaviour and attitudinal dimensions of civil service new recruits. Participants expressed their level of understanding relating the requirement of these attitudinal dimensions and their existing level in these areas through the Likert scale. In their view the average mean gap between their required level and existing level is 1.01 in these areas. Analysis of data presented in Table-4.1.2.25 reveals that participants' existing knowledge level on an average is 16.83 percent lower than that of their required level.

Table 4.1.2.25: Gap Between Required and Existing Mean in Attitudinal dimensions

Code	Attitudinal Dimension	Required Mean	Existing Mean	GAP
AT01	Punctuality (timely attendance at office)	4.72	4.32	0.40
AT02	Timely finishing of assigned tasks	4.63	4.12	0.51
AT03	Devotion and Commitment to work	4.65	4.10	0.55
AT04	Self-motivation to work/responsibilities	4.73	4.32	0.41
AT05	Mental readiness to adopt positive changes	4.81	4.11	0.70
AT06	Mental readiness to maintain office discipline	4.95	4.29	0.66
AT07	Accepting Innovations in work situation	4.63	4.21	0.42
AT08	Being respectful to Colleagues	5.55	4.14	1.41
AT09	Maintaining Gender Friendly Behavior	6.00	4.55	1.45
AT10	Selflessness/Work for public interest	6.00	4.95	1.05
AT11	Work satisfaction	6.00	4.87	1.13
AT12	Maintaining work ethics	6.00	5.12	0.88
AT13	Commitment to Organisation	6.00	5.44	0.56
AT14	Integrity	6.00	4.44	1.56
AT15	Justice and Fairness	6.00	4.59	1.41
AT16	Accountability	6.00	4.87	1.13
AT17	Transparency	6.00	4.43	1.57
AT18	Promotion of good governance	5.95	4.59	1.36
AT19	Impartiality and non-partisanship	5.99	4.99	1.00
AT20	Client focused/being respectful to service recipients	5.98	4.33	1.65
AT21	Being responsive to Clients' needs	6.00	4.55	1.45

4.1.2.26 Effectiveness of Training Methods employed in the FTC

Various types of training methods are employed for administering the FTC. Participants assessed the effectiveness of the training methods employed in the course and gathered data is presented in Table 4.2.26. Data reveals that exercise, film show, study tour, attachment, etc. are very effective while lecture, group work, reading assignment, etc. are less effective.

Table 4.1.2.26: Effectiveness of Training Methods

Code		Mean	Std. Deviation
TM01	Lecture and Discussion	5.97	.183
TM02	Group Work	5.99	.121
TM03	Reading Assignment	6.00	.000
TM04	Library Work	5.95	.285
TM05	Case Study	5.94	.283
TM06	Seminar	5.92	.350
TM07	Workshop	5.92	.369
TM08	Exercise	5.35	.646
TM09	Individual Presentation	5.14	.546
TM10	Video Clip/Film Show	5.10	.678
TM11	Study Tour	5.10	.637
TM12	Field visit/Attachment	5.10	.777

4.1.3 Module-wise Learning Gap of Graduated and Prospective Participants

Table-4.1.3: Module-wise Learning Gap of Graduated and Prospective FTC Participants

Module	Module Name	Average mean gap		Learning Gap (%)	
		GP	PP	GP*	PP**
M1	Bangladesh and Bangabandhu Studies	1.01	1.69	16.83	28.16
M2	Village Study	0.98	1.44	16.42	24.00
M3	Poverty Reduction and Rural Development (BARD/RDA/BAPARD Attachment)	1.27	1.48	21.12	24.64
M4	Field Attachment Programme	1.07	1.71	17.94	28.50
M5	Fundamentals of Foundation Training Course	1.04	1.78	17.44	29.72
M6	Organization and Human Resource Management	1.33	1.75	22.04	29.24
M7	Important Service Laws in Bangladesh	1.15	1.37	19.17	22.98
M8	Office Management and Communications	1.25	1.55	20.88	25.75
M9	Public Financial Systems	1.30	1.78	21.67	29.71
M10	Governmental System and Essential Laws	1.17	1.53	19.50	25.50
M11	Public Administration & Governance	1.31	1.54	21.88	25.62
M12	Child Rights and Gender	1.07	1.43	17.88	23.71
M13	Development and Economic Management	1.19	1.44	19.75	23.90
M14	Sustainable Development Goals	1.10	1.12	18.27	18.64
M15	Project & Procurement Management	1.10	1.39	18.27	23.06
M16	Basics of Social Research	1.37	1.27	22.85	21.31
M17	IELTS and Communication Skills in English	0.93	0.70	15.50	11.66
M18	Basics of English	1.17	1.27	19.50	21.23
M19	Book Review and Oral Presentation	1.30	1.78	21.75	29.66
M20	Information Communication Technology (ICT)	1.12	0.02	18.67	0.45
M21	Physical Conditioning & Games	0.40	-0.68	6.67	-11.33
M23	Contemporary Issues	1.20	0.34	20.03	5.67
M24	Car Driving	1.36	1.83	22.61	30.50
Integrated Average		1.14	1.28	18.98	21.40

* GP-Graduated Participants

** PP-Prospective Participants

Data presented in the above table reveals that integrated average mean gap between required level of knowledge and that of existing level for the graduated and prospective FTC participants ranged between 1.14 and 1.28 while existing level of knowledge for the graduated participants is 18.98 percent lower than that of their required level which for the other group of participants is 21.40 percent.

4.1.4 Views about the existing content: Immediate Senior Supervisors

We sought feedback about the existing content of the FTC in terms of ‘nice to know’, ‘should know’ and ‘must know’ dimension. Accordingly, we developed a questionnaire and administered for all 126 participants of the five workshops. As has been noted earlier, a vast majority of these workshop participants, around 77 percent were actually the controlling authority of probationer civil servants who collectively represented all twenty-two civil service cadres working at field level for materialising government’s vision into reality with regard to providing service to people. The rest were BPATC faculty members who were trainers and supervisors as well. They are engaged in conducting FTC and other courses of BPATC conducted for different cohorts of civil servants. Number of questionnaires we could collect with response from this group of respondents is 68 (54%). In the following tables we presented their opinion relating to our research dimensions. Figure within parenthesis indicate relative frequency of response.

4.1.4.1 Module-01: Bangladesh and Bangabandhu Studies

A vast majority of these respondents opined that new recruits must know such subjects as ‘Historic speech of 7 March 1971’, ‘Anthropological background and social-cultural heritage of Bangladesh’, ‘Background and Spirit of Liberation War’, ‘Emergence of Bangabandhu as a Leader’, ‘Philosophy of Bangabandhu’, ‘Vision trajectories of HPM’, etc.

Table-4.1.4.1: Module-01: Bangladesh and Bangabandhu Studies

Code	Topic Title	Nice to Know	Should Know	Must Know
01.01	Emergence of Bangabandhu as a Leader	2 (2.8)	5 (7.4)	61 (89.7)
01.02	Political Philosophy of Bangabandhu	3 (4.4)	6 (8.8)	59 (86.8)
01.03	Historic Speech of 7 March 1971	2 (2.9)	3 (4.4)	63 (92.6)
01.04	Bangabandhu’s Foreign Policy	1 (1.5)	8 (11.8)	59 (86.8)
01.05	Visit to Bangabandhu’s Mausoleum	9 (13.2)	17 (25)	42 (61.8)
01.06	Anthropological Background of Bangladesh	3 (4.4)	5 (7.4)	60 (88.2)
01.07	Socio-Cultural Heritage	1 (1.5)	6 (8.8)	61 (89.7)
01.08	Background, Spirit of Liberation War	2 (2.9)	3 (4.4)	63 (92.6)
01.09	Genocide in Bangladesh: 1971	2 (2.9)	38 (55.1)	28 (41.2)
01.10	Potential Resources of Bangladesh	3 (4.4)	21 (30.9)	44 (64.7)
01.11	Vision Trajectories of HPM		8 (11.8)	60 (88.2)
01.12	National Poets & Writers	36 (52.9)	21 (30.9)	11 (16.2)
01.13	Bangladesh on The March Towards Prosperity	6 (8.8)	11 (16.2)	51 (75)

Supervisors maintained that new recruits should know the ‘Genocide in Bangladesh’ while it is nice for them to know ‘National Poets and Writers’. A small proportion respondent of this

group of supervisors identified some issues in the ‘should know’ and ‘nice to know’ category. However, in all the cases must know and should know comprise more than eighty-five percent responses from the supervisors except topic 01.12: National Poets and Writers.

4.1.4.2 Module-02: Village Study

Probationers are required to know and understand rural Bangladesh and the living of rural people. Such observation is evident from the views of their immediate controlling supervisors along with BPATC faculty members. They identified the issues covered in module-02 as priority learning areas for the new recruit civil servants and their observation supports the continuation of such issues and activities in the FTC design.

Table-4.1.4.2: Module-02: My Village-My Town

Code	Topic Title	Nice to Know	Should Know	Must Know
02.01	My Village-My Town	16(23.5)	18(26.5)	34(50)
02.02	Analysis of Own Village and Preparing Reports	10(14.7)	19(27.9)	39(57.4)

4.1.4.3 Module-03: BARD/RDA/BAPARD Attachment

Supervisors observed that issues covered under module-03 are more or less important. Some issues like Poverty: Concepts and Measurements (73.5%), Rural Economy in Bangladesh (73.5%) and Introduction to Rural Development (70.6), etc. they identified as high priority learning area while topic titled ‘Cooperative Movement & Social Development’ was not of that important and for them they should know such issues. However, majority of the issues covered under this module, they opined, is required for the probationers.

Table-4.1.4.3: Module-03: BARD/RDA/BAPARD Attachment

Code	Topic Title	Nice to Know	Should Know	Must Know
03.01	Introduction to Rural Development	4(5.9)	16(23.5)	48(70.6)
03.02	Poverty Reduction Models	4(5.9)	28(41.2)	36(52.9)
03.03	Poverty: Concepts and Measurements	1(1.5)	17(25)	50(73.5)
03.04	Microfinance & Micro Savings in Poverty Reduction: Strategies for Financial Inclusion	3(4.4)	25(36.8)	40(58.8)
03.05	Cooperative Movement & Social Development	3(4.4)	38(55.9)	27(39.7)
03.06	Rural Economy in Bangladesh	1(1.5)	17(25)	50(73.5)

4.1.4.4 Module -04: Field Attachment Programme

Field attachment includes three programs like District Attachment, Upazilla Attachment and Know Bangladesh Program. Most of the responding supervisors and trainers opined that FTC participants must undergo ('Must Know') Upazilla Attachment (79.4%), District Attachment (77.9%) and Know Bangladesh Program (72.1%) for better knowing the country in different dimensions. In their view, such attachment programme must be continued as integral part of the FTC design.

Table-4.1.4.4 Module -04: Field Attachment Programme

Code	Topic Title	Nice to Know	Should Know	Must Know
04.01	District Attachment	3(4.4)	12(17.6)	53(77.9)
04.02	Upazilla Attachment	4(5.9)	10(14.7)	54(79.4)
04.03	Know Bangladesh Programme	4(5.9)	15(22.1)	49(72.1)

4.1.4.5 Module -05: Fundamentals of Foundation Training Course

Module-05 is one of the most important modules of the FTC design. Such observation is reflected in the views of supervisors and trainers since they identified issues like Public Service Values/Ethics (82.4%), Different Behavioral Issues (82.4%) and Empathy Building (82.4%) as most priority learning area for the probationers. For them new recruit civil servants must learn these issues from the FTC. They opined that 'Self-Analysis' (77.9%), 'the Whole of Government (69.1%) Approach' and 'Foundation Training Course & Its Philosophy' (64.7%) are also very important learning areas for them. As a whole, they observed that the issues covered in module-05 are of immense importance for the new recruit civil servants.

Table 4.1.4.5: Module -05: Fundamentals of Foundation Training Course

Code	Topic Title	Nice to Know	Should Know	Must Know
05.01	Foundation Training Course & its Philosophy	7(10.3)	17(25)	44(64.7)
05.02	The Whole of Government Approach	3(4.4)	18(26.5)	47(69.1)
05.03	Public Service Values/Ethics		12(17.6)	56(82.4)
05.04	Different Behavioral Issues	2(2.9)	10(14.7)	56(82.4)
05.05	Empathy Building in the Civil Service	1(1.5)	11(16.2)	56(82.4)
05.06	Self-Analysis	2(2.9)	13(19.1)	53(77.9)

4.1.4.6 Module-06: Organization and Human Resource Management

Leadership (86.8%) has been identified as the highest priority learning area by the responding supervisors. Other issues like 'Decision Making Process' (77.9%), 'Team Building' (76.5%),

‘Negotiation Technique & Conflict Management’ (73.5%), ‘Motivation and Human Relationship’ (69.1%), ‘Basics and Practices of HRM and HRD’ (66.2%), ‘Coordination: Horizontal and Vertical’ (66.2%) and ‘Career Planning and Career Development’ (64.7%), etc. are also very important learning input for them. However, slightly more than fifty per cent (51.5%) of them have suggested that the FTC participants ‘must know’ Organization: Concepts, Forms.

Table-4.1.4.6: Module-06: Organization and Human Resource Management

Code	Topic Title	Nice to Know	Should Know	Must Know
06.01	Organization: Concepts, Forms	5(7.4)	28(41.2)	35(51.5)
06.02	Basics and Practices of HRM and HRD	4(5.9)	19(27.9)	45(66.2)
06.03	Leadership	1(1.5)	8(11.8)	59(86.8)
06.04	Motivation and Human Relationship	2(2.9)	19(27.9)	47(69.1)
06.05	Team Building	3(4.4)	13(19.1)	52(76.5)
06.06	Coordination: Horizontal and Vertical	6(8.8)	17(25)	45(66.2)
06.07	Decision Making Process	1(1.5)	14(20.6)	53(77.9)
06.08	Career Planning and Career Development	4(5.9)	20(29.4)	44(64.7)
06.09	Negotiation Technique & Conflict Mgt	1(1.5)	10(14.7)	50(73.5)

4.1.4.7 Module-07: Important Service Laws in Bangladesh

All civil servants are required to get well acquainted with some important laws relating to service. According to supervisors such issues as *Sorkari Chakuri Ain, 2018* (86.8%), National Flag, Anthem & Emblem Order, 1972 (85.3%), Formulating Laws, Rules and Regulations (83.8%), BSR: Part 1 & Part 2 (83.8%), Conduct Rules, 1979 (83.8%) and Discipline and Appeal Rules, 2018 (80.9%) are very important learning inputs for them.

Table-4.1.4.7 Module-07: Important Service Laws in Bangladesh

Code	Topic Title	Nice to Know	Should Know	Must Know
07.01	Formulating Laws, Rules and Regulations	1(1.5)	10(14.7)	57(83.8)
07.02	Constitution relating to Pub. Servants & PSC	4(5.9)	11(16.2)	53(77.9)
07.03	BSR: Part 1 & Part 2	1(1.5)	10(14.7)	57(83.8)
07.04	General Conditions of Service, Seniority Rules	3(4.4)	13(19.1)	52(76.5)
07.05	Discipline and Appeal Rules, 2018	2(2.9)	11(16.2)	55(80.9)
07.06	Conduct Rules, 1979	2(2.9)	9(13.2)	57(83.8)
07.07	সরকারী চাকুরী আইন, ২০১৮		9(13.2)	59(86.8)
07.08	Administrative Tribunal Act & Rules,1980	3(4.4)	20(29.4)	45(66.2)
07.09	Rules Related to Leave and Joining Time	2(2.9)	13(19.1)	53(77.9)
07.10	National Flag, Anthem & Emblem Order,1972	1(1.5)	9(13.2)	58(85.3)

They viewed some other issues like Constitution relating to Public Servants & PSC (77.9%), Rules Related to Leave and Joining Time (77.9%), General Conditions of Service, Seniority

Rules (76.5%) and Administrative Tribunal Act & Rules,1980 (66.2%) to be important for the young civil servants. Overall assessment of responding supervisors indicates that the issues covered in this module must continue within the FTC content.

4.1.4.8 Module-08: Office Management and Communications

The responding supervisors have given high importance to e-Nothi & Digital Communication (86.8%), Office Inspection with Case Studies (83.8%), Writing of Minutes of a Meeting (82.4) and Types of Written Communications (80.9%) while Secretariat Instructions (79.4%), Preparing of Working Paper of a Meeting (79.4%), Writing Summary (73.5%) and Secretariat Attachment (75.5%) have been given importance. More than one third (36.8%) responding supervisors observed participants of the FTC must watch ('must know') Film Show on Meeting. However, responding supervisors opined that the topics covered under module-07 must be continued within the FTC design.

Table-4.1.4.8: Module-08: Office Management and Communications

Code	Topic Title	Nice to Know	Should Know	Must Know
08.01	Secretariat Instructions	3(4.4)	11(16.2)	54(79.4)
08.02	Opening of Files, Writing Notes, References	3(4.4)	8(11.8)	57(83.8)
08.03	Types of Written Communications	6(8.8)	7(10.3)	55(80.9)
08.04	Writing Summary	5(7.4)	13(19.1)	50(73.5)
08.05	Preparing of Working Paper of a Meeting	5(7.4)	9(13.2)	54(79.4)
08.06	Writing of Minutes of a Meeting	2(2.9)	10(14.7)	56(82.4)
08.07	Office Inspection with Case Studies	1(1.5)	10(14.7)	57(83.8)
08.08	E-Nothi & Digital Communication	1(1.5)	8(11.8)	59(86.8)
08.09	Film Show on Meeting	6(8.8)	37(54.4)	25(36.8)
08.10	Secretariat Attachment	5(7.4)	13(19.1)	50(73.5)

4.1.4.9 Module-09: Public Financial Systems

The responding supervisors have given high importance to some topics covered under this module like Duties and Responsibilities of DDOs (88.2%), Delegation of Financial Powers (85.3%), Preparation of Pay Bill and Pay Fixation (80.9%), Preparation of Income Tax Return (80.9%), General Financial Rules (79.4%), TA, DA Rules and Preparation of TA Bills (79.4%), Audit System in the Public Sector (79.4%), Public Financial Management Systems (76.5%).

In their view Preparation of Office Budgeting: MTBF (76.5%), Response to Audit Objection (76.5%), Treasury Rules (76.5%), Public Budgetary Framework of Bangladesh (75%) and Laws and Practice of VAT and Income Tax (73.5%) are also important for the probationers.

Table 4.1.4.9 Module-09: Public Financial Systems

Code	Topic Title	Nice to Know	Should Know	Must Know
09.01	Public Financial Management Systems	2(2.9)	14(20.6)	52(76.5)
09.02	General Financial Rules	1(1.5)	13(19.1)	54(79.4)
09.03	Treasury Rules	4(5.9)	12(17.6)	52(76.5)
09.04	Public Budgetary Framework of Bangladesh	2(2.9)	15(22.1)	51(75)
09.05	Preparation of Office Budgeting: MTBF	4(5.9)	12(17.6)	52(76.5)
09.06	Duties and Responsibilities of DDOs	2(2.9)	6(8.8)	60(88.2)
09.07	Delegation of Financial Powers	1(1.5)	9(13.2)	58(85.3)
09.08	Preparation of Pay Bill and Pay Fixation	4(5.9)	9(13.2)	55(80.9)
09.09	TA, DA Rules and Preparation of TA bills	2(2.9)	12(17.6)	54(79.4)
09.10	Laws and Practice of VAT and Income Tax	2(2.9)	16(23.5)	50(73.5)
09.11	Preparation of Income Tax Return	3(4.4)	10(14.7)	55(80.9)
09.12	Audit System in the Public Sector	1(1.5)	13(19.1)	54(79.4)
09.13	Response to Audit Objection	1(1.5)	15(22.1)	52(76.5)

4.1.4.10 Module-10: Governmental System and Essential Laws

Salient Features of Bangladesh Constitution (85.3%) and Organs of the State (82.4%) have been given high importance by the responding supervisors while Rules of Business & Allocation of Business (72.1%), Interface: Elected Representatives and civil servants (70.6%), Concept of Decentralization & LG System (69.1%), National Parliament Visit (69.1%), Land Management System (64.7%), Structure and Functions of LGIs (60.3%) are of moderate importance in their view.

They opined that new recruits are also required to learn some other topics like ‘Land Litigation and Dispute Resolution’ (58.8%), and LGIs: Issues, Challenges & Way Forward (55.9%). However, majority of them identified Penal Code, CrPC (60.29%) and CPC, Evidence Act, PRB, 1943 (55.89%) as ‘nice to know’ category issues.

Table 4.1.4.10 Module-10: Governmental System and Essential Laws

Code	Topic Title	Nice to Know	Should Know	Must Know
10.01	Salient Features of Bangladesh Constitution	3(4.4)	7(10.30)	58(85.3)
10.02	Organs of the State	2(2.9)	10(14.7)	56(82.4)
10.03	Penal Code, CrPC	41(60.29)	19(27.94)	8(11.76)
10.04	CPC, Evidence Act, PRB, 1943	38(55.89)	19(27.94)	11(16.17)
10.05	Rules of Business & Allocation of Business	5(7.4)	14(20.6)	49(72.1)
10.06	Land Management System	4(5.9)	20(29.4)	44(64.7)
10.07	Land Litigation and Dispute Resolution	4(5.9)	24(35.3)	40(58.8)
10.08	Concept of Decentralization & LG System	8(11.8)	13(19.1)	47(69.1)
10.09	Structure and Functions of LGIs	9(13.2)	18(26.5)	41(60.3)
10.10	LGIs: Issues, Challenges & Way Forward	10(14.7)	20(29.4)	38(55.9)
10.11	Interface: Elected Representatives and CSs	3(4.4)	17(25)	48(70.6)
10.12	National Parliament Visit	6(8.8)	15(22.1)	47(69.1)

4.1.4.11 Module-11: Public Administration & Governance

Performance Management and ACR (77.9%), e-Governance: Concept and Readiness (76.5%), Public Policy Making Process (75%), Governance Improvement and Different Tools (72.1%), Innovation in Public Service Delivery (69.1%), Public Administration Reforms in Bangladesh (69.1%), Public Administration System: other Countries (67.6%), Public Administration & Governance (66.2%), Challenges of Policy Crafting & Implementation (66.2%), TQM and RBM (60.3%) have been given importance by the responding supervisors while slightly more than fifty percent (51.5%) of the respondents have labelled ‘Must Know’ category to the topic titled ‘Business Process Reengineering’. However, as we consider their views, the responding supervisors maintained that the issues covered in this module must be continued as integral part of the FTC content.

Table-4.1.4.11 Module-11: Public Administration & Governance

Code	Topic Title	Nice to Know	Should Know	Must Know
11.01	Public Administration & Governance	3(4.4)	20(29.4)	45(66.2)
11.02	Public Administration Reforms in Bangladesh	4(5.9)	17(25)	47(69.1)
11.03	Public Administration System: other Countries	4(5.9)	18(26.5)	46(67.6)
11.04	Public Policy Making Process	2(2.9)	15(22.1)	51(75)
11.05	Challenges of Policy Crafting & Implementation	5(7.4)	18(26.5)	45(66.2)
11.06	Innovation in Public Service Delivery	3(4.4)	18(26.5)	47(69.1)
11.07	Business Process Reengineering	9(13.2)	24(35.3)	35(51.5)
11.08	TQM and RBM	5(7.4)	22(32.4)	41(60.3)
11.09	Governance Improvement and Different Tools	3(4.4)	16(23.5)	49(72.1)
11.10	Performance Management and ACR	2(2.9)	13(19.1)	52(77.9)
11.11	e-Governance: Concept and Readiness	2(2.9)	14(20.6)	52(76.5)

4.1.4.12 Module-12: Child Rights and Gender

Data reveals that Prevention of Violence (75%), Gender Friendly Working Environment (70.6%), Women in Leadership (61.8%) and Initiatives of GoB for Women & Child Rights (61.8%) are the topics of this module that in view of the responding supervisors are of immense importance. More than fifty percent of them have put topics like Rehabilitation Strategies of the Street Children (57.4%), Women and Child Rights: CEDAW & CRC (57.4%) and Gender Responsive Budgeting (51.5%) into the ‘Must Know’ category. If ‘must know’ and ‘should know’ are considered together, most of the responding supervisors observed that the issues covered in this module are very important priority learning areas for the new recruit civil servants and these should remain as integral part of the FTC design.

Table-4.1.4.12 Module-12: Child Rights and Gender

Code	Topic Title	Nice to Know	Should Know	Must Know
12.01	Concept of Gender and Development	8(11.8)	30(44.1)	30(44.1)
12.02	Women and Child Rights: CEDAW & CRC	6(8.8)	23(33.8)	39(57.4)
12.03	Initiatives of GoB for Women & Child Rights	6(8.8)	20(29.4)	42(61.8)
12.04	Gender Friendly Working Environment	5(7.4)	15(22.1)	48(70.6)
12.05	Prevention of Violence	3(4.4)	14(20.6)	51(75)
12.06	Rehabilitation Strategies of the Street Children	4(5.9)	25(36.8)	39(57.4)
12.07	Women in Leadership	6(8.8)	20(29.4)	42(61.8)
12.08	Gender Responsive Budgeting	5(7.4)	28(41.2)	35(51.5)

4.1.4.13 Module-13: Development and Economic Management

Overview on National Income Accounting (66.2%), Fiscal Policy and Its Dimensions (63.2%), Development: Concepts and Issues (61.8%) and Key Socio-economic Indicators of Bangladesh (61.8%) are of immense importance in terms priority learning areas of the FTC design as observed by the responding supervisors. Majority of them labelled some other issues like Basic Concepts of Micro and Macro Economics (58.8%), Inclusive Development: SSNPs (57.4%) International Trade and Economic Development (55.9%), Demographic Dividend (52.9%), Market Economy: Concept and Issues (50%) and Monetary Policy and Its Dimensions (50%) within the ‘must know’ category.

Table-4.1.4.13 Module-13: Development and Economic Management

Code	Topic Title	Nice to Know	Should Know	Must Know
13.01	Development: Concepts and Issues	3(4.4)	23(33.8)	42(61.8)
13.02	Basic Concepts of Micro and Macro Economics	1(1.5)	27(39.7)	40(58.8)
13.03	Key Socio-economic Indicators of Bangladesh	4(5.9)	22(32.4)	42(61.8)
13.04	Overview on National Income Accounting	3(4.4)	20(29.4)	45(66.2)
13.05	Market Economy: Concept and Issues	5(7.4)	29(42.6)	34(50)
13.06	Monetary Policy and Its Dimensions	5(7.4)	29(42.6)	34(50)
13.07	Fiscal Policy and Its Dimensions	4(5.9)	21(30.9)	43(63.2)
13.08	International Trade and Economic Development	5(7.4)	25(36.8)	38(55.9)
13.09	Inclusive Development: SSNPs	4(5.9)	25(36.8)	39(57.4)
13.10	Demographic Dividend	4(5.9)	28(41.2)	36(52.9)

4.1.4.14 Module-14: Sustainable Development Goals

Goal 4 (79.4%), Sustainable Development Goals (76.5%), Goal 3 & Goal 6 (76.5%), Goal 2 (70.6%), Goal 5 & Goal 10 (70.6%), Goal 16 & 17 (70.6%), Goal 1 (69.1%), Goal 13 (69.1%), Goal 12 & Goal 7 (63.2%), Goal 9 & Goal 11 (61.8) and Goal 14 & Goal 15 (61.8) all these

topics have been given importance ('Must Know') by the responding supervisors. But if 'should know' is considered, all most all the responding supervisors maintained that civil service new recruits must have a clear understanding about SDGs and its different dimensions.

Table-4.1.4.14 Module-14: Sustainable Development Goals

Code	Topic Title	Nice to Know	Should Know	Must Know
14.01	Sustainable Development Goals	2(2.9)	14(20.6)	52(76.5)
14.02	GOAL1	3(4.4)	18(26.5)	47(69.1)
14.03	GOAL2	4(5.9)	16(23.5)	48(70.6)
14.04	GOAL3&Goal6	4(5.9)	12(17.6)	52(76.5)
14.05	GOAL4	4(5.9)	10(14.7)	54(79.4)
14.06	GOAL 5 & GOAL 10	5(7.4)	15(22.1)	48(70.6)
14.07	GOAL9&GOAL11	6(8.8)	20(29.4)	42(61.8)
14.08	GOAL 12 & GOAL 7	6(8.8)	19(27.9)	43(63.2)
14.09	GOAL 13	6(8.8)	15(22.1)	47(69.1)
14.10	GOAL14&GOAL15	8(11.8)	18(26.5)	42(61.8)
14.11	GOAL16+17	6(8.8)	14(20.6)	48(70.6)

4.1.4.15 Module-15: Project & Procurement Management

This module has two distinct but interrelated components namely project management and procurement management. A vast majority of responding supervisors observed that procurement management is more important than project management as learning inputs for the participants of the FTC. Data presented in table 4.4.15 reveals that Overview of PPA 2006 and PPR 2008 (80.9%) and Different Procurement Methods (80.9%) have been given high importance by the responding Supervisors.

Table-4.1.4.15 Module-15: Project & Procurement Management

Code	Items	Nice to Know	Should Know	Must Know
15.01	Overview of Project Planning and Approval	2(2.9)	22(32.4)	44(64.7)
15.02	Introduction to Project Cycle Management	6(8.8)	26(38.2)	36(52.9)
15.03	Log Frame and RBM	7(10.3)	21(30.90)	40(58.8)
15.04	Preparation of Development Project Proforma	6(8.8)	15(22.1)	47(69.1)
15.05	Technical Assistance Project Proforma	7(10.3)	20(29.4)	41(60.3)
15.06	Project Risk Management	4(5.9)	18(26.5)	46(67.6)
15.07	Project Monitoring and Evaluation	3(4.4)	15(22.1)	50(73.5)
15.08	Overview of PPA 2006 and PPR 2008	3(4.4)	10(14.7)	55(80.9)
15.09	Different Procurement Methods	4(5.9)	9(13.2)	55(80.9)
15.10	Electronic Government Procurement (E-GP)	3(4.4)	11(16.2)	54(79.4)
15.11	Use of MS Project	5(7.4)	15(22.1)	48(70.6)

In their observation, other topics like Electronic Government Procurement (E-GP) (79.4%), Project Monitoring and Evaluation (73.5%), Use of MS Project (70.6%), Development Project Proforma (69.1%), Project Risk Management (67.6%), Overview of Project Planning and Approval (64.7%) and Technical Assistance Project Proforma (60.3%) are also of learning priority for the participants.

A good number of supervisors labelled some other issues like Log Frame and RBM (58.8%) and Introduction to Project Cycle Management (52.9%) in the ‘must know’ category for the FTC participants. However, if category ‘must know’ and ‘should know’ are considered together, all most all the responding supervisors observed that that understanding and having a good command on these issues are very essential for the new recruit civil servants.

4.1.4.16 Module-16: Basics of Social Research

The responding supervisors opined that the FTC participants ‘Must Know’ issues like ‘Use of SPSS and STATA’ (69.1%), ‘Writing Research Report’ (63.2%), ‘Data Analysis Techniques’ (63.2%) and ‘Exercise on Preparing Questionnaire’ (60.3). More than fifty per cent of them also opined that the FTC participants ‘Must Know’ ‘Methodology: Research Design and Approaches’ (54.4%), ‘Introduction to Social Research’ (51.5%) and ‘Research Ethics’ (52.9%) while only 39.7% percent of the responding supervisors argued that the FTC participants ‘Must Know’ how to do Literature Review, Referencing & Bibliography.

Although none of the topics have been given very high importance, if ‘should know’ is considered, most of the responding supervisors maintained that all the topics must be continued in the Module-16: Basics of Social Research.

Table-4.1.4.16 Module-16: Basics of Social Research

Code	Items	Nice to Know	Should Know	Must Know
16.01	Introduction to Social Research	10(14.7)	23(33.8)	35(51.5)
16.02	Literature Review, Referencing & Bibliography	12(17.6)	29(42.6)	27(39.7)
16.03	Methodology: Research Design and Approaches	8(11.8)	23(33.8)	37(54.4)
16.04	Writing Research Proposal	9(13.2)	16(23.5)	43(63.2)
16.05	Exercise on Preparing Questionnaire	7(10.3)	20(29.4)	41(60.3)
16.06	Data Analysis Techniques	7(10.3)	18(26.5)	43(63.2)
16.07	Research Ethics	8(11.8)	24(35.3)	36(52.9)
16.08	Writing Research Report	8(11.8)	17(25)	43(63.2)
16.09	Use of SPSS, and STATA	6(8.8)	15(22.1)	47(69.1)

4.1.4.17 Module17: IELTS and Communication Skills in English

Supervisors assessed this module in two interesting dimensions. Firstly, a vast majority of them opined that IELTS is not very important for the probationer civil servants and secondly, they must be well acquainted with speaking English. As far as IELTS is concerned, if ‘nice to know’ and ‘should know’ categories are put together, it becomes evident that IELTS is not very required in the content of FTC. On the other hand, if we consider ‘should know’ and ‘must know’ categories together more than eighty-five percent of the respondents opined that civil servants must have a very good command over public speaking and presentation along with communicative English.

Table-4.1.4.17 Module17: IELTS and Communication Skills in English

Code	Items	Nice to Know	Should Know	Must Know
17.01	Introduction to IELTS Speaking	28(41.18)	25(36.76)	15(22.06)
17.02	Speaking Practice	18(26.47)	28(41.18)	22(32.35)
17.03	Introduction to IELTS Reading	23(33.82)	24(35.29)	21(30.88)
17.04	Reading Practice	15(22.06)	27(39.71)	26(38.24)
17.05	Introduction to IELTS Listening	14(20.59)	30(44.12)	24(35.29)
17.06	Listening Practice	15(22.06)	22(32.35)	31(45.59)
17.07	Introduction to IELTS Writing	17(25.00)	23(33.82)	28(41.18)
17.08	Writing Practice	11(16.18)	12(17.65)	45(66.18)
17.09	Techniques of Presentation and Public Speaking	4(5.88)	9(13.24)	55(80.88)
17.10	Theme based Extempore Speech	4(5.88)	15(22.06)	49(72.06)
17.11	Debate Competition	4(5.88)	20(29.41)	44(64.71)
17.12	Recap Sessions	12(17.65)	19(27.94)	37(54.41)

4.1.4.18 Module18: Basics of English

As far as Module-18: Basics of English is concerned a vast majority (73.5%) of the supervisors are of the view that new recruits must have a very good command on Business Communication or in other words on communicative English.

Table-4.1.4.18 Module18: Basics of English

Code	Items	Nice to Know	Should Know	Must Know
18.01	Common Grammatical Errors in English	9(13.2)	15(22.1)	44(64.7)
18.02	Subject-Verb Agreement	10(14.7)	23(33.8)	35(51.5)
18.03	Academic Writing	6(8.8)	19(27.9)	43(63.2)
18.04	Business Communication	6(8.8)	12(17.6)	50(73.5)
18.05	Techniques of Translation	6(8.8)	23(33.8)	39(57.4)

They viewed ‘Common Grammatical Errors in English’ (64.7%) and Academic Writing (63.2%) as important while more than fifty per cent of the responding supervisors opined that the FTC participants ‘Must Know’ Techniques of Translation (57.4%) and Subject-Verb

Agreement (51.5%). If ‘must know’ and ‘should know’ categories in their view are considered together, most of the responding supervisors opined that all these topics must be continued in the FTC.

4.1.4.19 Module-19: Book Review and Oral Presentation

Majority of the responding supervisors gave importance to ‘Review Report Presentation’ (60.3%) while more than fifty percent of them are of the view that FTC participants ‘Must Know’ the ‘Art of Book Review’ (57.4%). If ‘should know’ is considered along with ‘must know’ category, data reveals, most of the responding supervisors observed that the topics and issues covered under Module-19: Book Review and Oral Presentation are very important for the participants and are required to be included as integral components of the FTC design.

Table-4.1.4.19 Module-19: Book Review and Oral Presentation

Code	Items	Nice to Know	Should Know	Must Know
19.01	Introduction to Art of Book Review	10(14.7)	19(27.9)	39(57.4)
19.02	Review Report Presentation	10(14.7)	17(25)	41(60.3)

4.1.4.20 Module-20: Information Communication Technology (ICT)

High importance have been given to MS PowerPoint: Presentation Preparation (82.4%) and Digital Bangladesh (82.4%) while importance have been given to MS Excel: Calculation and Graph Preparation (76.5%), Digital Signature (75%), Need Assessment on ICT Skill (73.5%), 4IR, IoT, Big Data, Block Chain, Crypto Currency (73.5%), Learning Blind Typing (Bangla and English) (69.1%), Learning Blind Typing (69.1%) and Use of Social Media: Citizen Connectivity (60.3%) by the responding supervisors.

Table-4.1.4.20 Module-20: Information Communication Technology (ICT)

Code	Items	Nice to Know	Should Know	Must Know
20.01	Need Assessment on ICT Skill	4(5.9)	14(20.6)	50(73.5)
20.02	Basic Hardware and Trouble Shooting	15(22.1)	15(22.1)	38(55.8)
20.03	MS Word	24(35.3)	14(20.6)	30(44.1)
20.04	Learning Blind Typing (Bangla and English)	8(11.8)	13(19.1)	47(69.1)
20.05	Learning Blind Typing	7(10.3)	14(20.6)	47(69.1)
20.06	MS PowerPoint: Presentation Preparation	3(4.4)	9(13.2)	56(82.4)
20.07	MS Excel: Calculation and Graph Preparation	3(4.4)	13(19.1)	52(76.5)
20.08	Digital Bangladesh	4(5.9)	8(11.8)	56(82.4)
20.09	Digital Signature	3(4.4)	14(20.6)	51(75)
20.10	Use of Social Media: Citizen Connectivity	5(7.4)	22(32.4)	41(60.3)
20.11	Guidelines for Social Media Use	4(5.9)	24(35.3)	40(58.8)
20.12	Cloud Computing: Concept and Uses	7(10.3)	22(32.4)	39(57.4)
20.13	4IR, IoT, Big Data, Block Chain, Crypto Currency	5(7.4)	13(19.1)	50(73.5)

More than fifty percent responding supervisors maintained that ‘Guidelines for Social Media Use’ (58.8%) and ‘Cloud Computing: Concept and Uses’ (57.4%) are in the ‘Must Know’ category for the new recruits. In their view Basic Hardware and Trouble Shooting (55.8%) and MS Word (44.1%) is not that important as other topics are.

4.1.4.21 Module-21: Physical Conditioning & Games

A vast majority of the responding supervisors (80.88%) opined that morning exercise and afternoon games are the most important components of the ‘Physical Conditioning and Games’ module of the FTC design. In their view topic titled ‘Stress Management and Mental Health’ is also important. However, some of the topics covered in this module like ‘Wellness Concept & Management’, ‘Effect of Exercise on Different Organs’, ‘Common Sports Injuries’, etc. they rated within the category ‘nice to know’ in terms of learning priority for the new recruits. It is obvious that these topics are more suitable for demonstration instead of classroom lecture. However, analysis of observation of responding supervisors reveal that this module should be conducted through demonstration and practice.

Table-4.1.4.21 Module-21: Physical Conditioning & Games

Code	Items	Nice to Know	Should Know	Must Know
21.01	Nutrition & Physical Fitness	24(35.29)	16(23.53)	28(41.18)
21.02	Wellness Concept & Management	25(36.76)	22(32.35)	21(30.88)
21.03	Stress Management and Mental Health	12(17.65)	14(20.59)	42(61.76)
21.04	Effect of Exercise on Different Organs	25(36.76)	20(29.41)	23(33.82)
21.05	Common Sports Injuries	24(35.82)	22(32.35)	22(31.82)
21.06	Sedentary Life Style and Effects	13(19.12)	25(36.76)	30(44.12)
21.07	Occupational Pain and its Management	11(16.18)	24(35.29)	33(48.53)
21.08	Morning Exercise & Afternoon Games	2(2.94)	11(16.18)	55(80.88)

4.1.4.22 Module-23: Contemporary Issues

In contemporary issues, Evidence based Decision Making (75%), Ten Special Initiatives of the HPM (73.5%), Overseas Employment (72.1%), Cyber Security and Digital Security Act (72.1%), Blue Economy (69.1%), Central Bank and National Economy (69.1%), Capital Market and National Economy (69.1%), Private Sector in Economic Development (69.1%), Noise, Smoking & Mobile Phone: Health Risks (69.1%), Emotional Intelligence (66.2%), Consumers’ Right Conservation Act 2009 (66.2%), Recent Trends in Public Sector Governance (66.2%), Bangladesh’s LDC Graduation (64.7%), Use of Standard Bengali in

Official Works (64.7%), Public Private Partnership (63.2%), Non-State Stakeholders and Public Policy (61.8%), have been given importance by the responding supervisors in terms of learning priority while around fifty percent of the respondents opined that the FTC participants ‘Must Know’ Autism and Neurodevelopment Disorder (52.9%), Covid-19 and the Lessons Learned (52.9%) and Dimensions of Rohingya Crisis (52.9%). Only 44.1% of the respondents opined that the FTC participants ‘Must Know’ ‘Bengali Language & Literature: Current status’.

Table-4.1.4.22 Module-23: Contemporary Issues

Code	Items	Nice to Know	Should Know	Must Know
23.01	Blue Economy	3(4.4)	18(26.5)	47(69.1)
23.02	Emotional Intelligence	4(5.9)	19(27.9)	45(66.2)
23.03	Autism and Neurodevelopment Disorder	7(10.3)	25(36.8)	36(52.9)
23.04	Covid-19 and the Lessons Learned	8(11.8)	24(35.3)	36(52.9)
23.05	Bangladesh’s LDC Graduation	4(5.9)	20(29.4)	44(64.7)
23.06	Dimensions of Rohingya Crisis	5(7.4)	27(39.7)	36(52.9)
23.07	Central Bank and National Economy	3(4.4)	18(26.5)	47(69.1)
23.08	Capital Market and National Economy	3(4.4)	18(26.5)	47(69.1)
23.09	Recent Trends in Public Sector Governance	5(7.4)	18(26.5)	45(66.2)
23.10	Overseas Employment	5(7.4)	14(20.6)	49(72.1)
23.11	Private Sector in Economic Development	5(7.4)	16(23.5)	47(69.1)
23.12	Non-State Stakeholders and Public Policy	5(7.4)	21(30.9)	42(61.8)
23.13	Cyber Security and Digital Security Act	3(4.4)	16(23.5)	49(72.1)
23.14	Evidence based Decision Making	4(5.9)	13(19.1)	51(75)
23.15	Public Private Partnership	5(7.4)	20(29.4)	43(63.2)
23.16	Ten Special Initiatives of the HPM	7(10.3)	11(16.2)	50(73.5)
23.17	Noise, Smoking& Mobile Phone: Health Risks	6(8.8)	15(22.1)	47(69.1)
23.18	ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯	8(11.8)	15(22.1)	45(66.2)
23.19	বাংলা ভাষা ও সাহিত্য: সাম্প্রতিক অবস্থা	15(22.1)	23(33.8)	30(44.1)
23.20	দাপ্তরিক কাজে প্রমিত বাংলার ব্যবহার	6(8.8)	18(26.5)	44(64.7)

4.1.4.23 Module-24: Car Driving

A vast majority of the responding supervisors labelled Driving Practice (72.1%), Traffic Rules, Signals (70.6%), Vehicle Maintenance (67.6%) and Motor Vehicle Ordinance (67.6%) within the ‘must know’ category in terms of learning preference for the FTC participants. More than half of them categorised ‘Introduction to Vehicles’ (58.8%) and ‘Trouble Shooting’ (54.4%) as ‘must know’ component. However, if we put their assessment relating to ‘must know’ and ‘should know’ categories together, it is evident that most of the responding supervisors observed that these topics must be continued in the FTC design.

Table-4.1.4.23 Module24: Car Driving

Code	Items	Nice to Know	Should Know	Must Know
24.01	Introduction to Vehicles	7(10.3)	21(30.9)	40(58.8)
24.02	Traffic Rules, Signals	3(4.4)	17(25)	48(70.6)
24.03	Vehicle Maintenance	4(5.9)	18(26.5)	46(67.6)
24.04	Trouble Shooting	7(10.3)	24(35.3)	37(54.4)
24.05	Motor Vehicle Ordinance	6(8.8)	16(23.5)	46(67.6)
24.06	Driving Practice	3(4.4)	16(23.5)	49(72.1)

4.1.4.24 Skills Requirements

Table-4.1.4.24: Skills Requirements

Code	Items	Nice to Know	Should Know	Must Know
Sk.01	Time management		5(7.4)	63(92.6)
Sk.02	Ability to work to tight deadlines	3(4.4)	10(14.7)	55(80.9)
Sk.03	Ability to organize and priorities workload	4(5.9)	7(10.3)	57(83.8)
Sk.04	The ability to work alone	5(7.4)	14(20.6)	49(72.1)
Sk.05	Leadership	1(1.5)	6(8.8)	61(89.7)
Sk.06	Team work	1(1.5)	4(5.9)	62(91.2)
Sk.07	Coordination	2(2.9)	4(5.9)	62(91.2)
Sk.08	Interpersonal relationships	1(1.5)	9(13.2)	58(85.3)
Sk.09	Excellent organization and negotiation	2(2.9)	14(20.6)	52(76.5)
Sk.10	Professionalism	3(4.4)	2(2.9)	63(92.6)
Sk.11	Public Speaking	2(2.9)	6(8.8)	60(88.2)
Sk.12	Good communication skills, written and oral	3(4.4)	9(13.2)	56(82.4)
Sk.13	Creativity and flexible thinking	3(4.4)	14(20.6)	51(75)
Sk.14	Strategic thinking	5(7.4)	12(17.6)	51(75)
Sk.15	Developing the self and others	2(2.9)	14(20.6)	52(76.5)
Sk.16	Problem Solving and Decision-making	2(2.9)	6(8.8)	60(88.2)
Sk.17	Office management	1(1.5)	3(4.4)	64(94.1)
Sk.18	Financial management	1(1.5)	3(4.4)	64(94.1)
Sk.19	Project management	3(4.4)	11(16.2)	54(79.4)
Sk.20	Information processing	3(4.4)	14(20.6)	51(75)
Sk.21	Analytical Skill	3(4.4)	14(20.6)	51(75)
Sk.22	Innovation	5(7.4)	11(16.2)	52(76.5)
Sk.23	Stress management	4(5.9)	7(10.3)	57(83.8)
Sk.24	Information and Communication Technology	3(4.4)	7(10.3)	58(85.3)
Sk.25	Car driving	7(10.3)	16(23.5)	45(66.2)

Outstanding or very high importance have been given to Office Management (94.1%), Financial Management (94.1%), Time Management (92.6%), Professionalism (92.6%), Team work and Coordination (90.1%) while high importance have been given to Leadership (89.7%),

Problem Solving and Decision-making (88.2%), Public Speaking (88.2%), Information and Communication Technology (85.3%), Interpersonal Relationships (85.3%), Ability to Organize and Priorities Workload (83.8%), Stress Management (83.8%), Good Communication Skills, Written and Oral (82.4%), Ability to work to tight deadlines (80.9%) etc. skills by the responding Supervisors.

They gave importance on such other issues as Project Management (79.4%), Excellent Organization and Negotiation (76.5%), Developing the Self and Others (76.5%), Innovation (76.5%), Creativity and Flexible Thinking (75%), Strategic Thinking (75%), Information Processing (75%), Analytical Skill (75%), The Ability to Work Alone (72.1%), Car Driving (66.2%), etc. as well.

If 'should know' is considered, most of the responding Supervisors thinks that all the topics must be incorporated in the FTC design to address the skills needs of the new recruit civil servants.

4.1.4.25 Attitudinal Competencies

Outstanding or very high importance have been given to Punctuality (timely attendance at office) (94.1%) and Timely Finishing of Assigned Tasks while high importance have been given to the attitudinal issues like Devotion and Commitment to Work (89.7%), Being Respectful to Colleagues (88.2%), Justice and Fairness (88.2%), Transparency (88.2%), Self-motivation to Work/Responsibilities (86.8%), Accountability (86.8%), Maintaining Gender Friendly Behavior (85.3%), Integrity (85.3%), Client Focused/Being Respectful to Service Recipients (85.3%), Being Responsive to Clients' Needs (85.3%), Mental Readiness to Maintain Office Discipline (83.8%), Maintaining Work Ethics (83.8%), Promotion of Good Governance (83.8%), Impartiality and Non-partisanship (83.8%) and Accepting Innovations in Work Situation (80.9%) by the responding supervisors.

Importance have been given to Mental Readiness to Adopt Positive Changes (79.4%), Commitment to Organization (79.4%), Selflessness/Work for Public Interest (76.5%) and Work Satisfaction (70.6%) by them. If 'should know' is considered with the 'must know' categories together, all most all responding supervisors observed that all the attitudinal issues/topics must be incorporated into the course curriculum for the FTC participants.

Table-4.1.4.25: Attitudinal Competencies

Code	Items	Nice to Know	Should Know	Must Know
At.01	Punctuality (timely attendance at office)	-	4(5.9)	64(94.1)
At.02	Timely finishing of assigned tasks	-	5(7.4)	63(92.6)
At.03	Devotion and Commitment to work	1(1.5)	6(8.8)	61(89.7)
At.04	Self-motivation to work/responsibilities	3(4.4)	6(8.8)	59(86.8)
At.05	Mental readiness to adopt positive changes	3(4.4)	11(16.2)	54(79.4)
At.06	Mental readiness to maintain office discipline	2(2.9)	9(13.2)	57(83.8)
At.07	Accepting Innovations in work situation	1(1.5)	12(17.6)	55(80.9)
At.08	Being respectful to Colleagues	2(2.9)	6(8.8)	60(88.2)
At.09	Maintaining Gender Friendly Behavior	3(4.4)	7(10.3)	58(85.3)
At.10	Selflessness/Work for public interest	2(2.9)	14(20.6)	52(76.5)
At.11	Work satisfaction	3(4.4)	17(25)	48(70.6)
At.12	Maintaining work ethics	2(2.9)	9(13.2)	57(83.8)
At.13	Commitment to Organization	2(2.9)	12(17.6)	54(79.4)
At.14	Integrity	1(1.5)	9(13.2)	58(85.3)
At.15	Justice and Fairness		8(11.8)	60(88.2)
At.16	Accountability	1(1.5)	8(11.8)	59(86.8)
At.17	Transparency	1(1.5)	7(10.3)	60(88.2)
At.18	Promotion of good governance	1(1.5)	10(14.7)	57(83.8)
At.19	Impartiality and non-partisanship	2(2.9)	9(13.2)	57(83.8)
At.20	Client focused/being respectful to service recipients	1(1.5)	9(13.2)	58(85.3)
At.21	Being responsive to Clients' needs	1(1.5)	9(13.2)	58(85.3)

Empirical evidence presented above indicates that there is ample scope of revisiting the existing content of the FTC. The different dimensions included in the present FTC design needs adjustment and alignment to make the course need based and appropriate for the new recruits of Bangladesh Civil Service.

4.2 Analysis of the Views of Graduated FTC Participants

Demographic output revealed that out of 668 respondents of the graduated participants 45.37% belonged to administration cadre among the surveyed 16 cadre and majority of them were working at the field level (63.37%). Analysis of academic attainments revealed that civil servants mostly are coming from science background followed by social science graduates. Study result revealed that medical and engineering degree holders are showing their interest to join general civil service cadre instead of professional service.

However, there is no denying that efforts are taken through training to provide attending participants with ‘knowledge’, ‘skill’ and ‘attitude’ in some content specific area. The intention of TNA was to identify the ‘knowledge’ gap between ‘required level of knowledge’ and ‘existing level of knowledge. In FTC there are a number of academic training modules and ‘Bangladesh and Bangabandhu Studies’ is one of them. Civil servants join BCS with diversified academic and non-background and as such, they need to have some common understanding about the history, society, culture, economic transformation and other related issues of the country. They must learn our struggle for independence and background and spirit liberation war. Efforts are taken through ‘Bangladesh and Bangabandhu Studies’ to give them a common understanding about the issues mentioned above. Analysis of empirical data revealed that the knowledge gap in the areas covered in this module is more than twenty percent. Therefore, this module is required for them. However, both graduated and prospective participants identified ‘National poet and Writers’ to be less required for presentation in this module. The underlying reason for such feeling is that this issue is to an extent discussed in another topic titled ‘social structure and cultural heritage’. Moreover, for appearing at the BCS recruitment examination they are to learn these issues as well.

Bangladesh is termed a big village but resources are not equally distributed in the country between rural and urban areas. Government has huge initiatives for providing urban amenities into the rural areas. Evidence revealed that a vast majority of the participants are urban area based although for a long time of their career they are to work around the country. They must learn the realities of rural life. As such, they are attached to villages to experience for themselves the life style of villagers and challenges of their life. They need to understand their problems, identify the hard-core poor, find out disadvantaged families and reasons of their disadvantages along with way out for development with prospective outcome and actions. The main concept of this module is to understand and internalise the concept of ‘My Village My Town’. Data revealed that there is gap a twenty percent in their knowledge in the areas covered under this module. Thus, in their view the entry level officials must understand the concept of ‘my village my town’.

In Bangladesh, according to Gini-coefficient, there is an inequality all over the country and need for rural development. Some institutions are assigned for rural development and FTC has some contents with emphasis on rural development as an action. FTC participants are attached in different organisations and departments meant for rural development. During their

attachment in those institutions they get oriented with the theoretical aspects of rural development approaches in Bangladesh. Analysis of empirical evidence revealed that FTC participants have a thirty percent knowledge gap in the areas covered under this module with a high mean difference on those contents. Results revealed that along with training content, some case study or visit must be incorporated in this module. FTC design has some attachment activity for example: District, Upazilla and Know Bangladesh Programme. However, it is found that their knowledge gap in these areas more than twenty percent and such gap justifies inclusion of these attachment activities with more importance.

In FTC, the philosophy of foundation training course is one of the most important training modules and this module is composed of six related topics. Mean difference between required and existing level of knowledge is more than 1 (highest mean is 6). Among the topics, it is found that ‘public service values’ has scored high mean difference. However, it is evident that civil servants have knowledge gap in FTC philosophy content.

Entry level civil servant must understand the basics of organization and human resource management for managing their own organization and best uses of human resources in effective manner. That is why participants of the FTC are taught various issues related to organization and human resource management. A number of topics are included in this module. Participants existing knowledge in these areas on an average is twenty-two percent less than that of their required level. It is obvious that better understanding organization and human resource management issues is one of the prerequisites for efficient management.

‘Service Laws in Bangladesh’ is also one of the most important modules included in the FTC composed of ten related topics. The main objectives were to familiarizes the participants with essential service laws, acts, rules and regulation and its application in appropriate work situation. Analysis shows that there is average knowledge gap of twenty percent from that of required level while their knowledge gap is about thirty percent in areas like ‘general conditions of service, seniority rules’, etc. Their observation reveals that more importance should be given in this module and more practical demonstration should be made for their better understanding of the issues covered in this module.

Core academic training module like: Office management and communication module has ten different related topics. Through this module FTC participants get oriented with basics of office management, office procedure, government guidelines/instruction and official communication

or corresponding and the opportunity to understand various ministry/division/department and respective functions. Analysis shows, their existing knowledge level is less than required level of knowledge. Participants' observation reveals that their knowledge gap in some of the areas is much higher from their required level. As such, entry level civil servants must be taught office management and communication module and its related topics with more importance.

'Public Financial System' is another core academic module of FTC, entry level civil servants have to go through this module to get primary knowledge on government financial systems and procedures. In this module there are thirteen topics related to public financial system. Empirical evidence shows that participants' existing level of knowledge in the areas covered in this module is less than their required level which demonstrates that there is a knowledge gap regarding public financial system. Therefore, to minimize the knowledge gap, more training input such as: exercise, reading assignment, exercise and other training methods can be introduced.

'Governmental System and Essential Laws' is another academic training module for giving participants the understanding of government system and procedure with related laws. This module is composed of eleven different related topics. Empirical data reveals that participants' existing level of knowledge in the areas covered in this module much lower than their required level of knowledge, where mean difference is high (more than 20%). However, some topics like Penal Code, CrPC, CPC, Evidence Act, PRB, 1943 was poorly rated in terms of requirement. Majority of the cadre service officials do not have that much implication with these issues in accomplishing their respective tasks. As such, these topics of this module was poorly rated in terms of requirement and justifies their discontinuation.

Participants are taught 'public administration and governance' in the FTC and this module is consisted of twelve related topics. The main objectives of this module are to make the FTC participants aware of different aspects of changing dynamics in public administration and governance. Empirical evidence shows that existing level of knowledge in these items are twenty-five percent less than that of their required level of knowledge. Results revealed that new entrants must understand public administration and governance issues through proper training following appropriate training methods.

Module 'child rights and gender' is composed of eight related topics to familiarize FTC participants along the lines of women vulnerability. Another intention of this module is to

orient them with legal provisions which have been made to protect the rights and empower women and children. On an average, the empirical findings confirmed that existing level of knowledge is twenty percent less than that of their required level. Therefore, training inputs are to be given with more importance for their better understanding of the issues covered in this module.

One more important module of the FTC design is ‘development and economic management’, which is consisted of ten related topics. These contents are indeed important for the newly entrants for understanding the development efforts and approaches of the country since they all will work as agents of the government to materialise different development initiatives. FTC participants are required to learn the issues covered in this module for basic understanding regarding development and economic management. Participants underwent this module through lecture method. Empirical evidence confirmed that FTC participants existing knowledge is almost twenty percent less than that of their required level which justifies strengthening and continuation of this module.

Module ‘Sustainable Development Goals’ has eleven related topics and is administered with the objective of creating awareness among the participants with the concept of sustainable development, different aspect of SDGs along with localization of SDGs in the context of Bangladesh. These contents are taught by different experts but learning modality was lecture and discussion based. Empirical result identified that existing knowledge on those items is eighty percent which indicates that they have a twenty percent knowledge gap in the areas covered in this module. Therefore, as evidence suggests, FTC participants must undergo rigorous training on this module for minimising their knowledge gap and method of delivering training input may be reorganized.

Existing FTC has one module titled ‘project and procurement management’ which is composed of eleven different topics. The primary objective of this module is to orient participants with the knowledge of government development projects, project planning and its procedures along with procurement rules and regulations. All entry level civil servants have some responsibility of purchasing goods and services which justifies the requirement of this module. That is why this module is of much important. Empirical result confirmed that they have deficiency of knowledge on those related topics as required. More or less, twenty percent knowledge gap is found from analysis in response to required level of knowledge.

Young Civil servants are mostly working at the rural or district level but irrespective of their work station they must understand social problems. Therefore, FTC participants undergo a training module titled 'Social Research' that includes a number of topics along with use of software for quantitative data analysis. The intention of this module is to enable participants with research skills like problem identification, data collection, data analysis and research report preparation. FTC participants are from different academic backgrounds. Empirical result identified that there are big mean differences specially in software topic like SPSS, STATA. Therefore, to minimize the knowledge gap as required, they must know social research procedure and analytical tools to address the social problem.

Another skill-oriented training module titled 'IELTS and Communication Skills in English' is included in FTC design. The principal objectives of this module were: to improve English listening, speaking, reading and writing ability of the FTC participants; and to make them confident and competent in communication in English. Analysis of opinion from participants confirmed that they are more interested in communicative English instead of IELTS. Their existing level of knowledge is much lower than that of their required level in communicative English. To enhance their present/existing knowledge in communicative English this module has to be given more emphasis by adopting appropriate contents for enhancing their skill in communicative English. In addition, there is another module titled 'Basics of English' consisted of five topics. Mean difference from required level of knowledge to existing knowledge gap is about twenty percent which demonstrates that they have required knowledge deficiencies in this module. Moreover, there is one module on 'Book Review and Oral Presentation', analytical result shows that that there is knowledge gap around thirty percent. Such deficiencies note that FTC participants should be given more inputs for developing their skills in English communication and oral presentation.

One more skill-oriented training module included in the FTC is 'information and communication technology. It has thirteen topics. From this module participants have the scope to gain knowledge and skill about the basic concepts and usages of information and communication technology with practical skill. With regard to required and existing knowledge on those topics, empirical result found that participants have a knowledge gap of around twenty percent in this area. Such knowledge gap justifies that more attention should be given here. Participants also made some observation about some topics of this module. In their opinion issues like 'hardware and troubleshooting', MS Word are not that important for them.

Apart from academic modules, opinion was sought from the participants through survey questionnaire about the skill-oriented issues infused in the course design. From their opinion required mean and existing mean along with mean differences were identified. Existing mean value is less than required mean value. Mean difference (gap) is not equal with all the items. The highest level of mean difference is 1.37 and minimum is 0.66. For running office work, more skill is required than knowledge in these areas and as such, more importance should be given on receiving skill. Another component is 'attitude' the core of training outcome. 'Attitude' component is measured with six-point Likert scale and there were 21 items. It is very much remarkable from their observation that required gap is minimum. Thus, existing mean value is closer to required mean value. However, the highest-level mean gap is (1.00) while the lowest mean gap is (0.74) and almost for all the items the gap is less than 1 (about 15%).

Questions were asked to graduated FTC participants, who have completed the FTC regarding the training methods employed in the FTC. There were altogether 12 methods of delivering training inputs. Data reveals that participants are satisfied with employed training methods, where mean value is higher than average. Here, group work, reading assignment, case study, exercise, video clip and field visit/attachment methods scored high mean value (more than 5 out of 6).

4.3 Analysis of the Views of Prospective FTC Participants

Demographic information illustrated that among the respondent's agriculture cadre was dominated while a vast majority of the respondents were from technical cadre in comparison to members of general cadre. Demographic information also revealed their working place and found most of the respondents (92.1%) were working at the field level, where only 7.9% respondents are working at directorate level offices. As far as academic qualification is concerned most of the respondents were from technical education background while the second highest number of participants had Social Science background.

However, data from prospective participants with regard to Module-01, Bangladesh and Bangabandhu Studies reveal that their required level of knowledge is much higher than that of their required level. Empirical analysis shows that mean difference between their existing level and required level varied between thirty percent to forty percent. It is obviously true that before joining civil service, they were not well aware of their job, the anthropology of the country, of

the people and other related issues. Because of their diverse academic background, they lack adequate knowledge on some historical issues and history related to Bangabandhu. However, they viewed National Poets and Writes to be less important for them since in terms of requirement they rated this topic poorly. The following module under thematic area 'Bangladesh Studies' is 'My Village my Town'. For this module their knowledge gap between existing and required level of knowledge is about twenty five percent. Thus, FTC participants must have detail training on my village my town module. 'Poverty Reduction and Rural Development along with attachment to institutes like BARD, RDA and BAPARD' is administered with the principal objectives of making FTC participants aware of the history, concept and techniques of rural development and of transformation of the rural economy and society of Bangladesh. Study measured the existing knowledge level of the module topics. Empirical data shows that their knowledge gap in these issues on an average is in between twenty-five to twenty-nine percentage points. Such observation justifies that FTC participants must undergo training with those module topics.

Prospective participants felt that all topics covered under module 'Philosophy of Foundation Training Course' are very important and they rated these topics at a higher scale. On the other hand, their existing knowledge is about thirty percent % less than that of their required level of knowledge. Therefore, FTC participants must be taught the topics covered under this module. Another academic module called 'organization and human resource management', here participants are getting knowledge, as noted earlier, on nine different related topics. In correspondence with existing knowledge level of those topics, data shows that they have at least thirty percent less knowledge with regard to their required level of knowledge. Since, they identified that they have knowledge gap in issues covered under organization and human resource management areas, this module should be continued.

Under thematic area Management Studies module titled 'Important Service Laws in Bangladesh' is covered. Respondents identified required knowledge and their existing knowledge on the different topics of this module. Calculated mean difference identified that existing knowledge gap is on an average ranged between twenty and twenty-eight. Therefore, to minimize the knowledge gap, content wise training must be provided with them with appropriate methodology. Same as 'office management and communication' module which has ten different related topics. Respondents have given their required knowledge on highest mean value (6.00) and measured their existing knowledge more than 4.00 as mean value.

Therefore, corresponding with required and existing mean knowledge gap is over 1.00 as mean value. In percent value knowledge gap ranged between twenty-five and thirty-one. Another academic training module is 'Public Finance Systems', here study found that all the module topics scored highest level of mean value and existing knowledge level is very less, close to mean value 4.00. This indicates that there is a mean difference and their knowledge gap between required level and existing level is about thirty percent. All most similar results are found in different academic modules, such as: 'Public Administration and Governance', 'Child Rights and Gender', 'Development and Economic Management', 'Project and Procurement Management', 'Basics of Social Research'. Therefore, to minimize the knowledge gap between required level and existing level, FTC participants are required to teach modules topics by using different appropriate training methods and approaches.

Alongside academic inputs, FTC design contains some skill-oriented training modules to enhance participants' skill needs to enable them discharge their official responsibilities effectively and efficiently. Those modules are: IELTS and Communication Skill in English, Basics of English, Information and Communication Technology, Physical Conditioning and Games, Discussion of Contemporary Issues. Topics covered under these modules were assessed by the participants with regard to their required level and existing level in each area. Evidence suggests that these module topics have less gap compared to their required level of knowledge and existing level of knowledge. In their assessment academic session on Module-21: Physical Conditioning and Games should be dropped since they assessed the issues covered in this module in terms of their requirement very poorly. For them the existing level of knowledge in these areas is higher than that of their required level except 'Stress management and Mental Health'. Their assessment suggests that a session can be conducted on this topic within this module or with some other module as appropriate. This is worth mentioning that they showed less interest in IELTS related issues and were more concerned about communicative English in their assessment. Their assessment reveals that in some cases their existing level of knowledge is higher than that of their required level of knowledge. For example, these days young fellows are well equipped with Information and Communication Technology. As such, they gave less importance on issues like word processing skills. They also have shown less interest on issues like 'Hardware and Troubleshooting'. In consideration with their views, it is worth mentioning that beyond such issues others can be continued and given more importance as FTC input for enhancing their skills in relevant areas.

Apart from these aspects FTC has some soft skills included in its design. Efforts are made through this training to enhance these skills which are very important for them in managing their respective offices and are required qualities of civil servants as well. Empirical data confirmed that existing expertise in these soft skills are less than that of their required level of expertise. On an average, the gap between these two dimensions is more than twenty percent to an extent. They expressed similar observation with regard to attitudinal dimensions. Data from them reveals that their existing level of knowledge is lower than that of their required level. Such evidence suggest that more importance should be given in the FTC to enhance participants' soft skills as well as attitudinal dimensions.

Prospective FTC participants also measured training methods, which are used in FTC and it is evident from their observation that all methods have scored high mean value. Result revealed that training methods employed in the FTC are to an extent effective but more importance should be given in employing participatory training approach in the FTC.

4.4 Data Integration: Views of Graduated and Prospective Participants

Integrated data presented in table 4.3.1 reveals that knowledge gap between required level and existing level relating to the modules covered in the FTC for both graduated and prospective participants is 18.98 percent and 21.40 percent respectively. Data variance lies in between 18.98 and 21.40. Despite undergoing the FTC, the graduated participants observed that their knowledge gap in the modules on an average is 18.98 percent. For the prospective participants who before attending the course this gap on an average is 21.40 percent. Average mean gap in the modules for graduated and prospective participants is 1.14 and 1.28 respectively. Participants observed as data suggests, that the modules and areas covered under each module were very relevant for them with regard to their needs for developing themselves as civil servants. It can be argued from the views of especially the prospective participants considering their knowledge gap that these modules and module contents can be continued to address training needs of civil service new recruits. However, topic-wise data for 'module-21: physical conditioning and games' gives a negative message to an extent. For most of the academic sessions they were of the view that their existing level of knowledge is more than that of their required level. It can be argued that these sessions are more suitable for demonstration instead of academic discussion. Module related to ICT and English also has poor scoring. These days most of them are well equipped in computer application and therefore classroom sessions on computer application can be discarded. They were more interested in communicative English

in lieu of IELTS. As such, more importance can be given on communicative English so that they can speak English better than before.

4.5 Analysis of the Views of Immediate Senior Supervisors

Supervisors and controlling authority of civil service new recruits measured course content in terms of three scales namely 'nice to know', 'should know' and 'must know'. Frequency and percent values are derived from their views. In their observation, supervisors viewed Module-01: Bangladesh and Bangabandhu Studies very important. Mostly they rated this module within the category of 'must know' and 'should know' in the scale. From their observation, it can be argued that it is essential for the FTC participants to learn all the issues covered as academic component of the module although they expressed reservation like the FTC participants about topic titled 'national poet and writers'. For them it is not that required for the FTC participants probably because they are to know these and other issues related to Bangla literature for preparing themselves for the BCS examination. My village and my town module have two topics only, where 'my village and my town' got 23.5% as 'nice to know'. For majority of the supervisors, if 'should know' and 'must know' criteria are put together, this attachment for the participants is one of the most important attachment programme of the course. Result revealed that every civil servant must know the structure of village and livelihood style of village people. They expressed similar views for other attachments like BARD/RDA/BAPARD, district and Upazilla attachment. For these modules 'must know' is the mostly rated criteria followed by 'should know' as viewed by the supervisors. Although some of the respondents rated 'nice to know' in the scale, the frequency is very low with low percent values. Therefore, it is evident from supervisors' view that such attachment programme should remain as integral part of the FTC.

A good number of modules like 'fundamentals of foundation training course', 'organization and human resource management', 'important service laws in Bangladesh', 'office management and communication', 'public financial systems', 'governmental system and essential laws', 'public administration and governance', 'child rights and gender', 'development and economic management', 'sustainable development goals', 'project and procurement management' and 'basics of social research' are included in the content which are mostly academic in nature. For majority of these modules they measured importance within

the ‘must know’ followed by ‘should know’ criteria. A very few portions, around less than ten percent of the respondents, marked the criteria ‘nice to know’ for some of these modules. However, for some modules and topics they all were very reserve. These include issues related to laws, IELTS and theoretical sessions on topics related to physical training. If we put these aspects of their assessment about the existing content of the FTC aside, we can argue that in their view the course design and content meet the needs of the civil service new recruits in terms of their requirement. They are of the view that the FTC module and contents are relevant and useful for the new recruits. They put more emphasis on modules like book review and oral presentation, communicative English, morning physical training and afternoon games and other skill-oriented issues covered in the course design along with Car driving.

It is evident from the above analysis that the modules and module contents included in the FTC, supervisors of the probationers were of the view that these are aligned with the needs of the civil service new recruits. The course can continue with these modules. However, they expressed some reservations with regard to some of the module contents. For them, more importance should be given on communicative English. Efforts should be strengthened so that they can develop their English language skills in terms of communication. It can be argued that they felt that IELTS is not that much required since it does not have that much impact on developing English communication skill. They also talked of enhancing presentation skills in the FTC. Civil servants are frequently required to make presentations and interact with people in different occasions. In making presentations they are required to be smart. A such, more efforts should be infused in the course for developing their oral presentation skills. They also were of the view that academic sessions on sports related issues can be dropped. This is for sure that these issues are more of demonstration than that of lectures. Practical demonstrations on these issues will indeed have long lasting effects on them. The course can be continued addressing these issues.

4.6 Discussion and Analysis of Qualitative Data

4.6.1 Views of participants of the FGDs

BPATC during 02 April -28 September 2023 conducted the 75th FTC with 602 probationers who belonged to nineteen different civil service cadres. We picked one participant from each cadre and conducted three FGDs with nineteen participants who shared their opinion with us on the four thematic areas relevant to FTC. It is worth mentioning that the participants of the

75th were split in twelve sections. In choosing participants for our FGDs we tried to ensure representation from each section, first person of the merit list of each cadre is included and gender is balance is proportionately maintained. However, our first FGD consisted of seven probationers from BCS (Ansar, Cooperatives, Customs and Excise, Fisheries, Statistics, Taxation and Railway-Transportation and Commercial) cadres. In the second FGD we had six probationers who represented BCS (Food, Information, Livestock, Postal, Public Works and Roads & Highways) cadre. The rest six participants belonging to BCS (Administration, Agriculture, Audit and Accounts, Foreign Affairs, Police, Railway Engineering and) cadre were in the third FGD. Once all training related activities of the 75th FTC were completed, we invited them to participate in the FGDs and to share their views and observation about the course design. Maintaining the FGD protocol, each group was briefed about the purpose and objective of the research and data collection through this technique. It took about 1 hour and 15 minutes where each participant were actively involved in giving their opinions around the four thematic areas of the SCALE framework in question. Through the FGDs, they came up with the following observations:

- ❖ The whole course is burdened with theoretical classes while it lacks adequate practical sessions on important issues like effective office management, e-nothi, file management, ibass++, tax return submission, auditing, communication skills and public speaking etc.
- ❖ More emphasis should be given on enhancing basic knowledge about cadre services and building inter-cadre relationship. Inter-cadre relationship has not built up properly through the FTC. All cadre service members are mutually dependent on each other for respective tasks. A strong bonding among cadre service members is very essential for accomplishing respective tasks towards providing better services to people.
- ❖ Successful and reputed senior officials from all cadres along with CEOs of banks, other private sector organisations and sector experts can be invited as resource persons to share their stories.
- ❖ More sessions should be arranged on issues like ethical values and etiquette, manners.
- ❖ Efforts should be taken to make attachment programmes more effective and meaningful. Measures can be taken so that participants can have more interaction with the citizen. They can stay with the people during village attachment.

- ❖ More importance should be given on enhancing physical fitness. Academic session on physical fitness issues is not required. These can be demonstrated during PT and games session on field.
- ❖ Session on Bengali literature can be dropped while sessions on Economics, Basics of English and SDGs need lessening.
- ❖ Classes in the afternoon seemed less effective and could be avoided to provide free time to participants for non-classroom activities.

Participants are of the view that the FTC is very much theoretical and requires adjustment to make it more real life oriented. It is evident from the above narratives that more importance should be given to orient participants with roles and responsibilities of cadre services. Service the people is their constitutional obligation. Their roles and responsibilities are rooted in our constitution. Therefore, detailed discussions on all relevant parts of the constitution should be held in the FTC. Such discussion is very much theoretical and theoretical dimensions are obvious components of the course design. However, these can be related with real life situation. There is no denying that they need to be mutually supportive to each other for accomplishing respective tasks. As such, they felt the need for strengthened efforts to enhance bonding among members of different cadre service. In essence they talked of fostering ‘esprit de corps’ among them. To that end they can be given more time for their mutual interaction through non-classroom activities. They talked of giving more importance on practical dimensions of administrative and managerial skills which are most essential for job performance. They need enhancing skills on communicative English and public speaking along with presentation. It is evident from their views that efforts are required to make attachments more effective and meaningful.

4.6.2 Citizens’ views about young civil servants

This part sheds light on the experiences of the service seekers, i.e., how they have experienced the service-delivery processes of some field-level offices. It uses interview data collected from service seekers in 11 offices headed by BCS officers from 11 cadres. It is found that the feelings of service seekers about behaviour and attitudes of civil service officers to an extent is on the contrary to the views expressed by many others. Their observation depicts that they are overwhelmingly satisfied with the behaviour of the service providers in some offices while for

some others their feedback was frustrating. They expressed their extreme dissatisfaction with the behaviour of some support staff at some officers. These issues are detailed below.

Methodological Note

We read the interview transcripts carefully and followed a simple data reduction strategy to get a sense of the data. The meaningful parts of the respondents' opinions were extracted and were arranged office-wise to compare and contrast the opinions of the different service seekers in the same office. The interviews focused on getting ideas about what service seekers experience in general while they approach the offices for services. More specifically, the interviews were aimed at soliciting information about cordialities in the behaviour of the service providers, the time dimension of service, eagerness to serve, the tone of their speech, the perception of the service seeker about the knowledge and skills of the service providers. In the following section we presented citizens' view about civil servants, the service providers of public officer.

Office-Wise Experience

Agriculture Extension Office:

The service seekers who were interviewed came to this office to collect seeds and fertilizer, get advice and to get trained in agricultural matters. To a great extent the interviewees were satisfied with the services they got from this office. One interviewee, an agricultural farmer observed:

‘The officer was very cordial and supportive. She eagerly listened to me and settled my problem. I went to know about fertilizer and to get some other advice about my rice field. To address my problem, she talked to the dealer. Her behaviour was very good.’

We observed that this person was very happy with the behaviour of the officer. This view about the behaviour of officers of this office is echoed in the voice of a fertilizer dealer, another interviewee of this research:

‘Behaviour of the officers at this office is ‘very polite’. When farmers come to my shop for fertilizer, he added, they also speak good things about them. They listen to the farmers, give necessary advice and do not make undue delays.’

In contrast some other interviewees expressed their dissatisfaction about the behaviour of some of the staff of this office. They expressed their unhappiness about delay in getting service. One such service seeker, an agricultural farmer, commented:

‘I came early in the morning. Sir came after lunch. I wanted to talk to the staff about my problem. They say, let sir come. Since morning, they said sir is coming. The staff are very big officer. They also know everything about our problems but will not listen. I met sir now, he was busy. He asked one of his staff to listen to me. It took my whole day.’

Another interviewee commented:

‘They listen to us and advise us cordially. We apply their advice and get good results. They are very skilled and know everything about agriculture.’

Some of the interviewees observed that the officers and staff of this office are eager to listen to us and to solve our problem. They are very cordial. One of the service seekers observed:

‘They phoned me yesterday to collect seed. They have given us their phone numbers. Sometimes when we phone them they visit us at our fields to solve our problems, give us suggestions.’

However, in their view, all are not of same type. One commented:

‘Sometimes we are required to see the head of the office as some office staff are not that willing to listen. They are always busy with many things. They talk to us if the office head asks them to talk.’

Another interviewee added:

‘Their behaviour is comparable to that of our family members. When we come here, they ask us about our well-being and asks us to take seats.’

Indicating the level of integrity of a service provider, the same interviewee said:

‘Once I offered mastered oil to a field man. He refused to accept that. Rather, he wanted to buy it. It indicates their character’.

There is a contrasting picture as well. One interviewee noted:

‘Sometimes we are to give them our products. May be, they advised us, so they think they can take it. We also do not mind. They come to fields to visit us, they work hard for us. They help us, so it’s okay.’

As a whole we get a contrasting picture to an extent from the words of our respondents. Experience of our respondents gives us a mixed picture about the behaviour and attitude of the officers and staff of this office. Although, evidence says, they are well conversant about their job, they need to be more citizen centric to provide better services to people. It is worth mentioning that most of these interviewees were with lower level of education but indeed they were very keen observers.

Customs, Excise, and Vat Office:

The interviewees visited this office mainly to pay value-added tax. On the whole, they referred to the goodness of this office with reservation. For example, one interviewee commented:

‘They treat us well, in most of the cases their behaviour is well ... [but] service quality is average. Some are very cordial, some are less so. Above all, government offices will never be of the nature we want.’

Some other interviewees referred to the insufficiency of knowledge of the officials. For them, some employees are not well conversant about their tasks. Probably they do not think that they need to learn their task properly to serve people properly. An interviewee observed:

‘Auditors have insufficient knowledge about company activities. Since they deal with VAT related issues, they must know company activities well. Otherwise we suffer.’

Another interviewee was extremely disappointed about this office because of a letter they served him about his business. Although he did not share the content of the letter, he observed:

‘His knowledge has a shortage. He should first know about the department he works in. It is better not to do something wishfully. If he does things with the full understanding of them, people will not be harassed; they will get service. Every employee follows an office head. So, if the office head is on track, everyone else will be on track too. I think one should think with a comprehensive understanding and avoid throwing stones in the darkness. Before issuing a letter, they should discuss the matter with the owner of the business. I think they should give a reminder before issuing a letter. I understand why they have issued this letter. I know what they want. But these should be changed.’

However, regarding the behaviour of the officers, this interviewee said:

‘The officials spoke with cordiality. If you listen to them and do as they ask, everything is fine. Otherwise, you have to face lots of problems, they will put you in different types of problems.’

Most of these service seekers had experience of meeting the office heads. They spoke about the good qualities of the office heads. An interviewee said:

‘Once the second officer was not in office. Then I went to the office head. He listened to me and settled my case.’

Another interviewee said:

‘The office head is more cordial than the other employees. I have met him three times and have received good behaviour each time. I am happy with their service. I think all employees of the office should follow the office head and serve people the way he does.’

In contrast to these observations we have frustrating picture as well from some of our respondents with regard to the attitude, approach and level of integrity. One interviewee shared his mixed experience especially regarding the question of integrity of the officers and staff of this office. He observed:

‘I met the office head twice with problems. In both cases he asked some of his junior colleague to settle the case. The boss was very well behaved and full of cordiality. My encounter with him was very good. In both cases I got my problem settled but it was a matter of negotiation. We want problems settled quickly without any hassle. Do you think office heads do not know these matters? We do not complain. It is not possible to deal with problems all the time. Business is more important.’

Another interviewee had mixed experience about the officers and employees of this office. His experience also gives indication about their level of integrity. He observed:

‘On several occasions I had to meet the head of this office. I do not think the junior employees are not well conversant about their tasks nor they properly understand companies. I noticed they want to favour me and want to favour themselves. I do not like that. I do not want to do anything illegal. I want to pay what is due for me. As such, I meet the office head. Whenever I met him, he helped me solve my problems instantly. His level of integrity seemed perfect.’

We expect this kind of prompt service. We hope he will maintain this standard. He also needs to keep an eye on the integrity aspects of his employees.’

It is evident from the narratives noted above, as service recipients think, job related knowledge among some employees of the office are not adequate. They also need to be more motivated to serve people better. Office heads need to check and monitor integrity issues in them so that people do not suffer. It is noteworthy that five of these interviewees had postgraduate-level education, one had graduate-level education, one had HSC-level education, and one had primary-level education.

Family Planning Office:

The interviewees visited this office for birth control services such as collecting birth control pills, sterilization, and treatment during pregnancy. They observed that the behaviour of employees at this office is more or less ok. The behaviour of a medical doctor was a matter of dissatisfaction for one interviewee. She observed:

‘Sometimes the doctor becomes rude and her behaviour is not cordial. But this is okay and we do not mind. She is the only one doctor at this office and has to deal with lots of patients. We also bother her very much.’

Referring to their good behaviour, one interviewee said:

‘Their service is very good. They work attentively. Last time I came in the afternoon. Usually, they don't serve in the afternoon. But they served me. The current standard of service is enough. They are really good. I expect this.’

In contrast a few service seekers had quite different opinion about the behaviour of employees of the office. For them some of the employees are not very well behaved. In their view, the employees think as if they are doing favour to them. One such interviewee shared her experience:

I have come in the morning. Doctor madam was not there. I was not feeling well. So now and then I was asking about the doctor. The office staff got angry with me. She shouted, asked me to sit quietly. We will call the doctor.’

It is evident that some of hospital staff are not well behaved. However, sometimes service seekers are to visit family planning office repeatedly for getting services because of non-

availability of concerned staff. Although recurring visits required for getting one service, a service seeker praised the service providers:

‘Their service is good, but the implant does not suit me now. Earlier I came here two times with this problem. I did not get service because the service providers were not in the office. They went to field visit. I was also late to come here. Today I have come again. They are present today and have asked me to wait. The service providers are good people.’

It is evident from the above narratives that people are more or less happy with the service providers and with the services provided at this office. However, there is scope of developing their service quality better. They could easily avoid the pitfall of recurring visits by service recipients by providing them with an opportunity to get information about the officials’ availability over the phone. Careful attention from higher officials about the behavioural aspects of office staff is also required. These are all about being caring about the well-being of service recipients.

Fisheries Office:

The interviewees were fish farmers. They came to this office to get consultancy on fish farming and to buy minnows. Narratives from service recipients revealed contradictory behavioural patterns. Some of the service seekers were satisfied with the behaviour of service providers while some others shared their dissatisfaction with the services and behaviour of the officials. Expressing satisfaction with service and behaviour, an interviewee said:

‘They serve us nicely. For example, when I make a phone call about problems with fish in my pond, they never refuse to talk. They explain how I can solve the problems.’

Echoing this pattern of behaviour, another interviewee said:

‘They give us importance. They never show annoyance. They listen to us, try to understand us. Try to understand our problem and then give us solutions or advice.’

On the other hand, service seekers from a different office exposed the unsatisfactory behaviour of fisheries officials. For example, an interviewee said:

‘They don't value small farmers like us. They don't receive our calls nor want to listen to our problems. They are more concerned about the big farmers.’

He also tacitly referred to the poor quality of training arrangements for fish farmers and suggested separate training arrangements for farmers from each geographical location. This view is corroborated by another interviewee, who said:

‘They give us advice only. They provide training to non-fishermen, not the real fish farmers. They are not cordial when serving real fish farmers. I did not find eagerness in them to visit the fisheries to understand the problems of farmers. Senior officers need to manage their subordinates well.’

The above narratives reflect two contrasting pictures about the behaviour and attitude of the fisheries office employees towards fishermen. Such behaviour is not expected nor accepted any situation. This is their constitutional obligation to treat all equally, give all equal importance and serve all equally. Any deviation from such approach is violation of constitutional obligation. Efforts should be taken care of to address such issues in public offices. interviewees had graduate-level education, and the others had higher secondary school-level education.

Food Office:

The service seekers interviewed came to this office to get delivery orders for releasing food grains for the government's open market sale programme. They were dealers in rice and wheat. They deposited money into the designated bank account and then came to this office to get the grain delivery order. Some of the interviewees expressed satisfaction regarding behaviour and other aspects of the employees of food office. One interviewee told:

‘The officers and employees are cordial. Their behaviour is also good. They give delivery order timely after getting the money deposit sleep. But at times we face problems at the food warehouse. Probably they have little control over the people of the food warehouse.’

This narrative reflects a contradictory picture about the dealings of food office people. May be the officers are okay but that does not mean everything. It is also their obligation to ensure appropriate manners from all staff of their office. Interviewees opined that they receive cordial behaviour and timely services from the officials. They are of the view that sometimes they are required to visit the office head for various reasons but somehow it is not that easy. The expression of feelings about the quality of service delivery in this office by the interviewees is echoed in the following excerpt:

‘They are not late in-service delivery. I don't face any harassment. Everything happens in an orderly and nice way. We collect food grains for open market sale. Some of them think we are making lots of money from this business and seeks some favour from us. I listened this from some other dealers.’

One interviewee observed:

‘They are very cordial. They explain things to me if I don't understand them. Sometimes, they call the bank to help me if I face problems. I see their eagerness for speedy service delivery. The office head organizes meetings with us and explains how we should proceed. The office head is an extremely good person. But you know nothing happens in government offices automatically.’

There are more excerpts that corroborate this narrative. Another interviewee noted:

‘The office head advises that if I face any difficulties, I can talk to him directly. Sometimes, they come out of their desks to help us.’

However, these excerpts reflect to an extent some contrasting picture about the food office. Office heads need to be more motivated and well aware of quality of service delivery maintaining integrity. It is worth mentioning that the respondents for this office at least completed Higher Secondary level education.

Land Office:

Mixed reactions about service experience came out from the interviewees who came to get service from the land office. Service included mutation and settlement of land disputes. They spoke of cordial behaviour of the Assistant Commissioner (Land). Even those who were harassed by office staff spoke of good behaviour of the AC Land. However, they described the other officials of the office as corrupt and harassers. There were some positive comments about the office staff and their services, such as, one interviewee observed:

‘Their behaviour is good. They try to serve timely. When I come to this office, they say, ‘take seat and wait, let me search.’

However, harassment for the service seekers is most common and majority of the service seekers have experienced harassments. One service seeker had both positive and negative experiences”

‘I like their service. They request me to take seat and served with cordiality. However, the previous experience was different. At that time, 3-4 years back, the employee did not put importance on me. He would say, come later, in the afternoon, not possible now. He behaved like an administrator. But this official behaves cordially. They advise us how to do the work in a better way and easily. Sometimes, officials ask other staff to help me. Sometimes, it takes more than usual time to get services when the number of service seekers is huge.’

An interviewee shared his negative experience in the following manner:

‘They keep us hanging in the name of online services. Even the MP will not be able to do mutation with 1170 taka. Not cordial at all. If they were so, they would not keep us hanging. They are eager to harass us. They have knowledge on how to extract money from service seeker's pocket.’

Corruption and mal practice in a sense common in the land office. Indicating corruption, an interviewee said:

‘No work is done in this country without money. You will not receive any service from any government office if you don't have money. This is an unwritten law of this country.’

A service seeker who came to the land office expecting settlement of a land dispute said:

‘Two holdings are open for the same land. I have applied for the cancellation of the other holding. I am visiting this office for several months. They say not today, come tomorrow, the day after tomorrow. I just come and go back. These recurring visits do not produce results. They don't speak without money. We have to recharge them with money. When they are recharged, they work. They are not cordial. They don't know that they are public officials, servants of the people. They don't have this mentality. They don't know how to speak, how to behave with service seekers. They do whatever they wish. Their eagerness is like that of a shopkeeper. As one has to pay to buy anything from a shop, the land office is like that. To get any service, we need to pay. They are like shopkeepers. They don't care about earning our trust. They show themselves as landlord. We have to be humble to them. Their eagerness to serve depends on how much we pay them. Their service mentality is deeply correlated to money. I am waiting to submit my application since morning. The person who will receive my application is not in his desk. He is in the AC Land's room. Many days ago, I met the AC (Land) once. I received good behaviour, nice words, and cooperation from him.’

All these narratives portray a frustrating picture about land offices. Head of the land office must be oriented with proper service delivery approach. They must oversee the dealings of their subordinates. They must ensure integrity of their subordinates at their offices.

Livestock Office:

The interviewees came to this office to neuter goats, vaccinate pigeons, inseminate goats and cows and treat their domestic animals. Most interviewees have expressed satisfaction with the behaviour and services of the livestock officials. However, there was dissatisfaction as well. Indicating the compassion of a caregiver, an interviewee who brought his goats for insemination to the livestock office reminisced

‘They are very cordial. Once, a cow of mine became sick. It was 3:00 a.m. in the winter. I called a caregiver. He came to my home at that cold night. They are never late in providing treatment to livestock. Dog, cat, duck, hen, cow, goat, sheep-whatever you bring to them, they examine carefully and cordially. They never neglect anyone.’

Support in favour of this assertion came from another interviewee:

‘We are happy with the services of this office. We get some medicines for free here. When we get there, they ask us, 'how are you? 'what is the problem? 'what purpose have you come for'? When many people come here, they provide service by maintaining a serial. They speak with us in gentle languages. Even when we meet them on the roads, they speak to us about our well-being.’

However, this is not the whole picture. The research encountered different pictures as well. The following narratives present a contrasting picture:

‘Officials vary in their cordiality. Some are very welcoming while some others are okay. If you want to get service, you need to give them tips.’

Giving a mixed reaction, an interviewee said:

‘The veterinary surgeon’s behaviour is good. However, the contact number for this office is always switched off. If an animal is sick, we should call them first to determine whether we should take it to the hospital. If the number is switched off, how can we know?’

Another interviewee shared his experience:

‘I think they lack knowledge and experience. The office head's behaviour is not good. Once, I went to him with a problem. He became angry and said, I don't do this. Go to the veterinary surgeon. He was not cordial.’

In all we get a contrasting picture about the livestock offices. Service seekers expressed their dissatisfaction to a great extent about behaviour, attitude and integrity dimensions of the officers and staff of these offices. In some cases, they were happy as well. However, better services to the people should be ensured from the office and efforts should have from all concerned.

Public Health Engineering (PHE) Office:

The interviewees included a vendor official, teachers from educational institutions, and general citizens. The services included consultation, tube well installation, and wash block construction. These service seekers reported the cordial behaviour of the PHE officials. They described the office head as a good person. An interviewee who was a vendor said:

‘Everybody is helpful here. The officials in the PHE are like family members to me. They are cordial. They serve with a smiling face. Sometimes they offer tea. They provide services faster than the required time.’

A senior citizen who came to the PHE office to check whether a tube well was allocated said:

‘The officials behaved nicely. I came to this office for the first time. She offered me a seat. Then she searched a list to look for my name. She also asked me if I wanted to search for myself. I got service quickly, as there was no crowd here. They did not keep me waiting unnecessarily.’

Another interviewee praised the behaviour of the officials, including the office head, but commented that the officials needed further training:

‘They were eager to solve our problem. Their behaviour was friendly and cordial. We didn't find negligence in their behaviour. It seemed to me that they were not well aware of their job. I think they need good training to improve the quality of their work. I met the office head. I liked his behaviour too. He told us that our water problem would be solved. And he solved it.’

However, some of them reported the extraction of money by vendors on the plea that government money was not sufficient to meet the cost of installation. For example, an interviewee said:

‘The government installs tube wells through contractors. The contractors ask public for money for the installation. They claim that the government money is not enough. When the workers come for tube well installation at my house they said I have to arrange their food for the whole time or give them money for their food. I talked with PHE people, they also asked me to do that. Then I talked to the Executive Engineer and it was settled.’

Another interviewee brought time-killing allegations against the vendor:

‘The vendors are neither good nor responsive. They take much time to complete the work. There is hardly any monitoring from the PHE office.’

As a whole, all these narratives portray that PHE people are not committed enough to serve the people. They need to be more people centric for providing better services to people. They must keep their constitutional obligation in mind with regard to serving the people. It is worth mentioning that the service seekers of the PHE office were predominantly with higher level of education.

Police Station:

The interviewees came to this office mainly to make general diaries (GD) for various purposes. They spoke of the good quality of the behaviour of the officials of this office. This is revealed in this excerpt:

‘We generally think that the police harass people. The situation is not like that now. They now work eagerly on complaints and try to solve problems. They had solved a dispute between two groups of locals very quickly in 2020.’

Another interviewee reported the honesty, in addition to good behaviour, of a police officer:

‘The service provider is a nice officer. I offered him 200 taka. He did not take it. He behaved nicely. I got service instantly. Now the police are helpful. Previously, it was not like this’.

Against this backdrop interviewees experienced contrasting situation as well. They expressed their dissatisfaction with the services provided at the police station they visited. It is evident from the following articulation of a businessman who visited his local police station.

‘I went to the police station for filing a GD. It was a matter of fifteen minutes but I had to wait more than two hours. Every time the Duty Officer told me to wait as he was busy. But it seemed he was not very efficient in his business’

Dissatisfaction about services provided by police station to the people still exists. The following observation of one interviewee is an expression of praise as well as dissatisfaction with regard to services provided by the police station

‘They served me without delay. Previously, I did a GD after losing my cell phone. But I didn't see any interest in them getting me back my lost phone. In fact, they never talked to me about my lost cell phone. I contacted several times but there was no response from them. They could not tell me anything. This is the level of the service.’

Another interviewee indicated mismanagement at police station in providing services:

‘I was given confusing guidance. A sub-inspector (SI) told me to submit a written application, and I did that. He did not keep a general diary. I regularly contacted the SI over the phone. After around one year the SI was transferred, I contacted the new officer. He asked for a copy of the GD, which I did not have.’

It is evident from the above narratives that traditional image of police stations to an extent has improved but more initiatives are required to provide better services to people. Police officials must know their tasks properly and must have the mentality to serve people properly and effectively.

Taxation Office:

The service seekers who visited Income Tax office shared contrasting picture. In their observation at one end they were satisfied about the behaviour of the officials. On the other getting services at the Taxation office was matter of dissatisfaction for them were satisfied. One interviewee commented:

‘They are very good and very supportive in providing services. However, sometimes they had to spend more time than usual.’

They also acknowledged that the lengthy service time was attributable to the number of service seekers who gather together for service at one time. One interviewee said:

‘I have received good service from them. However, they take more time than required. A task that takes 10 minutes is done in 30 minutes. Sometimes, it is even more than that. If you want to shorten this time you need to talk to them. If they are happy with you, you will get priority. They will do everything for you.’

Another interviewee explained how a good situation turns into a bad one:

‘The office environment was good, very clean. A good seating arrangement was there. The officials were cooperative. I was happy with their service. They are cordial. But when workload increases, they become stressed.’

Upazilla Health Complex:

The service seekers interviewed came to health complexes for the treatment of various kinds of illnesses. The interviewees described the behaviour of the physicians as cordial. However, they also recognized some constraints for the physicians:

‘They try their best. They behave well. They give medicine that is with them. They listened to me. Many days ago, they behaved badly. Now they are fine. They talk to me nicely and give me medicine. I don't want more than this.’

Another interviewee supported this view with a caveat of time constraint:

‘As far as I have seen, they are cordial. They make people understand. They try to give service as per their ability. The doctors tell me what medicine I can get from the hospital and what I need to buy from outside. Sometimes, the number of patients is huge. In that case, they cannot give proper attention.’

An interviewee complained about doctors' availability at their desks and the behaviour of nurses:

‘The doctors behave more nicely than before. However, they do not want to listen to you. They are always hurried. Some doctors don't come to their rooms. Patients return without treatment. Moreover, behaviour of nurse's and other support staff is not that good.’

A diabetes patient came to a health complex for three days. However, she did not get the desired medicine. She came to the complex from a remote place. She said:

‘I don't get diabetes medicine here. But I get other medicines, like vitamins. I came here three times but did not get diabetes medicine; I only got iron D tablets. I spent 100 taka to come here. My home is far from here. I could have bought 8–9 tablets with that 100 taka. If I could have known that I would not get medicine, I would not have come here. I spent the money for nothing. However, they speak in a good manner. If they could tell me when I might get medicine, that would have been helpful.’

These narratives obviously depict a contrasting picture about the services provided by the Upazilla Health Complex. Behaviour of doctors and other staff including nurses has improved but should be better. Doctors should attend health complex chambers regularly so that people get desired services from them. They need to be more committed for providing better services.

Implication for Training

Innovation:

The officials have room to improve by innovating ways to alleviate service seekers' sufferings. For example, a service seeker installed a birth control implant ten months ago. She suffered problems from it and wanted to remove it. She visited the family planning office two times. In both occasions the concerned official was not available in the office and she had to go back without getting the expected service. If she had known the availability schedule of the official, she could have averted the unsuccessful visits to the office. A person who reared livestock can be given services online. It is very costly in terms of time and money to bring sick animals to the livestock office. In this case the person can be asked to send photos of sick animal. Livestock officers can see that picture and can prescribe medicine. Farmers can collect medicines from the livestock office or can buy from their nearby medicine stores.

Innovation may improve service delivery time as well. Variations in service delivery time can exist if they benefit the service seekers. A service seeker from a livestock office opined

‘We don't find doctors in the afternoon. If doctors become available every afternoon, we will benefit.’

Thus, a common timetable of 9 a.m. to 4 p.m. across the offices may not always be spatially effective. Another service seeker suggested that public offices should use Internet technology in their service delivery processes. He observed:

‘Some update in the governance process is necessary. For example, a letter can now be sent through email or WhatsApp. But the government process requires us to go to the post office to send it. This should be updated. Internet technology can be utilised. Things can be done online. To get a bill now, we need to go to the DC office. This needs us to spend three days. Sometimes, we need to send the bill to the head office. This is nothing but wastage of time. The online system will benefit us and the officers as well.’

A poor diabetes patient visited a health complex three times from a remote place. Each time, she spent Taka 100 on transportation costs. She observed:

‘I could have bought 8–9 tablets with that 100 taka. If I could have known that I would not get medicine, I would not have come here. I spent the money for nothing.’

Management:

The office heads manage their office staff. As has been identified above, some aspects of the behaviour of office staff in some offices are unsatisfactory. The office head has a responsibility to correct the behaviour of respective office staff. Therefore, it is their responsibility to collect information about the behaviour of respective office staff towards the service seekers, analyze the information, take appropriate measures for correcting the staff's behaviour, and regularly monitor the staff's behaviour. Acquiring knowledge and skills to do these things is essential.

4.6.3 Experiential Views about FTC inputs

In this section we have presented analysis of qualitative data collected from different types of respondents through workshops and interviews. We have integrated all qualitative data and have presented here in synchronized format. We have noted earlier that for data collection purposes we conducted five workshops with immediate senior supervisors' and controlling authority of probationers working at field level and BPATC faculty members. We conducted twenty-five interviews with senior civil servants (in-service and retired), members of Bangladesh Public Service Commission, educationists, psychologists, business community representatives, civil society members and policy interventionists of the country. Our efforts from them were to get their views along the four thematic areas of the SCALE framework

which we argued are linked with the FTC. These four thematic areas are ‘citizen-centric approach’, ‘administrative and managerial skills’, ‘leadership skills’ and ‘ethics and values’ that are required for civil servants. We intended to know their observation and comments regarding knowledge requirement in these four thematic areas. On the basis of their observation we developed sub-themes around each main thematic area. In the following sections we have explained the sub-themes of each main theme for better explaining the research issue in question.

Keeping citizen as the central focus, public services are designed and delivered. For providing services to citizen properly, it is essential that civil servants are well acquainted with the citizen properly, with their attitude, behaviour and with their needs and demands. Such understanding helps civil servants undertaking citizen-centric policy decision and effective implementation of those policy initiatives. Foundation training course is one of the mechanisms for civil service new recruits for getting acquainted with the citizen, with the governance structure of the country and with their constitutional obligations. Efforts are also infused in the course design to orient them with their working environment, working procedure. Along this line we collected experiential observation and views from different cohorts. In Chapter-III of this report we have detailed about them. On the basis of their observation we have developed the following sub-themes around the thematic areas in concern. We have presented analysis of these sub-themes that indicates the needful relating to the form and content of the FTC.

1. Orientation to lifelong learning

Training is the structured course of action from which people attain knowledge and skills for doing a particular job. As such, training design is always need based. Effectiveness of training intervention largely depends on rightly identification of training needs. Training needs are related to knowledge and skill requirements for performing tasks. People must learn how to perform a job well and be prepared to learn whatever it needs to perform that job well. However, working environment for civil servants are very varied and ever changing although there are some commonalities. Unprecedented events are also very common. It is never possible to teach or to train them in all knowledge and skills areas through the FTC since their learning needs are more of context specific. As such, they need to update themselves continuously. All our interviewees maintained a common view about the nature of the FTC. They opined that FTC to an extent is a knowledge-based training course but it is not possible through this course to teach probationers everything they need. They have

acquired many knowledges from their academic life. Their academic knowledge to a great extent has very little relevance with their life as civil servants. They hardly get any knowledge about working environment from their academic life.

Knowing the working environment is a must for the probationers. They are required to know the governance context and structure and other related issues of the country. FTC is a platform for them to learn all these things but it is scarcely possible to teach them everything they require, to address all their needs. Moreover, FTC is not meant for that as well. They were of the view that efforts should be made through this training to make them oriented with knowledge sources and developing the learning habit in them since they are required to continuously update their knowledge. More efforts should be made through the FTC to instill lifelong learning mechanism in them. One of our interviewees, a legendary civil servant of our country and another former Senior Secretary maintained:

‘We must remember that FTC is not merely a knowledge-based training arrangement. This training is not meant for teaching probationers everything they need and it is not possible also to teach them everything since the governance context is ever changing and their learning needs also are related to the changing context. Every time they are required to learn. This course is meant for orienting probationers with the structured form of governance, updating them the knowledge sources related to performing their tasks, making bonding among different cadre service members and giving them the orientation of lifelong learning. Probationers are required to update themselves regularly, they must have self-development skills.’

All our research interviewees stressed the need for self-development of the civil servants. They talked of lifelong learning, the search for knowledge and skills for development beyond formal education. In their view probationers must learn from the reality, from their experiences. They are required to have reading habit as well. Such behaviour is a must for regularly updating themselves from different sources. They must develop such learning behaviour from the very beginning of their career. They were of the view that unless probationers regularly update themselves from their readings, from their real-life experiences, it will be very difficult for them to stay aligned and to perform their tasks effectively and efficiently in the ever-changing governance scenario. Our interviewees opined that interventions must be made through the FTC to effectively inculcate learning behaviour in the civil service new recruits. At the same time efforts should be there in the course design so that they develop reading habit. Two of our interviewees, one member of

BPSC and one former Senior Secretary to the government were very specific in this regard.

‘However well designed, however well managed, it is not possible through any training to meet all the needs of probationers nor possible to prepare them for all the challenges they would face. Moreover, addressing training needs of probationers is not confined within the FTC rather upgradation of knowledge and skills is a lifelong event. This is a very regular phenomenon that civil servants are posted in jobs for which they were never trained. Many of them work in training organisations but they were never trained in training management or never attended training of trainers’ course. Nobody ever thought of COVID 19 but all had to face the pandemic. Therefore, most important is experiential learning. There is a traditional belief that ‘chair makes a man’. One has to learn the job while at work. It is not possible to learn the job from education or training. The real learning happens at work places. Experience is the best teacher. Whatever the situation is, we relate to our experiences and learn from them. Learning is a lifelong event. The essence of FTC is to orient probationers with lifelong learning process. FTC should have the mechanism to inculcate love for lifelong learning, learn from experiences and internalise the lessons of such experiences.’

Majority of our senior civil servants opined that our young generation do not want to read. They lack reading habit although developing reading habit is a must for them. They are required to read files and all relevant documents for making decisions. In their view, continuously updating information and knowledge about the ever-changing governance dynamics has no alternative for the civil servants. Efforts should be taken through the FTC to develop their reading habit. All our interviewees from the BPSC and some educationists felt:

‘Our young civil servants are least interested in reading anything new. Unless they read and do not keep themselves updated they will lack information and knowledge. There is every chance that they will make wrong decisions if they lack required information and knowledge. Civil servants in any democratic context make policy decisions and any wrong decision may cause serious problems for the whole country. Foundation training course participants at COTA mandatorily had to read eight books apart from book review and oral presentation activity. They had to present a synopsis of each book in presence of all participants and faculty members. Reading book is one of the components of the course design of Induction Training Course conducted at LBSNAA for the probationers of Indian Civil Service. During their training at LBSNAA probationers are to read a number of books and are to share their learning from the reading with all other course mates. The ‘book reading’ activity followed at COTA can be reintroduced in the FTC. Each officer will be given a number of

books. They will read all given books and will prepare synopsis of each book for presentation before other participants. They should devote more time for self-reading. Six months is good enough to develop some habitual behaviour in them. They develop many good habits from the FTC. FTC should intervene in developing the habit of reading in them also.'

Moreover, they can be given reading assignments for some module topics before the session is schedule. They will read the handout and discuss in classroom session in presence of the resource person. As one interviewee, a grade-1 Office of the government observed:

'They must possess an excellent reading and presentation skill. They need to be engaged in more oral presentation activities. They can be given some classical and inspirational books for self-study, some reading assignments on some module content. They will read these reading materials and will discuss their learning in classroom session in presence of the resource person. For some topic they can be given time and can be asked to prepare reading material for presentation in classroom session as resource person. They can be engaged in debates on various issues which helps develop reasoning skills. Such skills enhance convincing capacity with facts, figures and arguments. Newspaper editorials and sub-editorials can also be given to them for analysis and presentation.'

All our interviewees were of the view that there is no alternative to reading for remaining updated. Unless civil servants are regularly updated, there is every chance that they will face difficulties in making good decisions. Making good decisions is a must for accomplishing respective tasks efficiently with professional ethics. They opined that FTC can be a very good and effective platform to develop reading habit in the probationers although they were very critical of the existing content. They maintained that the academic content of the FTC is extremely overburdened with number of topics in each module. Module contents in terms of number of topics included are not judiciously decided. One former Senior Secretary to the government and seasoned trainer who regularly visits BPATC for conducting sessions at all BPATC courses observed:

'Number of topics in modules is disproportionately arranged in the existing academic contents of the FTC. In one module there are three topics while another module contains twenty-four topics. Such a huge variation is funny. How do you justify such imbalance? It seems to me that you are trying to teach probationers whatever you have learned. That is not the essence of the FTC. The present training design is extremely content-based. It is like a buffet arranged with different types of food, piled together and asked the guests to eat

as many items as much possible. In this case important is number of items not the taste while beauty and culture of having healthy food is ignored.

Probationers attend the course, listen to the speakers whatever they say and just try to participate in exercises only. They are to listen because they have no choice. This is my experience about them. They are just motivated to successfully complete the course and obtain course completion certificate. I think this course should be a platform to develop active listening skills in them. They should develop communication skills during the FTC. The contents delivery should be interactive. Course content should be rationally adjusted and participants should be given adequate time for study on their own and interaction with others, apart from participation in various extra-curricular activities. Course design should be meaningful and well aligned with the course objectives.'

A number of issues are evident in the above articulation. The course design is overburdened with theoretical issues and in his view some of the issues are not included thoughtfully. He talked of content adjustments and making the course delivery more interactive. During consultation, some of our respondents was repeatedly attesting the title 'monotonous' referring to the nature of the FTC. In their view the separation between on-campus training and field attachment programme develops training fatigue because of monotony of each type of training activity. They were of the view that if these two components of the training were blended FTC would have been more interesting, enjoyable and effective. One of our legendary civil servants of the country and one Secretary to the government maintained:

'The assortment of on campus training activity and field attachment programme brings boredom to training. While they are at BPATC, they are doing the same tasks every day. In the morning and afternoon, they are attending physical training and games and beyond this time they are confined in classrooms for attending lecture sessions. The time they are off campus they always are moving from office to office or visiting places. Doing the same tasks is indeed monotonous. At the very beginning of their career they get the idea that training means something boring. I think, integration of both tasks and doing each activity at regular intervals would be better for them. Training would be more enjoyable and effective.

Every after one month they can be sent for one-week attachment. It will break the monotony that arises from continuous classroom training activity. It will be refreshing for them, will work as energizer for them. On the other hand, attachments split in segments will give you the opportunity to test whether they on return follow the norms and discipline after spending one week outside BPATC. It will give you scope to reinforce normative behavioural aspects in

the participants.

FTC is for bringing about changes in behavioural aspects of participants. During attachment they enjoy some sort of freedom. If this attachment is done at a stretch, it is likely that they will forget norms and disciplinary practices they used to follow at BPATC. After break of one month it is difficult to bring them back on practicing normative behaviour and making them disciplined. Efforts should be taken to combine on campus and off campus training activities as far as possible for better reinforcement of training inputs.’

About the district and upazilla attachment programme, another interviewee, a Secretary to the government and a former Deputy Commissioner had similar views with little difference:

‘Participants are left with district administration during district and upazilla attachment. The task of district administration is to guide and monitor the activities of attached participants to the district. However, officials of the district administration are so preoccupied with so many things that it is hardly possible for them to monitor their activities in true sense. As such, to a great extent, they are left to themselves. Because of lack of adequate monitoring and supervision, they get a longer period with less work and more free time for their own. I think for making the attachment programme more effective, it is better to split the activity into segments and participants can be tagged with nation building departments (NBDs). Through attachment with NBDs they will get the opportunity to learn the activities of NBDs, their working procedures, their service delivery approaches, etc. They will also get the opportunity to interact with people who are visiting the NBDs for services. District administration can coordinate and provide logistic supports for successful management of the activity while BPATC faculty members can be assigned to monitor as it was in our FTC time during village attachment programme.’

It is evident that both interviewees were of the view that the attachment programme should be split into segments for better management and more effectiveness. For them, every after one month they can be sent for one-week field attachment and BPATC faculty members can be assigned with participants for better supervision and monitoring. District administration can play the coordinating role for better management.

Another aspect was in the observation of some of our interviewees that probationers must learn during the FTC that no cadre is superior to other cadre. Irrespective of their cadre identity, they all are civil servants. They are meant for serving the citizen. Serving the citizen is their constitutional obligation. FTC design should have mechanisms to infuse in the minds

of probationers that they all are equal, they need to be respectful to each other, their common goal is to serve the people and they are mutually interdependent in serving them. One of our interviewees, a civil society member observed:

‘Our young civil servants must learn from the very beginning of their career that whatever their cadre identity is, they all are equally important for interpreting the vision of government, for providing services to the people. They serve the people in distinct ways and in serving them they are supportive to each other. They must remember that they all are recruited through the same process and learn that they all are equal. They must be respectful to each other. These ideas should be instilled in them through different activities of the FTC. They must learn their constitutional obligation.’

2. Understanding Constitutional obligations:

The new recruits must realise the philosophical meaning of constitutional obligation of being a civil servant, of delivering services to the citizen. They must understand the roles and responsibilities of respective cadres. Some of our interviewees referred to Article 21(2) of our constitution. They were of the view that civil servants must understand the type of services they are required to provide with people. One of our interviewees, a former Secretary to the government and a famous educationist of our country, maintained that at the very outset of their career our civil servants must know their task. For him:

‘In the FTC they can be asked to present respective cadre-oriented tasks before other cadre members in plenary. They can be asked to talk about their relation with other cadre members in accomplishing respective tasks. They can be asked to share their views about measures that can be taken to strengthen their relation with members of other cadre services. They must realise that they are mutually dependent on each other. Such realisation might help them being respectful to each other. FTC is the only platform where probationers get the opportunity to frequently interact with each other and create strong bonding among them. Such bonding indeed is very helpful for better service delivery.’

As civil servants they are required to understand peoples’ constitutional rights. Understanding peoples’ constitutional rights ensures the exact and timely initiative and proper mechanism to perform individual responsibilities. Moreover, such realization and timely initiative towards serving people help establishing citizen’s right regarding what they are entitled to achieve from the public offices. All our interviewees viewed these issues as obligation for civil servants of Bangladesh. One of our interviewees, a constitution expert and analyst observed:

‘The nature of civil service and obligation for civil servants are rooted in the constitution. It is the obligation for all civil servants to ensure that all citizens enjoy fundamental rights and entitlements. Civil servants must perform their duties towards citizens as constitutional obligation and without fear or favor. They must act in conformity with the constitutional values. In the public sphere it is important that they only go by the public values set out by the constitution irrespective of personal beliefs.’

For him, civil servants throughout their career, must remember their constitutional obligation. They must devote their efforts to ensure that people get services and can enjoy their entitlements. One of our interviewees, a renowned educationist of your country, talked of even being biased in favour of the poor and marginalised for providing services to them. He observed:

‘Civil servants need to be consciously biased in favour of the poor, the disadvantaged, marginalised and the underprivileged.’

Our young civil servants must be oriented with these dimensions of their service during the FTC. FTC should have such mechanism in its design. However, questions are raised about the extent to which FTC is contributing in instilling the sense of constitutional obligation with regard to taking citizen on board and providing services to them. This is evident from the following narratives of one of the in-service Secretaries to the government.

‘New recruits become officers mentally and they hardly possess the mentality of serving the people. FTC should have mechanisms to inculcate the serving mentality in them. While I was Deputy Commissioner, four probationers went to BPATC for the FTC from my collectorate. I did not notice any positive change in them after completing the FTC. Rather they became more status concerned. One day they were required to travel one Upazilla with me. I asked them to sit at the back seats of my jeep. They did not like the idea and tactfully avoided to sit behind at the back seats of my official vehicle. They managed the jeep of one UNO to accompany me. It was really surprising for me. I Perceived they were intrinsically motivated by power and ego that made them think sitting in the back as undermining. FTC design should have mechanisms to break down their ego and to instill in them the sense of constitutional obligation and not of status.’

They are with the view that young civil servants must realise that they are appointed for serving the people. It is not a matter of ego nor matter of power. It is matter of dignity that they are the

civil servants. For them, appointed civil servants are a few among the thousand aspirants. One civil society member and an educationist shared alike views.

‘Working in Government is enormous responsibility, a responsibility given to very few people. These few people have been given the responsibility since they proved their superiority among thousands. People will come to them with appeals for service. Being civil servants, they have the opportunity to make difference to the lives of common people. Getting service from the government is their constitutional right. Providing services to people is constitutional obligation for civil servants. Everything is guided by the constitution. Civil servants must be well aware of these basic issues.’

Some other former and current senior bureaucrats along with some civil society members while talking to us also expressed such frustration about the attitudes of our young civil servants. They put emphasis on the need of training to address the attitudinal problem of young civil servants. Similar views were expressed in the workshops we conducted with immediate senior supervisors of probationers. In their view, all civil servants are part of the system meant for providing services to people. But there is a growing tendency among some of our young civil servants that they do not value some others. They must realise that all are team players in the system. These interviewees spoke of the need to stress the importance of officers being team players. One Secretary to the government, who had been a divisional commissioner, one civil society member and the views of our workshop participants echoed similar feeling:

‘Some of the civil servants feel themselves as the ‘Master’ and try to dominate others. They do not think that they are part of a system. In this system every player has designated role. Some players do not value others. Civil servants should be encouraged to internalise the fact that all team players in the system are indispensable for their designated role. From the very beginning of their career this feeling should be instilled in their mind. More efforts should be taken in the FTC to make them realise this reality.’

They must learn valuing others, valuing others’ jobs. They must be respectful to others. It requires breaking their sense of ego. One Grade-1 officer opined:

‘Unless we can break their ego, they will never learn valuing others. They will never be respectful to others. They must learn that as civil servants they all are equal and are meant for serving people. FTC is a very good platform for breaking their ego. More interaction, formally and informally, across cadre service members should be arranged in the FTC design. During their time in

BPATC, they can be involved in manual tasks as we did during our training. This idea is fantastic.'

3. Developing empathy for the citizen:

Citizens must be dealt empathically when they visit public offices for getting some services. As service providers, civil servants should realize and understand the urgency and importance of citizens' needs. They must feel the sufferings of the citizen. Feeling the sufferings of citizen as their own will definitely help giving better people-centric services. Observation of our workshop participants and one interviewee, a Secretary to the government having vast experience of working with people at the field administration told:

'Civil servants must understand and realize people's actual needs. They are required to follow the bottom-up approach in solving the problem and to incorporate people's views in policy formulation. Keeping people on board means engaging people that creates belongingness. As our development efforts are people-centric, we must listen to people, we should not impose anything on them. Specially while solving any local problem, citizen's engagement is a must as they know better about their problem and probable solutions. It links to local knowledge where their wisdom may contribute more. Unfortunately, we listen less. We have to listen to the citizen, we have to allow them speak. We have to understand the meaning of their words. This is giving voice to them. This requires patience. It is linked to empathy building. Giving voice to people means empowering them. Talking to the general mass is likely to enhance the skill of being positive to them and to motivate to work for them.'

Most of our workshop participants were of the view that some theoretical knowledge can be shared through classroom sessions for developing such feeling in them during their FTC, but more important is interaction with the citizen. Some of our interviewees also maintained that the course design should include arrangements for more interaction between young civil servants and citizen. Case studies detailing sufferings of citizen can be used as class material. This type of exercise might give them an environment to feel the pains of service seeker citizens. Until and unless we can feel other's pain as our own, the pragmatical solution can never be achieved. Many of our interviewees talked of arranging repeated interaction between FTC participants and citizens of the country. One Senior Secretary and a BPSC member maintained similar observation in this regard.

'During district and Upazilla attachment programmes, participants can be attached with the nation building departments (NBDs). Such attachment will give them the opportunity to learn the activities and related work procedures of

these departments. Participants can be asked to talk to people during this time about their opted services from the department. This might be helpful in realizing the sufferings of people in getting services from public offices.’

Some key informant interviewees and workshop participants maintained that young civil servants must learn the activities and working procedures of service providing offices of our country. They can visit these offices as ordinary citizen. Visiting service providing offices as ordinary citizen would better help them understand the grounding realities.

‘During attachment programme at district and Upazilla, they can visit service providing departments covertly, without their civil service officer identity. Such visit to government offices as an ordinary citizen would give them the opportunity to understand the actual process of getting services and the behaviour and attitude of the officials assigned for providing services. Through such covert visit they would better understand what does it mean to be an ordinary citizen in getting services from government officers. This would be helpful in developing empathy in them for the ordinary citizen.’

One of the components of the FTC is village study. About this programme, a legendary civil servant and an educationist who also is a member of the civil society commented that young civil servants can stay in village with some family as paying guest. This will give them the opportunity to understand the lives of rural people. He talked of resource mapping during village attachment. For him:

‘Probationer civil servants can do the resource mapping and resource planning of the village. During village attachment programme they can study the socioeconomic perspective of the village and report back. These would give them better idea about rural life and would help them internalise rural life.’

For building empathy, another interviewee, a Senior Secretary stressed the need for understanding and internalization of the life-style of poor people residing in their locality. He mentioned:

‘Internalization of life style means understanding people. Civil servants should learn how to interact with people, know them well, especially the poor people and their needs. Responsibility of any civil servant is to provide services to people. The poorer section of the society needs help more than that of others. Young civil servants should learn how to work with them and work for them. It is difficult to work with them and for them without empathy. They can go to them, talk to them and understand what they really need. It relates to the bottom-

up approach so that the decisions taken have clear indication of participation of general people. It is about creating belongingness and ownership.’

Regarding understanding people, an educationist talked of learning life styles, society and social norms. She was of the view that:

‘Civil servants should learn the life styles to understand them and the society to fit themselves with them. It is a learning to coping with the society, social norms and values. Such learning will help people think them to be their own. They should be exposed to people’s life. It will help them value other people.’

Empathy building is much emphasized issue and almost every interviewee talked of this dimension. A former Deputy Commissioner of two big districts who is now a Secretary to the government maintained:

‘Empathy is a must for civil servants for developing citizen-centric knowledge and skills. Civil servants need to understand people of the particular area where they are working in. They can communicate with people, talk to them, realize their needs and development priorities of the locality and engage them in decision making. It would create belongingness to public institutes and government initiatives. Civil servants should be trained in such a way that they can feel the sufferings of those people and have constant drive to solve those.’

Empathy building requires understanding the sufferings of people. Understanding people’s sufferings requires continuous interaction with them. It has no alternatives. However, they are so preoccupied in the field that it is hardly possible for them to interact with people. One in-service Secretary to the government commented:

‘Civil servants working in the field remain terribly busy with protocol service. Even during the weekends, they are to attend office to extend protocol to the higher officials from the capital. They remain so busy with protocol that it is hardly possible for them to interact with people, to listen to them. Their protocol business deprives people. Their family members also get deprive. As Divisional Commissioner, I never took protocol but it is not the regular event. We should take measures so that they do not remain busy with protocol all the time rather can concentrate more on people’s wellbeing, can devote more time in serving the people.’

For him, their preoccupation with protocol and other types of business keeps them so busy that they even cannot enjoy their personal life let alone having time for interaction with people. However, for building empathy for citizen there is no alternatives to frequent interaction with

them, listening to them, feeling their sufferings. They need to be in touch with citizen. They are required to be citizen-centric in providing better services to people. Being citizen-centric requires building empathy for citizen, requires citizen's engagement in decision process. For enhancing citizen's engagement in decisions, one interviewee, a civil society member urged to follow decentralization process for ensuring citizen's active role in decision making process. He said:

‘Engaging people in decision requires decentralization of power and strengthening local public institutions. Strengthening local public institutions is a must. Decentralization process would significantly change public service delivery process, citizen's trust and public decisions.’

Another interviewee, a business community representative, observed:

‘They must value citizen. Citizen must be placed at the centre stage in local level decision making. They will chair local level decisions making meetings. Civil servants' role will be to coordinate and to create an environment so that citizen at the local level can actively participate in decision making.’

If power is decentralized to the local level and citizens are placed at the centre stage, citizens can be more active and engaging in government's activities and can feel that they are valued. Civil servants are required to regularly interact with them, communicate with them from service seekers position. Such behaviour might help develop empathy in them for the citizen of the area they are working.

4. Enhancing good communication and active listening Skills:

In order to understand citizen, civil servants must have good communication skills. Communication gap between the civil servants and the people is a big hindrance in providing better services to people. Many of our interviewees emphasised developing better communication skills for understanding people better. They maintained that young civil servants are weak in communication skills. They are not active listeners. They do not want to listen to others. For them, new recruits must learn communication skills from the FTC. They must develop active listening skills in them. Some of our respondents referred to oral presentation activities like ‘book review and oral presentation’ of the course design. Our workshop participants and some senior civil servants felt:

‘More importance should be given on oral presentation skills. They can be asked to read some text and share the learning from such reading with others in classroom sessions. It will have two-fold benefits. Gradually participants would be able to communicate better while their listening habit would also develop.’

However, for better and effective communication, enhancement of language skills is needed. Civil servants must have a very good command over both Bangla and English language. More importance should be given on communicative English in Foundation course. Our workshop participants, BPSC members and one educationist maintained similar views. It is more evident from the following text:

‘It is disheartening that majority of our young officers struggle speaking English. They must be skilled in communicative English. Six-month long FTC is a very good opportunity to develop their English communication skill. You have IELTS in the course content. Will you send them all to other countries for higher studies? Will they all go to other countries for higher studies? Those who will go for higher studies only they need to prepare themselves for the IELTS and they will do it on their own. Practicing IELTS will not enhance English communication skill. IELTS is their individual requirement for academic purposes but communicative English is essential for all civil servants They all might have to interact with people from other countries who do not know Bangla. At this situation English is the only means. Our officers are poor in Bangla as well specially in writing and selling. Therefore, learning languages should be covered in the FTC.’

Another educationist, a BPSC member and a former Senior Secretary maintained:

Civil servants must be smart, must be the role models in their respective work places particularly for the young generation, for the students of that locality. Language skill is one of the marks of a smart civil servant. They should have a good command over both Bangla and English language. They must be polished in their words and pronunciation. Civil servants must be well-conversant in both Bangla and English in articulation. They also are required to be smart in their attires, gesture and posture.’

Language and use of words are important for meaningful communication. Equally important is active listening. Some of our respondents, especially the workshop participants opined, since civil servants are decision makers and service providers, they must listen to the citizen with patience. One of our interviewees who used to be a psychologist noted ‘help’ and ‘support’ are two different words with similar meaning but their connotation is quite different. Civil servants need to be careful about use of words. Active listening is a must for them. He is of the view

that active listening sometimes serves as antidote, more than proving solution. It is the super skill that requires paying attention to the others, understanding their needs, realizing the urgency and providing feedback effectively. One interviewee mentioned that:

‘Civil servants must listen to people to understand them properly. If they do not listen, they will not realise their needs and development priorities. They will not be able to engage them in decision making. Their engagement in decision making would create belongingness to public institutes and government initiatives in them. Listening to people would give them the opportunity to feel their sufferings and to settle their problems. Listening to people is helpful towards providing practical solutions and pro-people decisions.’

Listening to people is a kind of recognizing importance of citizen as key stakeholder of development initiatives of the country. There is no doubt that citizens are the most important and it is obvious that they should be valued properly.

Valuing people means valuing their experience and wisdom. Citizen-centric development initiative is a much-talked dimension which actually means community-based development effort. For materializing community-based development, emphasis is given on utilising local wisdom and available local resources along with co-management of local people. Involvement of local people is very important. Majority of our workshop participants viewed that involvement of local people creates belongingness to the development activities and their belongingness is important for sustainability of development efforts.

5. Understanding broader vision of the government:

Every civil servant must have clear understanding about the development vision of the country. Knowing these visions better and understanding corresponding activities, role of public employees, citizens’ engagement, etc. are helpful for yielding better results. Clear understanding of development vision would help them better contribute in changing of people’s socio-economic condition. One of the interviewees, a former Senior Secretary opined that civil servants must know government’s vision. For him:

‘Today’s civil servants are tomorrow’s leaders. In course of time they would be holding the higher positions in the hierarchy. They must be trained in such a way so that they can foresee future and can undertake initiatives well ahead of time. They are the strategic partner of the government visions which are set to continuously progress.’

Unless civil servants know development vision of the government properly, they will fail to contribute expectedly in translating the vision into reality. Their failure will cause sufferings to people. Therefore, they must have clear understanding about the plan documents of the government.

6. Skills for social and behavioral study of citizen:

Immediate supervisors of probationer civil servants underscored that civil servants must realize social and behavioral aspects of citizen in order to understand the social context of working area. This helps undertaking the citizen-centric decision of implementing policy instruments. Knowing citizen requires continuous interaction with them. This minimises gap between service seekers and service recipients. An interviewee emphasised learning people's behaviour:

‘Civil servants must change their attitude. Some of our civil servants do not respect others. It is their attitudinal problem. FTC design must include behavioural governance related issues. Personality type test should be done to identify personality types of each participant and measure can be taken to address individual weaknesses with individual strengths. Such test would help them understand other's behaviour also. FTC curriculum needs updating incorporating topics pertinent to behavioral governance.’

For understanding people's behaviour, they must have theoretical knowledge about the socio-cultural and historical background of Bangladesh and its people. A psychologist observed:

‘Knowing anthropological and sociological background of Bangladesh is crucial for FTC participants. Theoretical understanding about these dimensions of people would help them understand their context and culture quickly and behave with them accordingly.’

They must have the mentality to interact with people, listen to people, take them on board. Almost all of our interviewees were of the view that during district and upazilla attachment programme probationer civil servants can talk to service seekers, can listen to their sufferings in getting services. They talked of empathy. One of the Senior Secretaries, we interviewed, clearly articulated his idea in this regard.

‘Listening to the sufferings of the people might be helpful in creating empathy for them. You can ask them to submit reports in their own words about the feeling they had in their mind after listening to the sufferings during their interaction with service seekers. Empathy building is a must. This cannot be

done by delivering lectures only. I think interaction with the underprivileged may influence them.’

Some of our workshop participants and interviewees opined that there is a tendency among some of our young civil servants that they even do not value other civil servants. All civil servants are appointed through the same process. They all work under same governance structure for attaining some common goal. They must respect each other. One Secretary to the government opined:

‘FTC design must include measures to give participants more interaction opportunities among them. It has to be both formal and informal. Continuous interaction among them will develop the bonding of friendship. If friendship is developed everything would be fine.’

7. Developing problem solving skills:

Supervisors of entry level civil servants opined that young civil servants should learn some basic issues of administration and financial management from the FTC. These are believed to give them idea and expertise about how office is run and what basics skills are required for that. Supervisors of probationers and many interviewees observed that civil servants should have very good problem solving and decision-making skills. They expressed their frustration that many young civil servants struggle in making decisions. They must understand problems more practically and such understanding of the problem may provide proper grounds to actively contribute to the problem-solving agenda. An interviewee emphasized learning problem solving skills in non-conventional way:

‘Civil servants should also work on non-conventional ways as the problem-solving dynamics are quite diverse and constantly changing. It is not an issue of teaching through lecture rather it can be learnt through engagement in workshops, mock office preparation. The non-conventional ways to training might enable them to lead a team and convince them.’

A business representative and one senior civil servant observed the issue a bit differently:

‘Civil servants cannot and are not in a position to say ‘no’. Somebody may visit them with some problem which is not related to their desk. In that case they can contact the concerned desk official and can ask to settle the issue. They also can politely explain the visitor about the matter. Such behaviour will enhance the credibility of civil service and is essential for creating positive image of civil service.’

For them this type of practices should be the regular practices of FTC management through which participants will learn such approach. As the problems are diverse and contexts are changing, civil servants require different problem-solving skills. One of our interviewees maintained:

‘Civil servants should have the skill to ‘de-learn’. They have learned many things from the environment, society and organizational culture. Beyond their such learning there are other learnings as well. They need to explore those. For example, in an office some people are habitually late. But there are also some people who are habitually in time in the office. They need to take them as role models. This is de-learning which may divert them to think differently and positively.’

Civil servants are always in leadership positions. They lead teams to accomplish their tasks. As leaders it is their responsibility to settle problems, to serve people. They must develop problem solving skills and provide better services to the people. They must have the skill to effectively lead the team.

8. Enhancing language skills:

From the very beginning of their career civil servants hold leadership positions. Being leader, civil servants must have good communication skill. Good communication requires good command over language. Language skills are very essential for effective communication. They must be well conversant on both Bangla and English. They must have the skill to speak languages flawlessly and confidently. This language skills includes for areas such as speaking, reading, writing and listening. Position in the society makes a civil servant the role model for many others. As such, they must be very smart in their articulation be it Bangla or English. An interviewee mentioned that:

‘Language skill is one of the qualities of smart civil servants. They must have good command over language skills. They must have a good command over both Bangla and English. They must develop language skills. Every civil servant must be well-conversant in using Bangla words, not in local dialect, or wrong pronunciation. It is a good skill to convince others, to motivate others and most importantly to influence others. A civil servant must know both Bangla and English well. During their time in FTC they can practice correct pronunciation and articulation. FTC design must include language learning skills.’

9. Acquiring motivational skills:

Civil servants are organisational leaders. They are expected to be change-makers. Their organizational position is entrusted with some designated tasks. In accomplishing those tasks, they need support and cooperation from all concerned. Being leaders, they need to motivate others and keep them on board. They all are team players. Motivating team players is one of their tasks. They must have leadership qualities. Leadership does not mean traditional style of command and control anymore. Now leadership means motivating others. They must be equipped to lead, to facilitate and to decide. Many of our interviewees and workshop participants emphasised the need to give more emphasis on leadership and strategic management. They observed that leadership traits cannot be instilled only through lectures and presentations. Demonstration is also required. For them:

‘Role models of different departments who significantly contributed in their department in terms of service delivery, improving people’s wellbeing and innovations in business process can be invited to share their experiences in FTC as resource persons. Such event would give FTC participants, a platform to learn from the experiences of role models and also to learn how the process was undertaken and implemented.’

A similar view was echoed in the following articulations of other two interviewees of our research, one member of BPSC and one Secretary to the government:

‘There are many civil servants who are role models but we do not know that much about them. May be their initiative is not that much but had huge impact. You can arrange motivational speech series with those civil servants, the change makers. They can be asked to share what they did and what was the impact of the initiative they took. They can share their motivational factors that influenced them to go for the initiative that made the change. Irrespective of cadre identity you can invite them to talk to the participants. You also can develop some cases with the initiatives of the change makers. Participants can work on those case studies. These might be motivating factors for them as well.’

Along with civil servants, business entrepreneurs who struggled and through their contribution to the society became role models can also be invited as observed by another interviewee, an eminent educationist of our country.

‘ ...inviting business entrepreneurs as guest resource persons and listening to them might be motivating for the entry-level civil servants. In their speeches they can share their success stories, challenges they faced and way outs behind

their success, their expectations from the government, their contributions in nation building, etc. can influence young civil servants.’

One Secretary to the government was more open and argued that probationers must listen to successful persons from all walks of life. He maintained:

‘We have many persons in our country who came out successful in different fields and emerged as change-makers but we do not know that much about them. We should not confine ourselves within successful civil servants or business entrepreneurs who to an extent belonged to the privileged group. We can find out those self-motivated persons, who are working at different parts of the country and have emerged as the change-makers. There are many well-known personalities in our country for example school teachers, social activists, etc. maybe they are recognised nationally for their contribution or yet to be recognised at national level but locally people know them for their contribution. We can invite such persons to share their stories with our young civil servants. I believe their stories might be inspiring for them. Their real-life stories will indeed have more impact on them. Participants even can be attached with civil society organisations or organisations working with disabled persons for a short period of time. Such attachments can also contribute in motivating them’

Mere lectures are not enough to make probationers motivated. Since they are leaders, they are required to be motivated as an individual and need to motivate others as leaders. We hardly remember academic lectures and, in some cases, these become boring events. Alongside academic presentations on motivation, we can arrange motivational speech series with the change-makers of different sectors of the country.

10. Acquiring skills for working in team and leading a team:

Providing services to people is a collective effort. Service providers are to work in a team environment to perform a task and provide services to people. All team players have some designated roles and accomplishment of those designated roles results in the completion of the task. Many of our respondents, especially workshop participants observed that the responsibility of team leader is to get every team player in active role. Everyone in the team must utilise respective skills and competencies. Civil servants as team leaders must know how to get team members involved in the process. They must know how to motivate other colleagues, how to influence others and lead from the forefront towards accomplishing assigned task. They must know how get the best performance from team players. They must have the skill to engage them effectively. One senior bureaucrat maintained:

‘...**proactive role** of participants in accomplishing a task is vital. The role of supervisors is very important to instill task completion skills and attitude. Supervisors are required to lead from the forefront, set examples and motivate others in the team so that they perform the best. Supervisors must develop leadership qualities in them.’

For them leaders are themselves good planners, good workers and active listeners. They lead, plan, act and influence others to act. They opined that FTC must have efforts in instilling leadership qualities in the young civil servants through academic and non-academic interventions. For them motivational speech series can also be arranged by motivational leaders who will share their success stories, their roles in the event. They also will tell their failed cases and will share the reasons of failure. Cases can be developed also for presenting in classroom sessions for discussion and analysis. One interviewee, a civil society member opined that:

‘Leadership as a skill should also be taught through role play in a given situation. In the FTC participants of a section can be split into sub-sections. They can be given a role in a practical problem and can be asked to solve the problem engaging and leading team members.’

Interviewees, specially educationists, civil society members, senior bureaucrats emphasized that every civil servant should have some necessary skills of leadership so that they can lead team to achieve goals of the government and can be the role model for future generation and their other colleagues. For all of them probationers must learn leadership from FTC.

11. Maintaining physical fitness

Many of our interviewees talked of enhancing mechanisms for increasing physical fitness of civil servants. Similar views were also echoed in the workshops we conducted for data collection. Both interviewees and workshop participants opined that physical fitness is a must for any civil servant. For them, PT sessions are also hugely contributing in developing friendly relationship among different cadre service members. One of our interviewees, another legendary civil servant and an educationist while talking to us started talking about physical fitness of civil servants. He opined that our civil servants are getting habituated to sedentary life style which adversely affects their physical fitness. For him they are not that fit physically. Unless they are physically fit, it is difficult for them to work properly. They must develop the habit of early rising. He maintained:

“First of all, I would like to put emphasis on physical fitness. New entrants must be physically fit to discharge their duties. Physical fitness of our civil servants is not up to the level. They must maintain physical fitness rigorously. More emphasis should be given on physical training and games. Academic lecture on PT is not at all required rather benefits of physical exercise should be demonstrated during morning PT session. Civil servants should develop the habit of physical exercise from FTC. The most important aspect of PT is developing friendship across the civil service members. They need such friendship throughout their career. For encouraging participants in PT activities, course management team members can also attend morning PT.”

There is no denying that physical training of immense importance in FTC. Civil servants must develop the habit of physical exercise from the FTC. Regular physical exercise is most essential to keep the self physically fit. Demonstration and practical lessons on PT are more effective than that of academic discussions. Regular PT session is also hugely contributing in developing the bonding of friendship among the members of different civil services.

12. Developing understanding in required academic inputs:

The governance scenario has had tremendous changes over the years. There is a growing demand from all corners to the government to perform better, be more responsive to citizen needs, be transparent in their functioning, and to enhance the opportunity for the citizen so that they can participate more in the development and implementation of development policies and programs. A vast majority of our respondents maintained this view while they were sharing their views with us about the learning needs of our young civil servants. Two of our respondents, one Senior Secretary, who worked at all the tiers of filed administration and one former senior civil servant who mostly worked with development planning in the country echoed similar thinking as evident from the following articulation.

‘The traditional command and control style of governance does not work now. Government now has to think of the civil society groups whenever the issue of actions and decisions arise. Information technology revolution is continuously reshaping the landscape of governance, transforming the tools and mechanisms of governance and has introduced the era of e-sheba. The media is now playing more pervasive role. Access to internet has brought the whole world into the grip. Implementation of the Right to Information Act 2009 has hugely empowered people to demand improved governance. Government has to align its national development vision with global development goals. Much attention has to pay to global interdependence and interplay of national policy and global environment. All these together have made the working

environment very multifaceted. Keeping these ever-changing dimensions in consideration, civil servants must update themselves and get themselves ready.’

Civil service new recruits join the service with diverse academic background. Recent past evidence shows a growing tendency among pure science graduates of taking civil service jobs. A vast majority of the new recruits in the general cadres of civil service are doctors, engineers, agriculturists and others having pure science background while the portion recruits with social science, arts and commerce education is gradually decreasing. However, despite such academic diversity throughout their career they will work within the same governance structure. Many of our respondents and workshop participants opined that they should have a common understanding about the governance structure of the country. They should get familiarised with the origin, development and current state of affairs of Bangladesh in terms of its history, society, culture, governance structure, legal framework and economy. They should have a common understanding around these dimensions of the country. One of our interviewees, an eminent educationist of the country had the view that:

‘At all stages of service, a civil servant is required to have a deep understanding of the history, society and culture of Bangladesh. As civil servant one is also required to learn public administration in Bangladesh, the basic legal framework, the basic economic features and development policies. These are the fundamental issues related to the country and a clear understanding on these issues is required as an officer for better realising own work environment and for performing own tasks better. Civil servants must have a deep understanding of their role in the system of government and politics and of the machinery, processes, procedure and functioning of the government. They must have a clear idea about the interplay of government, media, civil society organizations and private sector in the shaping of policies, programs and their implementation.’

For him, imparting a very broad perspective relating to history, society, public administration and economy of Bangladesh is very important. Another interviewee and a legendary civil servant and an eminent educationist opined:

‘Bangladesh has a very rich cultural heritage of thousand years. Young civil servants must be made aware about this glorious past in the FTC for giving them some sense of pride and belongingness. They should get acquainted with the history and heritage.’

In view of the pace of globalisation and global interdependence, the interplay of national policy and changing global environment should also be included in the content of FTC. All interviewees were of the view that every civil servant should have a thorough knowledge about the Constitution of Bangladesh. One of our interviewees, a constitution expert and analyst maintained:

‘Constitution is the basic law of the country, the socio-economic and politico-legal document. All other laws derive from the constitution. Since it is the source of all public values and is related to ethics, the Constitution of Bangladesh should be an integral part of the FTC content.’

Many of our interviewees opined that broad and general aspects of public administration, delegation and decentralisation and the essential tasks to be performed in administration, organisational set-up, characteristics of bureaucratic organisations, etc. should be covered in FTC. Inter-cadre coordination is another important topic and is of immediate relevance to the participants of FTC who belong to various cadres of Bangladesh Civil Service. They also are required to learn the organisation and mandate of other cadres. One Secretary to the government maintained:

‘Irrespective of cadre identity, one has to perform some general tasks related to personnel management, office management, financial management and procurement management. As such, FTC participants should have some clear understanding with regard to these management issues.’

Many of our respondents noted that the role of government is fast changing. Its role is now more of a facilitator. Many of the essential government services are increasingly going to the private sector. In this changing domain the task of the government is to create an enabling environment so that private sector can play their role at an expected level. Government has to facilitate the environment but has to ensure a regulatory framework as well since it is responsibility of the government to ensure that public interest is not compromised. Civil servants should be well aware of the changing role of public and private sector. From the very beginning of their career they should be well updated about this increasingly changing governance scenario of the country.

Economic thinking is significantly influencing the new public management. Managing the economy is one of the most important aspects of governance. It necessitates the inclusion of

basic economic concepts, both in the field of micro and macroeconomics. The following articulation of one of our respondents illustrates this thinking.

‘It is important civil servants will have a sound understanding of the global economic environment and its impact on economic development of Bangladesh and of development experiences of some other, particularly Asian countries. They must know global development thinking and how these are aligned with our economic development approaches.’

It is evident from this articulation that civil servants must be updated about the global development agenda like SDGs and alignment of SDGs with our development initiatives. They also need to know comparative development experiences of countries that were at our level a few decades ago and now have exceeded us a few years ago. Our workshop participants and some other respondents were of the view that such issues should be included in the FTC content. One of our interviewees opined that:

‘Contemporary economic thinking has significantly influenced the new public management. New recruits should study political economy, the relationship between individuals, government and public policy.’

They also opined that efforts should be taken in the FTC to improve qualitative and quantitative skills of FTC participants. These skills in planning and implementation are very important for a proper appreciation of the tasks to be undertaken. For them, civil servants required to have analytical ability and judicious mind. Inclusion of activities like book review and oral presentation obviously are helpful in developing analytical ability and presentation skill. Inclusion of language learning programme is also very effective in improving their presentation along with communication skills. However, the study and review of books should be strengthened and more classics and inspirational books should be selected for review and presentation.

A vast majority of our respondents commented that information technology revolution is continuously redesigning the form of governance and transforming the machinery and tools of government. They opined that orientation to IT and e-governance is of great importance in the FTC to enable the participants respond to the new work environment emerging from IT revolution. They also should have sound understanding on issues related to disaster management, environment and poverty for making the course holistic in nature.

Knowing the national and international background helps understanding the total environment and perspectives where civil servants will be working. Civil servants while undertaking any development initiatives or decision can think to make those more effective and sustainable. Similarly, while negotiating with the international bodies, civil servants can understand and realize the international perspective and decide based on grounded realities. Civil servants must have analytical skills of understanding historical groundings which are precondition of nation building. An interviewee, a renowned professor noted:

‘There is absence of good governance to an extent in the society which needs to be restored based on the learnt knowledge and practices. They must know and internalise the history, society and culture of Bangladesh. Global trend and international historical perspective may contribute broadening their knowledge horizon and subsequently help them widely acceptable decisions based on evidences.’

A major portion of development budget of the government is spent for project implementation and procurement. For obvious reasons, civil servants will be involved with project and procurement related activities at some or other part of their career. Some of our respondents opined that they must have some clear idea about these two distinct but interrelated activities. FTC content should include such issues for discussion for the participants.

13. Learning ethics and values:

In order to provide citizen-centric effective better services to people, ethical values serve as the fundamental aspect on which the total service infrastructure is designed and set. This boasts the morale standard of civil servants and creates the ownership of mass people. This morale lessons must be infused at the foundation level. There is no denying that decision making and providing services to people involves multiple stakeholders. The decision maker must maintain the ethical standard of individual privacy and privacy of personal data. They also are required to ensure that privacy of public documents is also ensured.

Almost all of our respondents including civil society members were very critical and expressed their concerns about the attitude and working style of many young civil servants. Many of our workshop participants concerned that quite a few of their junior colleagues do not behave and perform in a manner that commands respect. They are very judgmental about

people outside their service and are unwilling to respect differences, to interact with outsiders. They stressed the need for development of proper attitudes of our young civil servants and instilling normative values and ethics in them. One of our respondents opined:

Civil servants are assigned to provide services to mass people following some standard procedures aligning with conditions of rules and regulation. They must understand the real meaning and realise the necessity of providing services appropriately. Misunderstanding or wrong-understanding of the rules and regulations with or without misguided intension may influence the decisions and outputs, may hamper the process and harm people's wellbeing. If civil servants try to satisfy vested interest group, the ultimate beneficiaries would not be able get proper services from the bureaucracy. Dissemination of relevant conceptual issues of public policies through effective methods is highly appreciated. However, morale must be strengthened through ethical training.

There are some formal academic sessions with regard to ethics and values in the FTC content. Some of our respondents opined that mere lecture is not enough to instill ethics, values and attitudinal dimensions expected of civil servants. They were of the view that standards and norms prescribed in the Conduct and Disciplinary Rules should be meticulously enforced. They should have clear understanding of Conduct and Discipline Rules. This can be done in the FTC. In addition, one of our respondents, a civil society member maintained:

'Every individual civil servant should maintain high standards of discipline. They must practice self-discipline and must be respectful to personal conduct like being punctual at all times in attending office, being accessible to people, and working with dedication to complete all assigned tasks within the given timeframe. FTC should have mechanisms to infuse these dimensions in the probationer civil servants.'

For him, it is necessary to take systematic efforts to inculcate the right values, ethical standards, normative behaviour and strength of character.

'For building strength of character, specially integrity, moral courage, objectivity, impartiality, neutrality and discipline, probationers can listen from personal examples. Well-known role models and social activists can be invited to address probationers on ethics and values and to interact with them. BPATC also should demonstrate practice of such attributes through different activities for the participants. These might be helpful for them.'

Taking the fundamental base of the constitution, the principle of equality for all, civil servants should learn how each and every individual would be treated equally irrespective of their

identity. It is about treating all equally. One of our respondents, a former senior secretary, presently a member of BPSC opined that:

Treating all participants equally is one of the beauties of BPATC. This can be a demonstration for FTC participants and they can be reminded how BPATC is practicing such behaviour in all its dealings.’

Acceptable behaviour is also linked to use of words in dealing with people. Every civil servant must know and use exact words while talking to others. One of our interviewees, a psychologist by profession explained:

‘Using words in dealing with people is also an important issue that civil servants should learn from the training field. It is beyond the communication skills as the projection of words, consequences of word projection may yield different results. Non-verbal language (NLP) plays strong role. A separate module about behavioural governance addressing this and other ethics and value related issues can be introduced in the FTC design.’

For him a separate module related to behavioural governance can be included in the FTC content to give more inputs about ethics and value related training. He was of the view that personality and behavior, psychology of interpersonal relations, values and ethics motivation, etc. are some of the topics that can be included in this module. Personality test or self-analysis is also a very important issue and can be added in the module. One of the dimensions of this test is related to values. Once value issues in terms of priority identified by the participant is identified, interventions can be designed for personal development. Another interviewee, one of the legendary civil servants of our country talked of sharing from different religious scriptures about ethical issues in the course design. For him

‘At least one session can be arranged for discussions on ethical learning from different religious scriptures with participants. Such messages from the religion might be motivating for them.’

Although ethics is an abstract issue and usually comes from religious, social and educational institutions through practices starting from childhood and school days many of our interviewees reiterated the institutionalization of ethical practices in institutions and civil servants should be given the opportunity to learn these abstract attributes from institutional demonstrations as well.

Another interviewee maintained similar view but proposed different way of dissemination. For her, mere words do not work. We can talk and can try to teach ethical practices, there is not that much evidence that such efforts give results. She maintained:

‘... ‘traditional’ way of teaching [ethics] is not working. These are normative words like proverbs taught at school and in other settings and are hardly found effective in action and words. The content should be designed in such a way and should be linked and delivered in such a way, that they can realize the demonstration of ethical issues during the training and can link these issues with their day-to-day life and activities.’

Maintaining ethical values means being duty-bound, responsible and responsive. Efforts should be made through the FTC to make probationers aware about ethical issues. It does not necessarily mean inculcating absolute positions about ethical standards that one is required to take in a given situation. It is not meant for giving answers to all questions rather provide them with prescriptions, ideas and methods relating to ethical values. In such context the mechanism can be introducing relevant codes of ethics and conduct, training, and leadership by role models from different corners of the country.

4.6.4 Experiential views about continued training for the civil servants

Usually probationer civil servants start their career with the FTC. After the FTC they go for professional training at respective training organisations or offices. Ministry of Public Administration (MoPA) nominates officers for the FTC. Some of our interviewees, opined that officers of one batch should be sent for the FTC at a time. One of the basic tenets of the FTC is to develop solidarity among various cadre service members. They were of the view that attending FTC together is a life time event for them and staying together for six months is a great opportunity for all cadre members of a batch for developing solidarity among them. Such solidarity is very essential for them for performing respective tasks since they are mutually dependent for providing services to people.

After the FTC there is a long gap of training for the civil servants. Apart from professional training, there is hardly any training arrangement for them. After the FTC the next training is the Advanced Course on Administration and Development (ACAD) meant for only those officers who are promoted as Deputy Secretaries after completion of twelve to fifteen years of service. That’s a very limited number and a vast majority of the civil servants do not get any training opportunity for years. At least for around twelve to fifteen years of completion

of the FTC no civil servants get any training opportunity to refresh and update their required knowledge. Unless their knowledge is updated regularly it is difficult for them to know the latest developments in the realm of knowledge and perform accordingly. Against this backdrop, a few of our respondents opined that after five years of completion of the FTC a training course of may be two weeks duration can be arranged for the civil servants. For them, this a must for better service delivery for the nation.

4.6.5 Experiential views about the need of quality trainers

BPATC is termed the apex training organisation in the field of public administration training in Bangladesh. It is obviously apex at least in terms of the range of training it conducts for the civil servants of the country. BPATC is mostly staffed with directly recruited trainers while a portion of the faculty members are posted on deputation who are posted for three to five years. Some of our respondents opined that for conducting quality training BPATC must have quality trainers. One of our respondents, a legendary civil servant of the country opined:

‘From my own experience, as former Director (Administration) of BPATC, I know, talented academics are appointed in the faculty cohort. Recruitment of talented academics is not the end in itself. Authority must take necessary steps for their further development to enhance their capabilities so that they can provide better quality training. Arrangement of higher studies facilities at reputed overseas universities and training in home and abroad is most essential for their development as trainers. Career plan for the in-house trainers must be well-defined and timely promotion must be ensured. Work experience as trainer can be considered an added value for promotion in higher posts for those who work on deputation.’

A close look into the BPATC recruitment policy reveals that to an extent it is not favourable for in-house faculty members. Their opportunity of promotion to higher posts is limited and is not rational. Some aspects of the policy create discriminatory results among in-house faculty members. There is no specific faculty development plan as well. Unless these issues are addressed it will be difficult to retain talented academics or they will remain demotivated. On the other hand, working in BPATC on deputation has no implication on career progression for deputed officers. If these two issues are linked, brilliant civil servants will feel encouraged and motivated to share their experience and expertise for making training courses better. Addressing all these issues is essential for ensuring quality training which is most expected.

Chapter V: Conclusion and Recommendation

5.1 Introductory Note

Anecdote sources reveal many frustrating comments about the attitudes and working style of some civil servants. Many of our civil servants and civil society members are frustrated on grounds that some young civil servants are not respectful to others; their behaviour does not command respect; they are not that much willing to interact with outsiders; they are insensitive to the problems of the poor and the under-privileged and above all they are not well aware of their constitutional obligation. Such observation indicates attitudinal problems and lack of required knowledge of the young civil servants. It also raises finger at the appropriateness of the FTC in addressing the issues in question relating to young civil servants. Appropriateness and effectiveness of the FTC is linked to identification of training needs of the new recruits and corresponding course design. According to training literature, effective training outcome depends on training needs identification and appropriately design training course. Our senior civil servants and policy makers also talked about training needs assessment of our young civil servants and accordingly design the FTC.

In understanding the training needs of the new recruit civil servants, our idea was to collect data from all credible sources and in all dimensions for a 360-degree coverage. We identified civil service new recruits, their immediate controlling supervisors, BPATC faculty members and trainers, service recipients of public offices, senior bureaucrats and civil society members as our key stakeholders for this research. We started this research collecting data from probationer civil servants about the extent of correlation between the existing contents of the FTC and their training needs. Thereafter we concentrated on learning the views of the immediate controlling supervisors of probationer civil servants along the same line. We collected data around our research from these two groups in quantitative form. We have detailed the analysis of all quantitative data in chapter-IV and chapter-V.

We did an extensive literature review and developed our conceptual framework and research design. The conceptual framework we developed for this research comprised five key components among which, we perceived FTC very critical for inculcating the notion of four components in the minds of our probationers. We developed four key themes and supplementary one to each key theme for the supervisors of civil service new recruits and our key informant interviewees-the policy makers and thinktanks of the country. Following were

the thematic issues we developed for our research relating to the four components of our conceptual framework that are linked to the FTC:

- ❖ Identification of areas where each probationer should have knowledge relating to citizen focused and service delivery approach.
 - Identification of inputs/approaches/topics that need to be included in the FTC content for instilling citizen focused and service delivery attitude in them.
- ❖ Identification of types of administrative and managerial efficiency that the probationers require for discharging respective tasks.
 - Identification of inputs/approaches/topics that should be included in the FTC content for enhancing their administrative and managerial efficiency?
- ❖ Identification of knowledge areas where each FTC participant should have command relating to leadership and teamwork ability?
 - Identification of inputs/approaches/topics that need to be included in the FTC content for enhancing their leadership and teamwork ability.
- ❖ Identification of areas where each FTC participant should have knowledge relating to ethics and values.
 - Identification of inputs/approaches/topics that need to be included in the FTC content for enhancing their ethical standard and values.

Alongside collecting quantitative data through questionnaire from immediate controlling supervisors of probationer civil servants, we conducted workshops with them. BPATC faculty members and trainers also attended one workshop. Since immediate senior civil servants supervise the activities and evaluate the performances of probationer civil servants, they were invariably very important respondents for us. They closely interact, supervise and monitor them, and as such we regarded them vital sources of information with regard to identifying training needs of probationer civil servants. This group of people also are the main windows of viewing people's attitude and understanding their level of satisfaction on the services provided to people by them. They are in the position to guide and influence entry level officials, motivate them to work and to train them how to perform. They know the best regarding the lacking in their subordinates and the areas where they need training. Opinions of trainers, specially of faculty members of BPATC were also considered important. They conduct training sessions for probationer civil servants, monitor and interact with them frequently. They also are in a position to talk from their individual experience about the training needs of new recruits. We conducted three focus group discussions with nineteen participants representing all nineteen cadre officials who attended the 75th FTC. One member

from each cadre attended the FGDs. Our intention through the workshops and FGDs was to learn views and ideas of participants around the thematic areas presented above.

We considered views of service seekers very important to learn about the civil service new recruits with regard to their behaviour, attitude and performance. In our thinking they were the right person to tell us from their individual experience about young civil servants who they meet for getting services. With this view in mind we talked with service seekers to learn their experience about civil servants. We met them at or near different government offices which they visited for services.

We conducted key informant interviews with senior civil servants, BPSC members, university teachers, civil society members, etc. We have synchronized our findings of workshops and interviews with these group of respondents and presented together in this chapter. We have detailed here all qualitative data generated through workshops, FGDs and key informant interviews. However, the following section of this chapter deals with analysis of existing content in terms of volume and availability of time.

5.2 FTC content in terms of volume and duration

Analysis of the existing content of the FTC in terms of volume and available time for academic sessions demonstrates a frustrating picture about the design of the course. Literary evidence suggests that the existing content of the FTC is overburdened and number of topics for academic discussions at classrooms included in the course design is more than that of available time for conducting classroom sessions. Some of our key informant interviewees also observed that the content is overburdened and it requires adjustment. Majority of them commented that FTC is not any knowledge-based training programme. In its true sense, the intention of the course is not enriching the participants with academic knowledge rather from this course they should learn the meaning of being a civil servant and the governance structure within which they have to work throughout their career. They further commented that the existing content is too much theoretical and in many of the cases has very little relevance with the realities. Theoretical presentation makes participants exhausted very quickly and they lose their interest as well as attention. Academic sessions become extremely monotonous, one-way traffic and the resource person gets disconnected with them in the session. Such observation, to a great extent, is the reflection of their experience with regard to the FTC. To address such situation and to make training sessions more meaningful and effective, resource persons must have

efforts to make presentations lively with the blending of theoretical aspects and real-life examples. They must make academic discussions more interactive to make participants actively involved in sessions.

However, examination of the existing contents reveals that from among available 120 working days 34 days are required for various course formalities, field visit and attachment programmes. Therefore, although the duration of the course is 180 days, only 86 working days are available for conducting academic sessions within the FTC design. If 05 hours (2 hours each before and after morning tea and 01 hour after lunch break) are utilised every day for academic sessions, number of available session hours in 86 working days is 430. However, 412 hours are required for conducting sessions on all topics included in the course design. Beyond academic sessions, at least 20 additional session hours are required for holding examination/assessment activities for assessing participants' performance in different modules. Apart from academic sessions, participation in morning physical training and afternoon games every day is mandatory for all participants. Furthermore, giving feedback about various course activities specially about performance of every resource person who conducted session is a mandatory task for each course participant. They are to do this task every day and such activity also requires some time. Apart from participation in various curricular and extra-curricular activities, participants should be given adequate time to study on their own. Therefore, it is apparent that there is mismatch between the activities included in the content of the FTC and the hours available for accomplishing these activities. For obvious reasons it is not possible to accomplish all the activities within available time frame let alone giving participants time to study on their own. Addressing such mismatch requires alignment of the content of the FTC with available time along with giving participants' adequate time to study on their own. It requires prioritisation of contents for alignment with available time.

First task in this regard is to identify the academic course inputs aligning with the course objectives. Analysis of feedback by both graduated and prospective FTC participants about the existing content of the course with regard to their level of requirement and existing level of knowledge in each topic covered under different modules is extremely helpful. Data reveal that integrated mean gap between required level of knowledge and existing level of knowledge is respectively 1.14 and 1.28 for the graduated participants and prospective participants. In their assessment, existing level of knowledge is lower by 18.98 percent and 21.40 percent than that of their required level in the areas covered under different modules respectively for graduated

and prospective participants. Their feedback reveals that the issues covered in the course design as academic inputs are responsive to their needs although for some issues they expressed negative value in terms of requirement. For example, the gap between their requirement level and existing level of knowledge on topic titled 'National Poets and Writes' of module-01 is very less. This is likely that since for appearing at the BCS examination they are required to have a clear knowledge and understanding about such issues, they felt this topic is not that much required in the FTC. One of the modules of the course is 'Physical Conditioning and Games'. In their assessment, interestingly, their existing level of knowledge is higher than that of their requirement level except topic 'Stress Management'. From their assessment it can be argued that they are not willing any theoretical lecture on these issues rather these can be shared during physical training and games activities. They expressed similar views for some other issues included in the course content.

5.3 Setting the objectives of the FTC

The form and contents of the FTC conducted at BPATC and that in other countries discussed in the literature review chapter give us indication about the type, nature and objective of the course. This training is meant for positioning the new recruits into the structured system of government. Views collected through qualitative interviews from senior bureaucrats and others also give us indication about the form and content of this course. FTC is the initial training on entry into government service and is a compulsory training programme for all civil servants. Both existing literature and interview data denotes that FTC is a very generic type of programme. Through this training probationers get to know each other and about the governance structure of the country. Civil service new recruits, the participants of the FTC, for obvious reasons are of diverse background. They are the diverse group of people in all dimensions namely, familial, social, economic, cultural and educational background. In terms of educational background, we have seen from data presented in chapter-III how diverse they are. A vast majority of civil servants are coming with such technical educational background as engineering, medical, agriculture in non-technical civil service cadres. Despite all these diversities the commonality in them is that they have to work within a common governance structure guided by the constitution, the mother law of the country. Civil service is rooted in the constitution that sets the vision for services. Constitution is the norm from which other norms derive. Constitution sets norms and behavioural dimensions for all civil servants who are required to support each other for accomplishing respective tasks.

They will be working together interdependently in performing respective cadre-oriented duties during their life-time of service. Some of our interviewees observed that their interdependence in accomplishing their respective duties and responsibilities smoothly necessitates developing a close relation and friendship among them. They need to develop a strong bonding among them. Their interdependence during their life as a civil servant requires instilling the sense of *esprit de corps* (the feeling of pride and dignity in belonging to a group and a sense of identification with it) in them.

Before joining civil service, either they were students or were engaged in other job beyond civil service. A student through a competitive examination steps into the structured system of government about which (s)he has hardly got any idea. As such, for obvious reasons, at the very early stage of career she/he needs to get oriented with the governance structure and system of the country. FTC is the platform to orient civil service new recruits with the governance structure of the country. FTC acts as a bridge between the student life and the life of civil servant. It is the means that facilitates the transition process of probationers and sets the foundation to ease the process of their entry into the government system. In fact, FTC is a process of seasoning a new recruit in government service and satisfactory completion of the FTC is one of the indicators of transition of a new recruit from a probationer to an officer.

Since they are new in government service with little or no conceptual understanding and clarity about the structure and operational procedures of the government system, FTC should have components to orient the new recruits with knowledge and skills in the fields of modern administration and management. It is also essential to make them aware about the environmental framework within which they will be working. Therefore, another objective of conducting FTC should be to augment their knowledge about the constitutional, political, economic, social and cultural framework of the country. They have to have a common outlook and understanding with regard to their complementary roles in administration and management. They are required to acquire qualities and attributes which make a civil servant proficient in discharging duties. Throughout the life-time as a civil servant, they will frequently have to interact with different clientele groups of the society. It requires acquiring proper attitudes and appropriate norms of behaviour befitting the service. Therefore, they are required to have certain basic professional, administrative and human values. Moreover, they are required to internalise the typical problems of the unprivileged sections of the society and the need for adopting different initiatives to improve their condition.

Decision-making authority now to a great extent is decentralised. There is an ever-increasing pressure on government agencies at all levels to perform better, be more responsive to citizen needs and concerns, be transparent in their functioning, and to create space for the citizen so that they can participate in decision making and implementation processes. Some of our respondents commented that problem solving and decision-making ability should be included in the course content. In their view, civil servants cannot say 'no' and they should identify the way-outs and should engage people in decision making and implementation process. Traditional governance structure is fast changing. Today the importance is on building more inclusive society, listening to the marginalised. Against this backdrop, it is necessary that a systematic effort must be made to inculcate the right values, ethical standards, norms of behavior and personal conduct expected of a civil servant. FTC is the platform through which such efforts are taken.

One interviewee, a member of Bangladesh Public Service Commission, like some other interviewees, observed that the FTC, by any means, is not any knowledge-based training rather it is a practice-oriented course. Those who join the civil service these days are the persons with the highest academic degree and there is no doubt that their knowledge-base in respective fields is very strong. Although they have attained the highest university degree in their respective academic disciplines, they lack knowledge about the governance structure and procedure of the country, they lack administrative and managerial knowledge, they lack knowledge about civil service values and norms. These are all practice-oriented issues which they must learn and practice throughout their whole professional career. Immediately after their joining the civil service, they are required to get oriented with these issues. It is about creating values and inculcating attitudes in the minds of new recruits. It is about acquainting them with governance structure. It is meant for instilling the understanding that they are civil servants and they are to follow value driven attitudes. Through different activities they will practice value driven attitudes and these mechanisms are infused in the course design. We have discussed the SCALE framework. The first component of the SCALE framework is service/task-oriented knowledge. A strong knowledge base is required for performing respective cadre specific tasks efficiently and effectively and for providing better services to people. Providing service or task specific knowledge base for performing the tasks of the positions, new recruits/probationers will be holding, is the responsibility of individual cadre-oriented training organisations. Among the five components of that framework, commitment to providing better services to people requires having a clear understanding of the people and

being citizen/people focused. Understanding people, listening to them, valuing their views and engaging them in service delivery is essential. Providing services to people and accomplishing respective tasks require some administrative and managerial skill. For effective utilisation of administrative and managerial skill one has to have leadership and teamwork skill since every individual in an organisation has to work in a team environment. All team players have some designated roles and it is the responsibility of leaders to coordinate among team members for accomplishing tasks. Here comes the question of ethics and values. Unless one is ethically sound, it is hardly possible to coordinate among team members effectively and provide services to people efficiently.

FTC design has some orientation with transfer of skills but in any case, it is not exclusively meant for developing skills somewhat the prime intentions of conducting FTC are to create some common core values among the new recruits and to develop their knowledge base required for a career-based service where generating some skill on some specific aspects relating to modern administration and management remains an add-on objective. The course aims at building capacity of young officers to face the challenges that they would experience during the early years of their career. The focus is on promoting the right values in the context of effective governance, administration, and interpersonal relationships. The different dimensions discussed above are actually the objectives of the course which in essence are the integrated articulation of all the dimensions of the FTC.

5.4 Alignment of FTC inputs and objectives

In order to achieve the objectives noted earlier, FTC participants are taught various academic issues under five thematic areas. However, fostering *esprit de corps* among the new recruits of the civil service cannot be effectively put through academic input. It is perhaps hardly possible to create *esprit de corps* through lecture or academic discussion. The environment where they reside during the time of their training is largely important in this regard. FTC is a residential training course and providing mandatory on-campus accommodation gives them the opportunity of continuous interaction during training period. Selection of room-mates from different cadres can be considered during room allocation. During the training period they stay together in class rooms, on the playground, in group discussions, in cafeteria and in other social events. Group activity, committee activities, participation in games and sports and in other co-curricular activities outside the classroom, etc. play pre-dominant role in fostering *esprit de corps* among them.

Such management approach of the course gives them the grand opportunity of making friendship in the beginning of career across cadres. Thus, FTC works as a melting pot for all of them and staying together during the training period and continuous interaction with other cadre members is very helpful in integrating them into a coherent group. For instilling right attitudes and values, building strength of character, specially integrity, moral courage, objectivity, impartiality, neutrality and discipline, it is essential that the civil service new recruits learn from personal examples of resource persons who address them. Case studies and other detailed analytical materials on successful as well as failed initiatives undertaken by individual civil servants can be prepared and utilised in the FTC.

One of the intentions of the course is to create opportunities to internalise the typical problems of the backward sections of the society and the need for undertaking initiatives for their solution, also cannot be achieved only through lectures and discussions. Many of our respondents including immediate supervisors of probationers observed that such internalization requires physical exposure to the lived experiences of these people. They must see for themselves the various efforts undertaken for the solution of their problems. One-week long village attachment programme is a very useful measure in this regard. The objective of the village attachment programme is to sensitize the trainees to the realities of rural Bangladesh through a structured study of a village. Village attachment gives participants the opportunity to assess the dynamics of socio-economic and political situation existing in villages, understand the problems villagers especially women and the poor face and recognise the importance of the need to learn from them. Inclusion of a module on research methodology is indeed very effective in enabling the FTC participants to have better interaction with the unprivileged people. One of our key informant interviewees in particular talked of resources mapping by each participant during village attachment for better understanding.

Attachment to institutes dealing with rural development training is also very helpful in this regard. Participants from such attachment would be able to learn the different approaches of rural development. They would have the opportunity to see the implication of such approaches in rural areas for themselves during village attachment. However, the focus of these attachment programmes is rural development. Although urbanisation is a fast-growing phenomenon of present-day Bangladesh, there is no or very little attention on issues related to urban governance and development in the FTC. Urban governance and development issues are distinct from that of rural areas. Moreover, urban governance is one of the key areas of our overall governance

structure. As such participants should have clear idea and understanding about urban governance and this should be covered in FTC.

With regard to attaining other objectives, the course design should have appropriate and well-designed academic contents. These should be designed to enable the participants respond to the changing national and global environment. These have to be a very good blending of both theoretical and practical aspects of administrative and management practices for the practical reasoning of the FTC. A good number of our respondents opined that the academic content of the FTC should not be structured as an extension of academic subjects of universities. For them academic issues included in the FTC design should be cross-cutting with the aim of enhancing intellectual and analytical capability of the participants and exposing them to the ground realities of the context where they will be working. They maintained that issues covered in professional training like ‘Penal Code, CrPC, CPC, Evidence Act, PRB, 1943, etc. should not be, to the extent possible, included in the course content of the FTC. They were of the view that these issues are relevant to members of a few cadre services while have got very little or no relevance with many of the other cadre services. Since such issues are cadre specific, respective cadre service members are taught these during their professional training courses conducted at designated cadre-oriented training organisations. As such, academic inputs which are not of generic type and are of cadre specific, in consideration of the nature of the course, can be dropped from the FTC.

Nevertheless, a paradigm shift has occurred in recent years with regard to the idea of governance. Aspects like what government should do, how they should govern are now issues of frequent discussion. There is increasing pressure on the government at all levels to perform better, be more responsive to citizen concerns, be transparent in functioning and create opportunities for the participation of citizens in the development and implementation of policies and programmes. The role of government is fast changing. It has been articulated in our development policy documents of the country like the Perspective Plan 2021-2041, 8th Five Year Plan, etc. that government intends to develop strategies, policies and institutions to facilitate the private sector in helping Bangladesh to accelerate growth. Private sector is gradually getting more importance. Relationship between private and public sector is becoming contractual where civil servants are to ensure that public interest is not compromised. A few of our interviewees were of the view that the new setting puts civil servants in a situation where they now often face multiple pressures and demands from various stakeholders while in most

of the cases they get inadequate support from official superiors. The working environment today in comparison to the past, is more demanding and complex. It is essential in FTC to provide a pragmatic image of the work environment.

With the emergence of civil society and other pressure groups, accountability of the government has been qualitatively different. The command and control style of governance is incompatible in present day reality. Civil servants are required to adopt appropriate working style and have quality in discharging their given role. They are required to work independently in some situations while in others in partnership with members of other cadres, citizens and civil society organisations. There is a growing tendency that our young civil servants do not value others and are not respectful to others. During interview, some of our senior bureaucrats were very critical about attitude and behaviour of our young civil servants and expressed frustration about them. In their view, FTC should have adequate efforts to instill the qualities of civil servants in them and not to make them 'officers'. They must learn valuing others, being respectful to others. Mechanisms should be adopted in the FTC so that they learn these humanitarian qualities. Such dimensions necessitate the inclusion of behavioural governance and giving more importance on such issues as leadership, team building, negotiation and communication skills in the content of FTC. Many of our research participants emphasised the need for giving more importance on leadership and strategic management since civil service officers are placed in leadership positions right from the beginning of their career. Moreover, efforts through FTC should be made to instill personal values and attitudes as well as professional values and attitudes. The development of proper attitudes on the part of civil servants is of great importance.

At all stages of service, a civil servant is required to have a deep understanding of the history, society and economy of Bangladesh. As civil servant one is also required to learn public administration in Bangladesh, the basic legal framework, the basic economic features and policy. Therefore, imparting a very broad perspective relating to history, society, public administration and economy of Bangladesh is very important. In view of the pace of globalisation and global interdependence, the interplay of national policy and changing global environment should also be included in the content of FTC. The Constitution of Bangladesh, the basic law of the country, is a socio-economic and politico-legal document. All other laws derive from the constitution. As such, every civil servant should have a thorough knowledge about the Constitution. Since it is the source of all public values and is related to ethics, the

Constitution of Bangladesh should be an integral part of the FTC content. Broad and general aspects of public administration, organisational set-up, the characteristics of bureaucratic organisations, delegation and decentralisation and the essential tasks to be performed in administration should be covered in FTC.

Inter-departmental coordination is another important topic and is of immediate relevance to the participants of FTC who belong to various cadres of Bangladesh Civil Service. They also are required to learn the organisation and mandate of other cadres. Irrespective of cadre identity, one has to perform some general tasks related to personnel management, office management, financial management and procure management. As such, FTC participants should have some clear understanding with regard to these management issues.

Economic thinking is significantly influencing the new public management while managing the economy is one of the most important aspects of governance. It necessitates the inclusion of basic economic concepts, both in the field of micro and macroeconomics. It is important for FTC participants to have a sound understanding of the global economic environment and its impact on economic development of Bangladesh and of development experiences of some other, particularly Asian countries. Efforts are required to improve qualitative and quantitative skills of FTC participants. These skills in planning and implementation are very important for a proper appreciation of the tasks to be undertaken. They are required to have analytical ability and judicious mind. Inclusion of activities like book review and oral presentation obviously are helpful in developing analytical ability and presentation skill. Inclusion of language learning programme is also very effective in improving their presentation along with communication skills. However, the study and review of books should be strengthened and more classics and inspirational books should be selected for review and presentation.

Information Technology is hugely influencing the landscape of governance, and transforming the machinery and tools of government. E-governance is expanding the extent of government and enhancing the performance of government. Civil servants need to get well equipped with IT and e-governance so that they can respond to the new work environment. Moreover, participants should have clear conception on SDGs, environment and poverty related issues.

For giving a solid foundation to the objectives developed from theoretical perspective and empirical evidences we need to align the issues discussed in this section devise and design need based and appropriate training content of the FTC.

5.5 Research Findings based on Empirical Evidence

Analysis of data collected from the various sources for this research have been presented in the preceding chapters. Quantitative data collected from graduated and prospective participants along with supervisors of probationers and data collected from primary and secondary sources give us a clear picture about the form and content of the FTC. From the analysis presented earlier, we came up with the following findings:

1. Foundation Training Course to an extent has knowledge orientation but is not meant for teaching probationers everything they need to work as a civil servant. It is not even possible to teach them everything they need because the needs are not constant. The governance scenario is ever changing and context-based new learning needs are arising. To keep them updated and aligned they need to learn from every context, they need to learn from their experiences. It is about lifelong learning. They are required to continuously update their knowledge. They should develop learning habit.
2. Objectives of the course are neither well defined nor well-articulated. Module objectives in most of the cases have been put together and mentioned as course objectives. Moreover, these are not sequentially arranged.
3. The modules and module contents included in the FTC to a great extent are aligned with the needs and requirement of probationer civil servants although adjustment in the existing content is a must. However, the existing content of the FTC is overburdened. Module contents in terms of number of topics included are not judiciously decided, and number of topics for academic discussions at classrooms included in the course design is more than that of available time for conducting classroom sessions.
4. The existing content is too much theoretical and in many of the cases has very little relevance with the realities. Content delivery is not very interactive and rather very monotonous in nature. Theoretical presentation makes participants exhausted very quickly and they lose their interest as well as attention. Academic sessions become extremely monotonous, one-way traffic and the resource person gets disconnected with them in the session. Separation between on-campus training and field attachment programme develops training fatigue because of monotony of each type of training activity.

5. Although FTC is not meant for providing any cadre specific or service or task-oriented knowledge, some topics are there in the content which are not required for all cadre service members. For example, topics like CrPC, CPC, Evidence Act, etc. are service or task-oriented knowledge required for some designated cadres. Academic sessions on sports related issues are not effective rather demonstration during physical exercise is more helpful since practical demonstrations on these issues will indeed have long lasting effects on them.
6. Young civil servants are not interested in active listening. They are weak in both presentation and communication and especially in communicative English. Majority of them struggle speaking standard Bangla. Language skill is one of the qualities of smart civil servants. IELTS is not very effective measure for enhancing English communication skills. Communicative English is essential for all civil servants. They all might have to interact with people from other countries who do not know Bangla. At this situation English is the only means. They must have a good command over the language.
7. A vast majority of young civil servants' lack reading habit although developing reading habit is a must for them. Continuously updating information and knowledge about the ever-changing governance dynamics has no alternative for the civil servants. Unless they continuously update themselves, this is not unlikely that they will make wrong decisions because of lack of information. Any wrong decision might cause blunder for the whole nation. FTC should be oriented with such dimensions
8. The present format of District and Upazilla Attachment is not effective. Participants are left with district administration during these attachments. Concerned district administration is assigned with the task of guiding and monitoring the activities of attached participants to the district. However, officials of the district administration are so preoccupied with so many things that it is hardly possible for them to monitor their activities in true sense. As such, to a great extent, they are left to themselves. Because of lack of adequate monitoring and supervision, they get a longer period with less work and more free time for their own. In the long run the attachment programmes become ineffective.

9. There is a growing tendency among some civil servants that they are not respectful to each other, they do not want to value each other. There is a feeling among them that some cadres are superior to others. They do not understand the roles and responsibilities of other cadres very well. Some of them behaves like masters and forget their constitutional obligation of serving the people. They hardly try to realise the sufferings of people. Many of them lack problem solving skill and struggle in making decisions.
10. Every civil servant requires clear understanding about the development vision of the country. Knowing these visions better and understanding corresponding activities, role of public employees, citizens' engagement, etc. are helpful for yielding better results.
11. Civil servants are organisational leaders. Being leaders, they need to motivate others and keep them on board. They all are team players. Motivating team players is one of their tasks. Effectiveness of any organisation largely depends on effective leadership. As leaders, civil servants must play effective roles.
12. Attitude and working style of some young civil servants are a matter of great concern. There are some junior civil servants who behave and perform in a manner that does not commands respect. They are very judgmental about people outside their service and are unwilling to respect differences, to interact with outsiders.
13. Civil servants are mutually supportive to each other for serving the people. Physical training and games activities are very effective in developing friendly relationship among different cadre service members. Physical fitness is a must for any civil servant. They are getting habituated to sedentary life style which adversely affects their physical fitness.
14. Time is a great constraint for a vast majority of civil servants working in the field. They remain terribly busy with protocol service. Even during the weekends, they are to attend office to extend protocol to the higher officials from the capital. They remain so busy with protocol that it is hardly possible for them to interact with people, to listen to them. Without listening to people and interaction with them, it is not possible to have the feeling of empathy which is essential for providing better services to people.

15. After the FTC there is a long gap of training for the civil servants. Apart from professional training, there is hardly any training arrangement for them. A vast majority of the civil servants do not get any training opportunity for years after attending the FTC. At least for around twelve to fifteen years there is no training opportunity for them to refresh and update their required knowledge. Training at regular intervals is a must for enhancing knowledge skill and attitudes of civil servants to enable them provide better services to people.
16. Conducting quality training requires quality trainers. BPATC recruits talented academics for the faculty cohort. Recruitment of talented academics is not the end in itself. There is no specific faculty development plan. BPATC recruitment policy to a great extent is not favourable. Their opportunity of promotion to higher posts is very limited and discriminatory as well. Unless these issues are addressed it will be difficult to retain talented academics or they will remain demotivated. The same is applicable for officers working on deputation.

5.6 Research Recommendations based on Findings

The core objective of this research was to assess the training needs of civil service new recruits. We examined civil servants' views aligning with the existing contents of the FTC in terms of their level of requirement. We analysed both quantitative and qualitative data collected from both primary and secondary sources. From our analysis we came up with some specific findings. These findings based on empirical evidence have guided developing the following recommendations which would be helpful in making the FTC more effective and aligned with the needs of the new recruit civil servants:

1. Efforts should be made through the Foundation Training Course to orient probationers with lifelong learning process. FTC should have the mechanism to inculcate love for lifelong learning, learning from experiences and internalise the lessons of such experiences. Civil service new recruits should learn the governance structure and context along with their future working environment from this training. This course design should have mechanisms so that they can practice their learnings during their training period.

2. Objectives of the course should be well defined and well-articulated. The objectives should be aligned sequentially. Moreover, module objectives should not be placed as course objectives. Objectives should be defined in a way that these tell exactly what this training is meant for.
3. Although modules and module contents included in the FTC to a great extent are aligned with the learning needs of probationer civil servants, some adjustments are required. Existing content being overburdened needs to be prioritised for aligning with available time. Course participants should be given adequate time to study on their own. Number of topics in each module should be judiciously decided.
4. Efforts should be taken to make training sessions more meaningful and effective. Resource persons must be more careful for making presentations lively with the blending of theoretical aspects and real-life examples as much as possible. They must make academic discussions more interactive to make participants actively involved in sessions and to eliminate monotony in presentations.
5. Cadre specific task-oriented topics should be discarded from the content of the FTC. Academic session on issues related to physical training and games should be dropped. These issues can be demonstrated during PT and games session for participants' better understanding.
6. IELTS should be dropped from the content. More importance should be given to enhance participants' communicative English skills and skills on writing and speaking Bangla correctly.
7. Apart from book review and oral presentation activity, participants can be given a number of books for self-reading and some module contents as reading assignments. Arrangements can be made so that participants on reading those documents can share their learning in classroom sessions in plenary.
8. On-campus training and field attachment programme of the FTC design can be integrated for making the course livelier and more attractive and effective.

9. The attachment programme can be split into segments. Every after one-month participants can be sent for one attachment and can be tagged with nation building departments (NBDs) for giving them opportunity to learn about their activities. During this attachment they can be asked to interact with service seekers during attachment and to submit a report on return about their feeling for the service seekers. District administration can coordinate and provide logistic supports for successful management of the activity while BPATC faculty members can be assigned to monitor the participants
10. Motivational speech series can be arranged in the FTC with persons who have been the change-makers. They can share their success stories, failures, motivational factors that inspired them, etc. Problem oriented cases also can be developed about the efforts of change-makers and can be given to participants for coming up with solutions. More importance should be given to enhance their problem solving and decision-making abilities through case analysis.
11. Probationers from the FTC must have the opportunity to learn the activities of different cadre services, mutual relation among cadre service members in providing services to people and their constitutional obligation as cadre service members.
12. Well-known role models and social activists can be invited to address probationers on ethics and values and to interact with them. At least one session in the course can be arranged for discussions on ethical learning from different religious scriptures. BPATC also should give more demonstrations for the participants on ethical practices through different activities.
13. FTC design must include behavioural governance related issues and one distinct module can be added in the course design. The course curriculum needs updating incorporating topics pertinent to behavioral governance. Self-assessment/analysis should be done to identify personality types of each participant and measures can be discussed to address individual weaknesses with individual strengths.
14. Officers of one batch should be sent together for training and every after three to five years of completion of the FTC some training programme should be arranged for them so that they can update and refresh their knowledge.

15. Officers working at filed level should be given opportunity so that they can perform their respective official business as they are expected to do. Government must take appropriate measures so that they do not remain more busy with protocol business and can perform their assigned official duties aligned with the constitutional obligations relating to serving the people.

16. Competent authority must take necessary steps for faculty development to enhance their capabilities so that they can provide better quality training. Arrangement of higher studies facilities at reputed overseas universities and training in home and abroad is most essential for their development as trainers. Career plan for the in-house trainers must be well-defined and timely promotion must be ensured. Work experience as trainer can be considered an added value for promotion in higher posts for those who work on deputation.

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Appendix-01: Survey Questionnaire for participants

Bangladesh Public Administration Training Centre
Savar, Dhaka
www.bpatc.org.bd

Training Needs Assessment (TNA) of Foundation Training Course Participants

Dear Colleague,

Foundation Training Course (FTC), the initial training on entry into cadre service is a compulsory training programme for all those recruited in Bangladesh Civil Service (BCS). Civil servants, immediately after their induction into respective cadre, participate in this basic training that facilitates developing a common understanding about the complex social, cultural, economic, political and administrative context of the country. FTC is a means to creating a knowledge base required for career-based civil service and for generating skills required for modern administration and management. Efforts are also taken through this training to inculcate some common core values, right attitudes and attributes that every civil servant should possess. Accordingly, the content of the FTC is designed. It is periodically updated as well to make it need based and effective and to that end training needs assessment (TNA) is done. This TNA questionnaire is meant for you through which we intend to assess your training needs, level of knowledge and skills and to assess your learning preferences which ultimately will help us redesign the existing FTC and develop a need-based and appropriate curriculum in line with your explored needs. Therefore, please respond to the questions thoughtfully and assist us in our endeavour. Thank you very much for your time and patience.

TNA Survey Questionnaire

1. Your Cadre/Service.....

2. Your Designation:.....

3. Your Work Station (please tick):

At Field	At	At Ministry
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4. Your last Academic Degree:

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5. Your Gender Identity (please tick):

Male	Female	Other
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6. Please identify your **required** level of competence and **existing** level of competence in terms of “**Knowledge**”, in the areas listed below, that you require as a civil servant to discharge your duties and responsibilities most competently. Rate your competence level at a scale of 1 to 6 [1 = minimum 6 = maximum].

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
						M-01	Bangladesh and Bangabandhu Studies						
1	2	3	4	5	6	01.01	Emergence of Bangabandhu as a Leader	1	2	3	4	5	6
1	2	3	4	5	6	01.02	Political Philosophy of Bangabandhu and his Contribution to the Development of the “Bengali Nation”	1	2	3	4	5	6
1	2	3	4	5	6	01.03	Historic Speech of 7 March 1971: Declaration of Independence	1	2	3	4	5	6
1	2	3	4	5	6	01.04	Bangabandhu’s Strategic Outlook about Foreign Policy and Administrative Reforms	1	2	3	4	5	6
1	2	3	4	5	6	01.05	Visit to Bangabandhu’s Mausoleum at Tungipara and Bangabandhu Memorial Museum at Dhanmondi 32, Dhaka	1	2	3	4	5	6
1	2	3	4	5	6	01.06	Anthropological Background of Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	01.07	Socio-Cultural Heritage and its Transformation	1	2	3	4	5	6
1	2	3	4	5	6	01.08	Background, Spirit and Dreams of Liberation War	1	2	3	4	5	6
1	2	3	4	5	6	01.09	Genocide in Bangladesh: 1971	1	2	3	4	5	6
1	2	3	4	5	6	01.10	Potential Resources of Bangladesh: Special Emphasis on Tourism and District Branding	1	2	3	4	5	6
1	2	3	4	5	6	01.11	Vision Trajectories of Honourable PM: Vision 2021; Agenda 2030; Vision 2041; and Delta Plan 2100	1	2	3	4	5	6
1	2	3	4	5	6	01.12	The Influence of National Poets & Writers in Bangla Literature and Culture	1	2	3	4	5	6
1	2	3	4	5	6	01.13	Bangladesh on The March Towards Prosperity	1	2	3	4	5	6
						M-02	Village Study						
1	2	3	4	5	6	02.01	My Village-My Town	1	2	3	4	5	6
1	2	3	4	5	6	02.02	Introduction to Observation and SWOT Analysis of Own Village and Preparing Reports and Presentation Guidelines	1	2	3	4	5	6
						M-03	Poverty Reduction and Rural Development (BARD/RDA/BAPARD Attachment)						
1	2	3	4	5	6	03.01	Introduction to Rural Development in Bangladesh: Basic Concepts and History, Major Approaches & Experiments	1	2	3	4	5	6
1	2	3	4	5	6	03.02	Poverty Reduction Models: Amar Bari, Amar Khamar, Palli Sanchay Bank, CVDP, SFDF, PDBF, Char Livelihood Programme (CLP)	1	2	3	4	5	6
1	2	3	4	5	6	03.03	Poverty: Concepts and Measurements; Poverty Reduction in Bangladesh and its Trends; Global Poverty Reduction Models	1	2	3	4	5	6
1	2	3	4	5	6	03.04	Microfinance & Micro Savings in Poverty Reduction: Strategies for Financial Inclusion	1	2	3	4	5	6
1	2	3	4	5	6	03.05	Cooperative Movement and Social development: An analysis	1	2	3	4	5	6
1	2	3	4	5	6	03.06	Rural Economy in Bangladesh: Challenges and Potentials and Rural– Urban migration: Causes and Impacts	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	03.07	Cases in Rural Development: Experiences from Home and Abroad	1	2	3	4	5	6
						M-04	Field Attachment Programme						
1	2	3	4	5	6	04.01	District Attachment	1	2	3	4	5	6
1	2	3	4	5	6	04.02	Upzilla Attachment	1	2	3	4	5	6
1	2	3	4	5	6	04.03	Know Bangladesh Programme	1	2	3	4	5	6
						M-05	Fundamentals of Foundation Training Course						
1	2	3	4	5	6	05.01	Foundation Training Course and its Philosophy	1	2	3	4	5	6
1	2	3	4	5	6	05.02	The Whole of Government Approach in Civil Service of Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	05.03	Public Service Values/Ethics, Proactive Mindset and Professionalism	1	2	3	4	5	6
1	2	3	4	5	6	05.04	Different Behavioural Issues: Etiquette, Dress Code, Table Manners and General Office Norms for Civil Servants	1	2	3	4	5	6
1	2	3	4	5	6	05.05	Empathy Building in the Civil Service	1	2	3	4	5	6
1	2	3	4	5	6	05.06	Understanding the Potentials of the Self (self-assessment)	1	2	3	4	5	6
						M-06	Organization and Human Resource Management						
1	2	3	4	5	6	06.01	Organization: Concepts, Forms, Nature and Structure	1	2	3	4	5	6
1	2	3	4	5	6	06.02	Basics and Practices of HRM and HRD in Organization	1	2	3	4	5	6
1	2	3	4	5	6	06.03	Leadership: Concepts and Styles and Application in Crisis Management	1	2	3	4	5	6
1	2	3	4	5	6	06.04	Motivation and Human Relationship in Organization	1	2	3	4	5	6
1	2	3	4	5	6	06.05	Team Building	1	2	3	4	5	6
1	2	3	4	5	6	06.06	Coordination: Horizontal and Vertical	1	2	3	4	5	6
1	2	3	4	5	6	06.07	Decision Making Process	1	2	3	4	5	6
1	2	3	4	5	6	06.08	Career Planning and Career Development	1	2	3	4	5	6
1	2	3	4	5	6	06.09	Negotiation Technique & Conflict Management in Organizational Situation	1	2	3	4	5	6
						M-07	Important Service Laws in Bangladesh						
1	2	3	4	5	6	07.01	Institutions and Process of Formulating Laws, Rules and Regulations (Overview of the Presidential Order; Act; Ordinance; Rules; Regulation; Executive Order; Code; Sanction; Gazette etc.)	1	2	3	4	5	6
1	2	3	4	5	6	07.02	Constitutional Provisions Relating to Public Servants and Public Service Commission	1	2	3	4	5	6
1	2	3	4	5	6	07.03	BSR: Part 1 & Part 2	1	2	3	4	5	6
1	2	3	4	5	6	07.04	General Conditions of Service and Seniority Rules	1	2	3	4	5	6
1	2	3	4	5	6	07.05	The Government Servants (Discipline and Appeal) Rules 2018, Inquiry Procedure and Report Writing	1	2	3	4	5	6
1	2	3	4	5	6	07.06	The Government Servants (Conduct) Rules, 1979	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	07.07	সরকারী চাকুরী আইন, ২০১৮	1	2	3	4	5	6
1	2	3	4	5	6	07.08	The Administrative Tribunal Act & Rules,1980	1	2	3	4	5	6
1	2	3	4	5	6	07.09	Rules Related to Leave, Rules related to Joining Time	1	2	3	4	5	6
1	2	3	4	5	6	07.10	The Bangladesh National Flag, Anthem and Emblem Order,1972 and Rules, Public Administration Award Rules	1	2	3	4	5	6
						M-08	Office Management and Communications						
1	2	3	4	5	6	08.01	Secretariat Instructions and Its Role in Public Office Management	1	2	3	4	5	6
1	2	3	4	5	6	08.02	Opening of Files, Writing Notes, References & Flagging	1	2	3	4	5	6
1	2	3	4	5	6	08.03	Types of Written Communications and Preparation and Issuance of Letters/Orders	1	2	3	4	5	6
1	2	3	4	5	6	08.04	Writing Summary	1	2	3	4	5	6
1	2	3	4	5	6	08.05	Preparing of Working Paper of a Meeting	1	2	3	4	5	6
1	2	3	4	5	6	08.06	Writing of Minutes of a Meeting	1	2	3	4	5	6
1	2	3	4	5	6	08.07	Office Inspection with Case Studies	1	2	3	4	5	6
1	2	3	4	5	6	08.08	E-Nothi & Digital Communication	1	2	3	4	5	6
1	2	3	4	5	6	08.09	Film Show on Meeting	1	2	3	4	5	6
1	2	3	4	5	6	08.10	Secretariat Attachment	1	2	3	4	5	6
						M-09	Public Financial Systems						
1	2	3	4	5	6	09.01	Public Financial Management Systems & Reforms in Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	09.02	General Financial Rules	1	2	3	4	5	6
1	2	3	4	5	6	09.03	Treasury Rules	1	2	3	4	5	6
1	2	3	4	5	6	09.04	Public Budgetary Framework of Bangladesh (with Reference to Budget Management Act)	1	2	3	4	5	6
1	2	3	4	5	6	09.05	Preparation of Office Budget using MTBF	1	2	3	4	5	6
1	2	3	4	5	6	09.06	Duties and Responsibilities of Drawing and Disbursing Officer	1	2	3	4	5	6
1	2	3	4	5	6	09.07	Delegation of Financial and Administrative Powers	1	2	3	4	5	6
1	2	3	4	5	6	09.08	Preparation of Pay Bill and Pay Fixation	1	2	3	4	5	6
1	2	3	4	5	6	09.09	TA, DA Rules and Preparation of TA bills	1	2	3	4	5	6
1	2	3	4	5	6	09.10	Laws and Practice of VAT and Income Tax	1	2	3	4	5	6
1	2	3	4	5	6	09.11	Preparation of Income Tax Return	1	2	3	4	5	6
1	2	3	4	5	6	09.12	Audit System in the Public Sector	1	2	3	4	5	6
1	2	3	4	5	6	09.13	Response to Audit Objection and Writing Broadsheet Reply	1	2	3	4	5	6
						M-10	Governmental System and Essential Laws						
1	2	3	4	5	6	10.01	Salient Features of Bangladesh Constitution	1	2	3	4	5	6
1	2	3	4	5	6	10.02	Organs of the State: Executive, Legislature and Judiciary and their Interplay	1	2	3	4	5	6
1	2	3	4	5	6	10.03	Penal Code, CrPC: Sections Essential for Public Service	1	2	3	4	5	6
1	2	3	4	5	6	10.04	CPC, Evidence Act, PRB, 1943: Sections Essential for Public Service	1	2	3	4	5	6
1	2	3	4	5	6	10.05	Rules of Business & Allocation of Business	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	10.06	Land Management System of Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	10.07	Land Litigation and Dispute Resolution	1	2	3	4	5	6
1	2	3	4	5	6	10.08	Concept of Decentralization & Local Government System in Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	10.09	Structure and Functions of LGIs	1	2	3	4	5	6
1	2	3	4	5	6		LGIs: Issues, Challenges & Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	10.10	Interface and Coordination between Elected Representatives and Civil Servants	1	2	3	4	5	6
1	2	3	4	5	6	10.11	National Parliament Visit: Attend Parliament Session	1	2	3	4	5	6
						M-11	Public Administration & Governance						
1	2	3	4	5	6	11.01	Public Administration & Governance: Concept & Recent Trends	1	2	3	4	5	6
1	2	3	4	5	6	11.02	An Overview of the Public Administration Reforms in Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	11.03	Public Administration System (Institution, Policy Regime, Changing Trend) in Some Selected Countries (Korea, India, Australia, Singapore, Malaysia)	1	2	3	4	5	6
1	2	3	4	5	6	11.04	Public Policy Making Process	1	2	3	4	5	6
1	2	3	4	5	6	11.05	Challenges of Policy Crafting and Implementation	1	2	3	4	5	6
1	2	3	4	5	6	11.06	Innovation in Public Service Delivery	1	2	3	4	5	6
1	2	3	4	5	6	11.07	Business Process Reengineering	1	2	3	4	5	6
1	2	3	4	5	6	11.08	Management Improvement and Results Orientation: Total Quality Management (TQM) and Results based Management (RBM)	1	2	3	4	5	6
1	2	3	4	5	6	11.09	Governance Improvement and Different Tools and Strategies Citizen Charter, Right to Information Act, Grievance Redress Mechanism, Annual Performance Agreement, National Integrity System	1	2	3	4	5	6
1	2	3	4	5	6	11.10	Performance Management and Annual Confidential Report (ACR)	1	2	3	4	5	6
1	2	3	4	5	6	11.11	e-Governance: Concept and Readiness	1	2	3	4	5	6
						M-12	Child Rights and Gender						
1	2	3	4	5	6	12.01	Concept of Gender and Development	1	2	3	4	5	6
1	2	3	4	5	6	12.02	Women and Child Rights (National and International Perspective- Convention on the Rights of the Children and CEDAW)	1	2	3	4	5	6
1	2	3	4	5	6	12.03	Initiatives of GoB for Protecting Women & Child Rights and Prevention of Child Marriage	1	2	3	4	5	6
1	2	3	4	5	6	12.04	Creating Gender Friendly Working Environment	1	2	3	4	5	6
1	2	3	4	5	6	12.05	Prevention of Violence Against Woman and Children	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	12.06	National Rehabilitation Strategies of the StreetChildren	1	2	3	4	5	6
1	2	3	4	5	6	12.07	Women in Leadership for achieving Equal Future	1	2	3	4	5	6
1	2	3	4	5	6	12.08	Gender Responsive Budgeting	1	2	3	4	5	6
						M-13	Development and Economic Management						
1	2	3	4	5	6	13.01	Development: Concepts and Issues	1	2	3	4	5	6
1	2	3	4	5	6	13.02	Basic Concepts of Micro and Macro Economics	1	2	3	4	5	6
1	2	3	4	5	6	13.03	Key Socio-economic Indicators of Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	13.04	Overview on National Income Accounting (Sharesin GDP/ GNI)	1	2	3	4	5	6
1	2	3	4	5	6	13.05	Market Economy: Concept and Issues	1	2	3	4	5	6
1	2	3	4	5	6	13.06	Monetary Policy and Its Dimensions	1	2	3	4	5	6
1	2	3	4	5	6	13.07	Fiscal Policy and Its Dimensions	1	2	3	4	5	6
1	2	3	4	5	6	13.08	International Trade and Economic Development	1	2	3	4	5	6
1	2	3	4	5	6	13.09	Approach and Strategies for Inclusive Development (Special Reference to Social Safety NetPrograms)	1	2	3	4	5	6
1	2	3	4	5	6	13.10	Demographic Dividend: Opportunities & Challenges	1	2	3	4	5	6
						M-14	Sustainable Development Goals						
1	2	3	4	5	6	14.01	Sustainable Development Goals: Concept, Goals and Indicators	1	2	3	4	5	6
1	2	3	4	5	6	14.02	GOAL 1: No Poverty: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.03	GOAL 2: Zero Hunger: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.04	GOAL 3: Good Health and Well-being & Goal 6: Clean Waterand Sanitation: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.05	GOAL 4: Quality Education & GOAL 8: Decent Work and Economic Growth: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.06	GOAL 5: Gender Equality & GOAL 10: Reduced Inequality: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.07	GOAL 9: Industry, Innovation and Infrastructure & GOAL 11:Sustainable Cities and Communities: Challenges and WayForward	1	2	3	4	5	6
1	2	3	4	5	6	14.08	GOAL 12: Responsible Consumption and Production & GOAL 7: Affordable and Clean Energy: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.09	GOAL 13: Climate Action (Climate Change): Challenges andWay Forward GOAL 13: Climate Action (Disaster Risk Reduction): Challenges andWay Forward	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	14.10	GOAL 14: Life below Water & GOAL 15: Life on Land: Challenges and Way Forward	1	2	3	4	5	6
1	2	3	4	5	6	14.11	GOAL 16+17: Peace, Justice, Strong Institutions and Partnerships to Achieve the Goals: Challenges and Way Forward	1	2	3	4	5	6
						M-15	Project & Procurement Management						
1	2	3	4	5	6	15.01	Overview of Project Planning and Approval Process in Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	15.02	Introduction to Project Cycle Management	1	2	3	4	5	6
1	2	3	4	5	6	15.03	Log Frame and Results Based Management (RBM)	1	2	3	4	5	6
1	2	3	4	5	6	15.04	Preparation of Development Project Proforma (DPP)	1	2	3	4	5	6
1	2	3	4	5	6	15.05	Technical Assistance Project Proforma (TAPP)	1	2	3	4	5	6
1	2	3	4	5	6	15.06	Project Risk Management	1	2	3	4	5	6
1	2	3	4	5	6	15.07	Project Monitoring and Evaluation	1	2	3	4	5	6
1	2	3	4	5	6	15.08	Overview of PPA 2006 and PPR 2008	1	2	3	4	5	6
1	2	3	4	5	6	15.09	Different Procurement Methods	1	2	3	4	5	6
1	2	3	4	5	6	15.10	Electronic Government Procurement (E-GP)	1	2	3	4	5	6
1	2	3	4	5	6	15.11	Use of Project Management Software (e.g. MS Project)	1	2	3	4	5	6
						M-16	Basics of Social Research						
1	2	3	4	5	6	16.01	Introduction to Social Research: Concepts of Social Reality, Problem Statement, Research Objectives and Relevance to Public Sector	1	2	3	4	5	6
1	2	3	4	5	6	16.02	Literature Review, Referencing & Bibliography	1	2	3	4	5	6
1	2	3	4	5	6	16.03	Methodology: Research Design and Approaches, Sampling, Data Collection Methods (Interview, FGD, Observation, Survey)	1	2	3	4	5	6
1	2	3	4	5	6	16.04	Writing Research Proposal	1	2	3	4	5	6
1	2	3	4	5	6	16.05	Exercise on Preparing Questionnaire	1	2	3	4	5	6
1	2	3	4	5	6	16.06	Data Analysis Techniques: Qualitative and Quantitative	1	2	3	4	5	6
1	2	3	4	5	6	16.07	Research Ethics (Informed Consent, Deception, Confidentiality & Plagiarism)	1	2	3	4	5	6
1	2	3	4	5	6	16.08	Writing Research Report	1	2	3	4	5	6
1	2	3	4	5	6	16.09	Use of Software for Data Analysis (e.g. SPSS, STATA)	1	2	3	4	5	6
						M-17	IELTS and Communication Skills in English						
1	2	3	4	5	6	17.01	Introduction to IELTS Speaking	1	2	3	4	5	6
1	2	3	4	5	6	17.02	Speaking Practice	1	2	3	4	5	6
1	2	3	4	5	6	17.03	Introduction to IELTS Reading	1	2	3	4	5	6
1	2	3	4	5	6	17.04	Reading Practice	1	2	3	4	5	6
1	2	3	4	5	6	17.05	Introduction to IELTS Listening	1	2	3	4	5	6
1	2	3	4	5	6	17.06	Listening Practice	1	2	3	4	5	6
1	2	3	4	5	6	17.07	Introduction to IELTS Writing	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	17.08	Writing Practice	1	2	3	4	5	6
1	2	3	4	5	6	17.09	Techniques of Presentation and Public Speaking	1	2	3	4	5	6
1	2	3	4	5	6	17.10	Contemporary Issues/Themebased Extempore Speech	1	2	3	4	5	6
1	2	3	4	5	6	17.11	Debate Competition	1	2	3	4	5	6
1	2	3	4	5	6	17.12	Recap Sessions	1	2	3	4	5	6
						M-18	Basics of English						
1	2	3	4	5	6	18.01	Common Grammatical Errors in English	1	2	3	4	5	6
1	2	3	4	5	6	18.02	Subject-Verb Agreement	1	2	3	4	5	6
1	2	3	4	5	6	18.03	Academic Writing	1	2	3	4	5	6
1	2	3	4	5	6	18.04	Business Communication: Email, Minutes, Report etc.	1	2	3	4	5	6
1	2	3	4	5	6	18.05	Techniques of Translation	1	2	3	4	5	6
						M-19	Book Review and Oral Presentation						
1	2	3	4	5	6	19.01	Introduction to Art of Book Review	1	2	3	4	5	6
1	2	3	4	5	6	19.02	Book/Article/Case Studies Review Report Presentation (20 min. for Each Presentation including Q&A) (Books Written by Bangabandhu, HPM and on Liberation War, Governance, Development, Public Administration, History Preferred)	1	2	3	4	5	6
						M-20	Information Communication Technology (ICT)						
1	2	3	4	5	6	20.01	Need Assessment on ICT Skill	1	2	3	4	5	6
1	2	3	4	5	6	20.02	Basic Hardware and Trouble Shooting	1	2	3	4	5	6
1	2	3	4	5	6	20.03	MS Word	1	2	3	4	5	6
1	2	3	4	5	6	20.04	Learning Blind Typing (Bangla and English)	1	2	3	4	5	6
1	2	3	4	5	6	20.05	Learning Blind Typing [Bangla (Unicode) & English]	1	2	3	4	5	6
1	2	3	4	5	6	20.06	MS PowerPoint: Presentation Preparation	1	2	3	4	5	6
1	2	3	4	5	6	20.07	MS Excel: Calculation and Graph Preparation	1	2	3	4	5	6
1	2	3	4	5	6	20.08	Digital Bangladesh: Concept and Selected Initiatives	1	2	3	4	5	6
1	2	3	4	5	6	20.09	Digital Signature	1	2	3	4	5	6
1	2	3	4	5	6	20.10	Use of Social Media: Citizen Connectivity	1	2	3	4	5	6
1	2	3	4	5	6	20.11	Guidelines for Social Media Use	1	2	3	4	5	6
1	2	3	4	5	6	20.12	Cloud Computing: Concept and Uses	1	2	3	4	5	6
1	2	3	4	5	6	20.13	Fourth Industrial Revolution (4IR): Internet of Things (IoT), Big Data, Block Chain, CryptoCurrency	1	2	3	4	5	6
						M-21	Physical Conditioning & Games						
1	2	3	4	5	6	21.01	Nutrition & Physical Fitness	1	2	3	4	5	6
1	2	3	4	5	6	21.02	Wellness Concept & Management	1	2	3	4	5	6
1	2	3	4	5	6	21.03	Stress Management and Mental Health	1	2	3	4	5	6
1	2	3	4	5	6	21.04	Effect of Exercise on Different Organs	1	2	3	4	5	6
1	2	3	4	5	6	21.05	Common Sports Injuries & Prevention/ Rehabilitation of Back Pain	1	2	3	4	5	6
1	2	3	4	5	6	21.06	Sedentary Life Style and Effects	1	2	3	4	5	6

Required level of Competence						Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6			1	2	3	4	5	6
						21.07	Occupational Pain and its Management						
1	2	3	4	5	6	21.08	Morning Exercise: Walking, Jogging, Freehand Exercises, Ground Exercises, Stretching, Minor Games, Meditation Afternoon Games: Football, Handball, Volleyball, Basketball, Swimming, Tennis etc.	1	2	3	4	5	6
						M-23	Contemporary Issues						
1	2	3	4	5	6	23.01	Blue Economy: Sustainable Use of Marine Resources	1	2	3	4	5	6
1	2	3	4	5	6	23.02	Emotional Intelligence and Public Sector Leadership	1	2	3	4	5	6
1	2	3	4	5	6	23.03	Autism and Neurodevelopment Disorder	1	2	3	4	5	6
1	2	3	4	5	6	23.04	Covid-19 and the Lessons Learned	1	2	3	4	5	6
1	2	3	4	5	6	23.05	Bangladesh's LDC Graduation: Process, Strategy, Opportunities and Challenges	1	2	3	4	5	6
1	2	3	4	5	6	23.06	Dimensions of Rohingya Crisis	1	2	3	4	5	6
1	2	3	4	5	6	23.07	Central Bank and National Economy	1	2	3	4	5	6
1	2	3	4	5	6	23.08	Capital Market and National Economy	1	2	3	4	5	6
1	2	3	4	5	6	23.09	Recent Trends in Public Sector Governance	1	2	3	4	5	6
1	2	3	4	5	6	23.10	Overseas Employment, Remittance and National Economic Progress: Opportunities and Challenges	1	2	3	4	5	6
1	2	3	4	5	6	23.11	Private Sector's Roles in Economic Development	1	2	3	4	5	6
1	2	3	4	5	6	23.12	Non-State Stakeholders and Public Policy Formulation	1	2	3	4	5	6
1	2	3	4	5	6	23.13	Cyber Security and Digital Security Act	1	2	3	4	5	6
1	2	3	4	5	6	23.14	Evidence based Decision Making	1	2	3	4	5	6
1	2	3	4	5	6	23.15	Emerging Features of Public Private Partnership	1	2	3	4	5	6
1	2	3	4	5	6	23.16	Ten Special Initiatives of the Honourable Prime Minister of Bangladesh	1	2	3	4	5	6
1	2	3	4	5	6	23.17	Noise Induced Hearing Loss, Smoking related Health Risks, Mobile Phone Use and Health Hazards	1	2	3	4	5	6
1	2	3	4	5	6	23.18	ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯	1	2	3	4	5	6
1	2	3	4	5	6	23.19	বাংলা ভাষা ও সাহিত্য: সাম্প্রতিক অবস্থা	1	2	3	4	5	6
1	2	3	4	5	6	23.20	দাপ্তরিক কাজে প্রমিত বাংলার ব্যবহার	1	2	3	4	5	6
						M-24	Car Driving						
1	2	3	4	5	6	24.01	Introduction to Vehicles	1	2	3	4	5	6
1	2	3	4	5	6	24.02	Traffic Rules, Signals	1	2	3	4	5	6
1	2	3	4	5	6	24.03	Vehicle Maintenance	1	2	3	4	5	6
1	2	3	4	5	6	24.04	Trouble Shooting	1	2	3	4	5	6
1	2	3	4	5	6	24.05	Motor Vehicle Ordinance	1	2	3	4	5	6
1	2	3	4	5	6	24.06	Driving Practice	1	2	3	4	5	6

7. Please identify your **required** level of competence and **existing** level of competence in terms of “Skill”, in the areas listed below, that you require as a civil servant to discharge your duties and

responsibilities most competently. Rate your competence level at a scale of 1 to 6 [1 = minimum 6 = maximum].

Required level of Competence						Code	Themes/Areas of Competence in terms of SKILL(s)	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	Sk.01	Time management	1	2	3	4	5	6
1	2	3	4	5	6	Sk.02	Ability to work to tight deadlines	1	2	3	4	5	6
1	2	3	4	5	6	Sk.03	Ability to organise and prioritise workload	1	2	3	4	5	6
1	2	3	4	5	6	Sk.04	The ability to work alone	1	2	3	4	5	6
1	2	3	4	5	6	Sk.05	Leadership	1	2	3	4	5	6
1	2	3	4	5	6	Sk.06	Team work	1	2	3	4	5	6
1	2	3	4	5	6	Sk.07	Coordination	1	2	3	4	5	6
1	2	3	4	5	6	Sk.08	Interpersonal relationships	1	2	3	4	5	6
1	2	3	4	5	6	Sk.09	Excellent organisation and negotiation	1	2	3	4	5	6
1	2	3	4	5	6	Sk.10	Professionalism	1	2	3	4	5	6
1	2	3	4	5	6	Sk.11	Public Speaking	1	2	3	4	5	6
1	2	3	4	5	6	Sk.12	Good communication skills, written and oral	1	2	3	4	5	6
1	2	3	4	5	6	Sk.13	Creativity and flexible thinking	1	2	3	4	5	6
1	2	3	4	5	6	Sk.14	Strategic thinking	1	2	3	4	5	6
1	2	3	4	5	6	Sk.15	Developing the self and others	1	2	3	4	5	6
1	2	3	4	5	6	Sk.16	Problem Solving and Decision-making	1	2	3	4	5	6
1	2	3	4	5	6	Sk.17	Office management	1	2	3	4	5	6
1	2	3	4	5	6	Sk.18	Financial management	1	2	3	4	5	6
1	2	3	4	5	6	Sk.19	Project management	1	2	3	4	5	6
1	2	3	4	5	6	Sk.20	Information processing	1	2	3	4	5	6
1	2	3	4	5	6	Sk.21	Analytical Skill	1	2	3	4	5	6
1	2	3	4	5	6	Sk.22	Innovation	1	2	3	4	5	6
1	2	3	4	5	6	Sk.23	Stress management	1	2	3	4	5	6
1	2	3	4	5	6	Sk.24	Information and Communication Technology	1	2	3	4	5	6
1	2	3	4	5	6	Sk.25	Car driving	1	2	3	4	5	6

8. Please identify your **required** level of competence and **existing** level of competence in terms of “Attitudes”, in the areas listed below, that you require as a civil servant to discharge your duties and responsibilities most competently. Rate your competence level at a scale of 1 to 6 [1 = minimum 6 = maximum].

Required level of Competence						Code	Themes/Areas of Competence in terms of ATTITUDE(s)	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	At.01	Punctuality (timely attendance at office)	1	2	3	4	5	6
1	2	3	4	5	6	At.02	Timely finishing of assigned tasks	1	2	3	4	5	6
1	2	3	4	5	6	At.03	Devotion and Commitment to work	1	2	3	4	5	6
1	2	3	4	5	6	At.04	Self-motivation to work/responsibilities	1	2	3	4	5	6
1	2	3	4	5	6	At.05	Mental readiness to adopt positive changes	1	2	3	4	5	6
1	2	3	4	5	6	At.06	Mental readiness to maintain office discipline	1	2	3	4	5	6
1	2	3	4	5	6	At.07	Accepting Innovations in work situation	1	2	3	4	5	6
1	2	3	4	5	6	At.08	Being respectful to Colleagues	1	2	3	4	5	6
1	2	3	4	5	6	At.09	Maintaining Gender Friendly Behavior	1	2	3	4	5	6
1	2	3	4	5	6	At.10	Selflessness/Work for public interest	1	2	3	4	5	6

Required level of Competence						Code	Themes/Areas of Competence in terms of ATTITUDE(s)	Existing level of Competence					
Scale of Weight								Scale of Weight					
1	2	3	4	5	6	At.11	Work satisfaction	1	2	3	4	5	6
1	2	3	4	5	6	At.12	Maintaining work ethics	1	2	3	4	5	6
1	2	3	4	5	6	At.13	Commitment to Organisation	1	2	3	4	5	6
1	2	3	4	5	6	At.14	Integrity	1	2	3	4	5	6
1	2	3	4	5	6	At.15	Justice and Fairness	1	2	3	4	5	6
1	2	3	4	5	6	At.16	Accountability	1	2	3	4	5	6
1	2	3	4	5	6	At.17	Transparency	1	2	3	4	5	6
1	2	3	4	5	6	At.18	Promotion of good governance	1	2	3	4	5	6
1	2	3	4	5	6	At.19	Impartiality and non-partisanship	1	2	3	4	5	6
1	2	3	4	5	6	At.20	Client focused/being respectful to service recipients	1	2	3	4	5	6
1	2	3	4	5	6	At.21	Being responsive to Clients' needs	1	2	3	4	5	6

9. Please assess the extent to which the following training methods employed in FTC is effective. Assess effectiveness through the scale of weight ranging from 1 to 6 [where 1 = Minimum.... 6 =Maximum].

Code	Training Method(s)	Effectiveness					
		Scale of Weight					
TM.01	Lecture and Discussion	1	2	3	4	5	6
TM.02	Group Work	1	2	3	4	5	6
TM.03	Reading Assignment	1	2	3	4	5	6
TM.04	Library Work	1	2	3	4	5	6
TM.05	Case Study	1	2	3	4	5	6
TM.06	Seminar	1	2	3	4	5	6
TM.07	Workshop	1	2	3	4	5	6
TM.08	Exercise	1	2	3	4	5	6
TM.09	Individual Presentation	1	2	3	4	5	6
TM.10	Video Clip/Film Show	1	2	3	4	5	6
TM.11	Study Tour	1	2	3	4	5	6
TM.12	Field visit/Attachment	1	2	3	4	5	6

10. The issues mentioned in question 6 are the existing contents of FTC. If you think, the existing content needs changes, please mention below:

- a. Topic(s) need to be added:

1.	
2.	

- b. Topic(s) need to be deleted:

1.	
2.	

11. What improvement(s) would you suggest in the training methodologies?

1.	
2.	

12. Any other suggestion(s) for making the FTC more need-based, relevant and effective:

1.	
2.	

THANK YOU VERY MUCH AGAIN FOR YOUR TIME AND PATIENCE.

Appendix-02: Survey Questionnaire for Supervisors

Bangladesh Public Administration Training Centre
Savar, Dhaka
www.bpatc.org.bd

Training Needs Assessment (TNA) of Foundation Training Course Participants

Dear Colleague,

You know, Foundation Training Course (FTC), the initial training on entry into cadre service is a compulsory training programme for all those recruited in Bangladesh Civil Service (BCS). This basic training course facilitates developing a common understanding about the complex social, cultural, economic, political and administrative context of the country. FTC is a means to creating a knowledge base required for career-based civil service and for generating skills required for modern administration and management. This training is also intended to inculcate some common core values, right attitudes and attributes that every civil servant should possess. Accordingly, the content of the FTC is designed. It is periodically updated as well to make it need based and effective and to that end training needs assessment (TNA) is done.

We have devised this TNA questionnaire for getting your experienced comments and suggestions with regard to the existing contents and approaches of the FTC. We believe, your careful observation will help us redesign the existing FTC content and develop a need-based and appropriate curriculum in line with your explored needs. **Therefore, please respond to the questions thoughtfully and assist us in our endeavour.** Thank you very much for your time and patience.

TNA Survey Questionnaire

1. Your Cadre/Service:
2. Your Designation.....
3. Your Place of Posting:

--
4. Your last Academic Degree:

--
5. Your Gender Identity (please tick):

Male	Female	Other
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-
6. Please assess the level of “**Knowledge**”, in the areas listed below, that you feel a new recruit requires as a civil servant for-
 - a. developing a common understanding about the complex social, cultural, economic, political and administrative context of the country;
 - b. inculcating some common core values, right attitudes and attributes that every civil servant should possess.
 - c. creating a knowledge base required for career-based civil service and for generating skills required for modern administration and management;

Please rate the level of requirement of each area mentioned below at a scale of 1 to 3 [1 = nice to know; 2 = should know; and 3 = must know]. Please mark with an 'X'.

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
Module 01: Bangladesh and Bangabandhu Studies				
Module 01 A: Bangabandhu Studies				
01.01	Emergence of Bangabandhu as a Leader	1	2	3
01.02	Political Philosophy of Bangabandhu and his Contribution to the Development of the "Bengali Nation"	1	2	3
01.03	Historic Speech of 7 March 1971: Declaration of Independence	1	2	3
01.04	Bangabandhu's Strategic Outlook about Foreign Policy and Administrative Reforms	1	2	3
01.05	Bangabandhu's Economic Vision	1	2	3
-	Seminar on the Life and Works of Bangabandhu	1	2	3
-	Visits to Bangabandhu's Mausoleum at Tungipara and Bangabandhu Memorial Museum	1	2	3
Module 01 B: Bangladesh at a Glance: History & Culture				
01.06	Anthropology of Bengali People and Genesis of Bangladesh	1	2	3
01.07	Socio-Cultural Heritage and its Transformation	1	2	3
01.08	Background, Spirit and Dreams of Liberation War	1	2	3
01.09	Genocide in Bangladesh: 1971	1	2	3
01.10	Potential Resources of Bangladesh (Special Emphasis on Tourism and District Branding)	1	2	3
01.11	The Influence of Poets & Writers in Bangla Literature and Culture with special Reference to National Poet Kazi Nazrul Islam, Rabindranath Tagore and Jasimuddin	1	2	3
Module 02: Village Study				
02.01	My Village - My Town (SWOT and Gap Analysis)	1	2	3
02.02	Briefing on Disadvantaged Citizen Visit (DCV)	1	2	3
02.03	Presentation on DCV	1	2	3
Module 03: Poverty Reduction and Rural Development (BARD/RDA/BRDTI Attachment)				
03.01	Poverty Alleviation: Concepts and Measurements	1	2	3
03.02	Poverty Reduction Models: <i>Amar Bari, Amar Khamar, Palli Sanchay Bank, CVDP, SFDF, PDBF, Char Livelihood Programme (CLP)</i>	1	2	3
03.03	Poverty Reduction and Rural Development Strategy in Bangladesh: Major Approaches and Strategies	1	2	3
03.04	Rural Economy in Bangladesh: Trends, Achievements and Challenges	1	2	3
03.05	Microfinance & Micro Savings in Poverty Reduction: Strategies for Financial Inclusion	1	2	3
03.06	Cooperative Movement and Social Development in Bangladesh	1	2	3
03.07	Rural - Urban Migration in Bangladesh: Causes and Consequences	1	2	3
-	Field Visit to Rural Development Projects	1	2	3
Module 04: District and Upazila Attachment				
01 Week	District Attachment			
	<ul style="list-style-type: none"> • Observe and understand the functions and role of the District Development Coordination Committee (DDCC) • Learn the objectives and functions of all district level public offices including a potential cooperative society/a potential firm/NGO • Study the Annual Performance Agreements (APA) of different departments • Observe and knowing the satisfaction of the service seekers and different stakeholders 	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
	• Study different accountability and transparency tools (Citizen Charter/NIS/ GRS/ RTI/APA) of different offices to analyse impact on service delivery			
01 Week	Upazilla Attachment ❖ Study the functions and role of the Upazilla Parishad ❖ Study and observe service delivery by Upazilla level offices ❖ Study the functions and roles of the local government institutions (LGIs) ❖ Study and observe economically disadvantaged households.	1	2	3
01 Week	Knowing Bangladesh/District Potentials	1	2	3
Module 05: Fundamentals of Foundation Training Course				
05.01	Foundation Training Course and its Philosophy	1	2	3
05.02	The Whole of Government Approach in Civil Service of Bangladesh	1	2	3
05.03	Etiquette, Manners and Code of Conduct for Civil Servants	1	2	3
05.04	Civil Service Values, Ethics and Professionalism	1	2	3
05.05	Understanding the Potentials of the Self (self- assessment)	1	2	3
Module 06: Leadership and Organizational Management				
06.01	Organization: Concepts, Types, Nature and Structure	1	2	3
06.02	Basics and Practices of HRM and HRD in Organization	1	2	3
06.03	Art of Leadership	1	2	3
06.04	Effective Crisis Management	1	2	3
06.05	Team Building, Motivation and Human Relationship in Organization	1	2	3
06.06	Emotional Intelligence: Developing Soft-skill for Better Workplace Management	1	2	3
06.07	Change Management in Civil Service	1	2	3
06.08	Conflict Management in Organizational Situations: Negotiation & Coordination Techniques	1	2	3
06.09	Organizational Decision Making: Evidence-based & Evidence-informed	1	2	3
06.10	Career Planning and Career Development	1	2	3
06.11	Stress Management in Workplace	1	2	3
06.12	Media Relationship	1	2	3
06.13	Human Behavior and the Art of Persuasion	1	2	3
06.14	Motivational Speech Series by Change Maker	1	2	3
Module 07: Important Service Laws in Bangladesh				
07.01	Institutions and Process of Formulating Laws, Rules and Regulations (Overview of the Presidential Order; Act; Ordinance; Rules; Regulation; Executive Order; Code; Sanction; Gazette etc.)	1	2	3
07.02	সরকারী চাকুরী আইন, ২০১৮	1	2	3
07.03	BSR: Part 1 & Part 2	1	2	3
07.04	General Conditions of Service including Seniority Rules	1	2	3
07.05	The Government Servants (Discipline and Appeal) Rules 2018: Inquiry Procedure and Report Writing (Case study)	1	2	3
07.06	The Government Servants (Conduct) Rules, 1979	1	2	3
07.07	Constitutional Provisions Relating to Public Servants and Public Service Commission	1	2	3
07.08	The Administrative Tribunal Act & Rules, 1980	1	2	3
07.09	Rules Related to Leave; Rules related to Joining Time	1	2	3
07.10	The Bangladesh National Flag, Anthem and Emblem Order, 1972 & Rules and Protocol	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
07.11	Bangabandhu Public Administration Award Policy	1	2	3
Module 08: Office Management and Communications				
08.01	Secretariat Instructions and Its Role in Public Office Management	1	2	3
08.02	Opening of Files, Writing Notes, References, Flagging and Maintaining Different Register	1	2	3
08.03	Types of Written Communications and Preparation and Issuance of Letters/Orders	1	2	3
08.04	Writing Summary	1	2	3
08.05	Preparing Working Paper of a Meeting	1	2	3
08.06	Writing Meeting Minutes	1	2	3
08.07	Office Inspection with Case Studies	1	2	3
08.08	E-Nothi & Digital Communication	1	2	3
08.09	দাপ্তরিক কাজে প্রমিত বাংলার ব্যবহার	1	2	3
-	Secretariat Attachment	1	2	3
Module 09: Public Financial Management and Economic Governance				
Module 09 A: Basic Economic Concepts				
09.01	Basics of Microeconomics: Some Conceptual Issues	1	2	3
09.02	Basics of Macroeconomics: Some Conceptual Issues	1	2	3
09.03	National Income Accounting	1	2	3
09.04	Monetary Policy, Fiscal Policy and their Dimensions	1	2	3
09.05	Four Sector Relationships (Interrelation and Implications – Real Sector, Fiscal Sector, Monetary Sector and External Sector)	1	2	3
09.06	Market Economy vs Mixed Economy: Concept and Issues, Market Failure & Government Intervention	1	2	3
09.07	Capital Market and National Economy	1	2	3
09.08	International Trade and Globalization: Bangladesh Perspective	1	2	3
09.09	Bangladesh on the March Towards Prosperity	1	2	3
09.10	Bangladesh's LDC Graduation: Process, Strategy, Opportunities and Challenges	1	2	3
Module 09 B: PFM and Economic Governance				
09.11	Public Financial Management Systems & Reforms in Bangladesh	1	2	3
09.12	General Financial Rules	1	2	3
09.13	Treasury Rules	1	2	3
09.14	Budget: Legal Basis, Preparation and MTBF Process	1	2	3
09.15	Fiscal Table (Budget in brief): Hands on Exercise	1	2	3
09.16	IBAS++	1	2	3
09.17	Debt Management	1	2	3
09.18	Duties and Responsibilities of Drawing and Disbursing Officer	1	2	3
09.19	Delegation of Financial and Administrative Powers	1	2	3
09.20	Preparation of Pay Bill and Pay Fixation	1	2	3
09.21	TA, DA Rules and Preparation of TA Bills	1	2	3
09.22	Laws and Practice of VAT	1	2	3
09.23	Laws and Practice of Income Tax	1	2	3
09.24	Preparation of Income Tax Return	1	2	3
09.25	Audit System in the Public Sector	1	2	3
09.26	Response to Audit Objection and Writing Broadsheet Reply	1	2	3
Module 10: Governmental System and Essential Laws				
10.01	Salient Features of Bangladesh Constitution	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
		1	2	3
10.02	Organs of the State (Executive, Legislature & Judiciary) and their Interplay in Bangladesh Perspective	1	2	3
10.03	Penal Code, CrPC: Sections Essential for Public Service	1	2	3
10.04	CPC, Evidence Act, PRB, 1943: Sections Essential for Public Service	1	2	3
10.05	ভোক্তা অধিকার সংরক্ষণ আইন ২০০৯	1	2	3
10.06	Rules of Business & Allocation of Business	1	2	3
10.07	Land Management System of Bangladesh	1	2	3
10.08	Land Litigation and Dispute Resolution	1	2	3
10.09	Concept of Decentralization & Local Government System in Bangladesh	1	2	3
10.10	Structure and Functions of LGIs	1	2	3
	LGIs: Issues, Challenges & Way Forward	1	2	3
10.11	Interface and Coordination between Elected Representatives and Civil Servants	1	2	3
10.12	Parliament Visit: Attending Parliamentary Session	1	2	3
Module 11: Public Administration & Governance				
11.01	Public Administration & Governance: Concept & Recent Trends	1	2	3
11.02	Public Administration Reforms in Bangladesh	1	2	3
11.03	Public Administration System (Institution, Policy Regime, Changing Trend) in Some Selected Countries (South Korea, India, Australia, Singapore, Malaysia)	1	2	3
11.04	Introduction to Public Policy and Policy Making Process	1	2	3
11.05	Challenges of Policy Crafting and Implementation	1	2	3
11.06	Non-State Stakeholders and Public Policy Formulation	1	2	3
11.07	Business Process Re-engineering	1	2	3
11.08	Management Improvement and Result Orientation: Total Quality Management (TQM) and Result-based Management (RBM)	1	2	3
11.09	Social Accountability Tools and Practices in Bangladesh: Citizen Charter; Right to Information Act; Grievance Redress System; Annual Performance Agreement; National Integrity Strategy	1	2	3
11.10	Performance Management and Annual Confidential Report (ACR)	1	2	3
11.11	e-Governance: Concept and Readiness	1	2	3
11.12	Empathy Building and Innovation in Public Service Delivery	1	2	3
Module 12: Child Rights and Gender Equality				
12.01	Concept of Gender and Development	1	2	3
12.02	Women and Child Rights (National and International Perspective- Convention on the Rights of the Children and CEDAW and National Women Development Policy, 2011)	1	2	3
12.03	Initiatives of GoB for Protecting Women & Child Rights and Prevention of Child Marriage	1	2	3
12.04	Creating Gender Friendly Working Environment	1	2	3
12.05	Prevention of Violence Against Woman and Children	1	2	3
12.06	Women in Leadership for Achieving Equal Future	1	2	3
12.07	Gender Responsive Budgeting	1	2	3
12.08	Protection & Rehabilitation of Street Children in Bangladesh	1	2	3
12.09	Open Session on Issues related to Women in Civil Service	1	2	3
Module 13: Economic Planning and Development				
13.01	Economic Planning: Concepts and Issues, Role of Planning Commission	1	2	3
13.02	Vision Trajectories of Hon'ble PM: Perspective Plan 2021-2041 (Vision 2041), Overview of 8 th Five-year plan; Delta Plan 2100	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
13.03	Development: Concepts and Issues	1	2	3
13.04	Socio Economic Indicators of Bangladesh	1	2	3
13.05	Agricultural Development and Food Security	1	2	3
13.06	Education and Development: Bangladesh Perspective	1	2	3
13.07	Health Care and Development: Bangladesh Perspective	1	2	3
13.08	Infrastructure and Growth: Bangladesh Perspective (Mega Projects)	1	2	3
13.09	Poverty and Inequality: Concept, Poverty Line, Gini Coefficient, Lorenz Curve, Pro-poor Policy, Inclusive Development	1	2	3
13.10	Social Protection Programs for Inclusive Development	1	2	3
13.11	Environment, Development and Sustainability	1	2	3
13.12	Disaster Management in Bangladesh	1	2	3
13.13	SMEs and Startups for Development	1	2	3
Module 14: Sustainable Development Goals				
14.01	Basics of SDGs (with comparison to MDGs)	1	2	3
14.02	Evolution of SDGs in the International Policy Framework for Development.	1	2	3
14.03	SDGs in the Development Priorities of Bangladesh	1	2	3
14.04	Administration of SDGs: Top down and Bottom up	1	2	3
14.05	Budgeting for SDGs: Challenges & Way-forward	1	2	3
14.06	Localization of SDGs: Approach, Strategies and Alignment with Local Planning	1	2	3
Module 15: Project & Procurement Management				
15.01	Overview of Project Planning and Approval Process in Bangladesh	1	2	3
15.02	Introduction to Project Cycle and Project Management	1	2	3
15.03	Log Frame and Results Based Management (RBM)	1	2	3
15.04	Feasibility Study of a Project	1	2	3
15.05	Preparation of Development Project Proforma (DPP) and Technical Assistance Project Proforma (TAPP)	1	2	3
15.06	Project Risk Management	1	2	3
15.07	Project Monitoring and Evaluation	1	2	3
15.08	Overview of PPA 2006 and PPR 2008	1	2	3
15.09	An Overview of Different Procurement Methods	1	2	3
15.10	Steps in Procurement: Annual Procurement Plan (APP); Technical Specification; Tender Opening; Tender Evaluation and Contract Signing	1	2	3
15.11	Electronic Government Procurement (E-GP)	1	2	3
15.12	Use of Project Management Software (e.g. MS Project)	1	2	3
Module 16: Basics of Social Research				
16.01	Introduction to Social Research: Concepts of Social Reality, Problem Statement, Research Objectives and Relevance to Public Sector	1	2	3
16.02	Literature Review, Referencing & Bibliography	1	2	3
16.03	Case Study	1	2	3
16.04	Methodology: Research Design and Approaches, Sampling, Data Collection Methods (Interview, FGD, Observation, Survey)	1	2	3
16.05	Writing Research Proposal	1	2	3
16.06	Exercise on Preparing Questionnaire	1	2	3
16.07	Data Analysis Technique: Qualitative	1	2	3
16.08	Data Analysis Technique: Quantitative	1	2	3
16.09	Research Ethics (Informed Consent, Deception, Confidentiality & Plagiarism)	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
16.10	Writing Research Report	1	2	3
16.11	Use of Software for Data Analysis in Research (e.g. SPSS, STATA)	1	2	3
Module 17: IELTS and Communication Skills in English				
Part 1: Improving English through IELTS Skills				
17.01	Introduction to IELTS Speaking	1	2	3
17.02	Speaking Practice	1	2	3
17.03	Introduction to IELTS Reading	1	2	3
17.04	Reading Practice	1	2	3
17.05	Introduction to IELTS Listening	1	2	3
17.06	Listening Practice	1	2	3
17.07	Introduction to IELTS Writing	1	2	3
17.08	Writing Practice	1	2	3
Part 2: Oral Communication Skill Development				
17.09	Techniques of Presentation and Public Speaking	1	2	3
17.10	Contemporary Issues/Theme based Extempore Speech	1	2	3
17.11	Debate Competition	1	2	3
17.12	Recap Sessions	1	2	3
Module 18: Basics of English				
18.01	Common Grammatical Errors in English	1	2	3
18.02	Subject-Verb Agreement	1	2	3
18.03	Proper Use of Modal Verbs in English	1	2	3
18.04	English Grammar: Clauses and Phrases	1	2	3
18.05	Transformation of Sentences	1	2	3
18.06	Academic Writing	1	2	3
18.07	English at Work Place (Oral & Written Communication)	1	2	3
18.08	Techniques of Translation (Bangla to English and vice versa)	1	2	3
Module 19: Book Review and Presentation				
19.01	Introduction to Art of Book Review	1	2	3
19.02	Book/Article/Case Studies Review Report Presentation (Books Written by Bangabandhu, HPM Sheikh Hasina and on Liberation War, Governance, Development, Public Administration, History Preferred)	1	2	3
Module 20: Information & Communication Technology (ICT)				
20.01	Need Assessment on ICT Skill	1	2	3
20.02	Basic Hardware and Troubleshooting (Hardware & Software)	1	2	3
20.03	Document Preparation	1	2	3
20.04	Learning Blind Typing (Bangla & English)	1	2	3
20.05	Presentation Preparation	1	2	3
20.06	Spreadsheet Analysis	1	2	3
20.07	Office Automation: ERP, e-services, Digital Communication etc.	1	2	3
20.08	Digital Bangladesh: Concept and Selected Initiatives	1	2	3
20.09	Cyber Security	1	2	3
20.10	Use of Social Media: Citizen Connectivity	1	2	3
20.11	Guidelines for Social Media Use	1	2	3
20.12	Cloud Computing: Concept and Usage	1	2	3
20.13	Fourth Industrial Revolution (4IR): Internet of Things (IoT), Big Data, Block Chain, Crypto Currency	1	2	3
20.14	Digital Security Act-2018	1	2	3
Module 21: Physical Conditioning & Games				
21.01	Nutrition & Physical Fitness	1	2	3

Topic Code	Themes/Areas of Competence in terms of KNOWLEDGE	Level of Requirement		
21.02	Wellness Concept & Management	1	2	3
21.03	Effect of Exercise on Different Organs	1	2	3
21.04	Common Sports Injuries & Prevention/Rehabilitation of Back Pain	1	2	3
21.05	Sedentary Life Style and Effects	1	2	3
21.06	Occupational Pain and its Management	1	2	3
21.07	Emotional Health and Psychological Wellbeing	1	2	3
21.08	Morning Exercise: Walking, Jogging, Freehand Exercises, Ground Exercises, Stretching, Minor Games, Meditation Afternoon Games: Football, Handball, Volleyball, Basketball, Swimming, Tennis etc.	1	2	3
Module 23: Contemporary Issues				
23.01	Blue Economy and the prospect of economic growth of Bangladesh	1	2	3
23.02	Autism and Neuro-development Disorder	1	2	3
23.03	COVID-19: How pandemic reshaped our world	1	2	3
23.04	Rohingya Crisis and the Geopolitics of South-East Asia	1	2	3
23.05	State-capacity and Experience of Developmental States: Lessons for Bangladesh	1	2	3
23.06	Overseas Employment, Remittance and National Economic Progress: Opportunities and Challenges	1	2	3
23.07	Middle Income Trap and Sustaining Bangladesh's Economic Miracle	1	2	3
23.08	Public-Private Partnership: Models, Benefits and Risks	1	2	3
23.09	Road Safety and Initiatives by Bangladesh Government	1	2	3
23.10	Ten Special Initiatives of the Honourable Prime Minister of Bangladesh	1	2	3
23.11	Noise Induced Hearing Loss, Smoking related Health Risks, Mobile Phone Use and Health Hazards	1	2	3
23.12	Demographic Dividend: Opportunities & Challenges	1	2	3
23.13	বাংলা ভাষা ও সাহিত্য: সাম্প্রতিক অবস্থা	1	2	3
23.14	Introduction to Universal Health Coverage	1	2	3
23.15	Waste Management	1	2	3
Module 24: Car Driving				
24.01	Introduction to Vehicles	1	2	3
24.02	Traffic Rules, Signals	1	2	3
24.03	Vehicle Maintenance	1	2	3
24.04	Trouble Shooting	1	2	3
24.05	Motor Vehicle Ordinance	1	2	3
	Driving Practice	1	2	3

7. Please identify the required level of competence in terms of “Skill”, in the areas listed below, that a new civil servant requires to discharge individual duties and responsibilities most competently. **Please rate the level of requirement of each skill mentioned below at a scale of 1 to 3 [1 = nice to have; 2 = should have; and 3 = must have]. Please mark with an ‘X’.**

Code	Themes/Areas of Competence in terms of SKILL(s)	Level of Requirement		
Sk.01	Time management	1	2	3
Sk.02	Ability to work to tight deadlines	1	2	3
Sk.03	Ability to organise and prioritise workload	1	2	3
Sk.04	The ability to work alone	1	2	3
Sk.05	Leadership	1	2	3

Code	Themes/Areas of Competence in terms of SKILL(s)	Level of Requirement		
		1	2	3
Sk.06	Team work	1	2	3
Sk.07	Coordination	1	2	3
Sk.08	Interpersonal relationships	1	2	3
Sk.09	Excellent organisation and negotiation	1	2	3
Sk.10	Professionalism	1	2	3
Sk.11	Public Speaking	1	2	3
Sk.12	Good communication skills, written and oral	1	2	3
Sk.13	Creativity and flexible thinking	1	2	3
Sk.14	Strategic thinking	1	2	3
Sk.15	Developing the self and others	1	2	3
Sk.16	Problem Solving and Decision-making	1	2	3
Sk.17	Office management	1	2	3
Sk.18	Financial management	1	2	3
Sk.19	Project management	1	2	3
Sk.20	Information processing	1	2	3
Sk.21	Analytical Skill	1	2	3
Sk.22	Innovation	1	2	3
Sk.23	Stress management	1	2	3
Sk.24	Information and Communication Technology	1	2	3
Sk.25	Car driving	1	2	3

8. Please identify the level of competence in terms of “Attitudes”, in the areas listed below, that you think a new civil servant requires to discharge individual duties and responsibilities most competently. **Please rate the level of requirement of each skill mentioned below at a scale of 1 to 3 [1 = nice to have; 2 = should have; and 3 = must have]. Please mark with an ‘X’.**

Code	Themes/Areas of Competence in terms of ATTITUDE(s)	Level of Requirement		
		1	2	3
At.01	Punctuality (timely attendance at office)	1	2	3
At.02	Timely finishing of assigned tasks	1	2	3
At.03	Devotion and Commitment to work	1	2	3
At.04	Self-motivation to work/responsibilities	1	2	3
At.05	Mental readiness to adopt positive changes	1	2	3
At.06	Mental readiness to maintain office discipline	1	2	3
At.07	Accepting Innovations in work situation	1	2	3
At.08	Being respectful to Colleagues	1	2	3
At.09	Maintaining Gender Friendly Behavior	1	2	3
At.10	Selflessness/Work for public interest	1	2	3
At.11	Work satisfaction	1	2	3
At.12	Maintaining work ethics	1	2	3
At.13	Commitment to Organisation	1	2	3
At.14	Integrity	1	2	3
At.15	Justice and Fairness	1	2	3
At.16	Accountability	1	2	3
At.17	Transparency	1	2	3
At.18	Promotion of good governance	1	2	3
At.19	Impartiality and non-partisanship	1	2	3
At.20	Client focused/being respectful to service recipients	1	2	3

Code	Themes/Areas of Competence in terms of ATTITUDE(s)	Level of Requirement		
At.21	Being responsive to Clients' needs	1	2	3

9. Please assess the extent to which the following **training methods** employed in FTC is effective. **Assess effectiveness through the scale of weight ranging from 1 to 6 [where 1 = Minimum.... 6 =Maximum]. Please mark with an 'X'.**

Code	Training Method(s)	Effectiveness					
		Scale of Weight					
TM.01	Lecture and Discussion	1	2	3	4	5	6
TM.02	Group Work	1	2	3	4	5	6
TM.03	Reading Assignment	1	2	3	4	5	6
TM.04	Library Work	1	2	3	4	5	6
TM.05	Case Study	1	2	3	4	5	6
TM.06	Seminar	1	2	3	4	5	6
TM.07	Workshop	1	2	3	4	5	6
TM.08	Exercise	1	2	3	4	5	6
TM.09	Individual Presentation	1	2	3	4	5	6
TM.10	Video Clip/Film Show	1	2	3	4	5	6
TM.11	Study Tour	1	2	3	4	5	6
TM.12	Field visit/Attachment	1	2	3	4	5	6

10. The issues mentioned in question 6 are the existing contents of FTC. If you think, the existing content needs changes, please mention below:

a. Topic(s) need to be added:

1.	
2.	
3.	

b. Topic(s) need to be deleted:

1.	
2.	
3.	

11. What improvement(s) would you suggest in the training methodologies?

.....

.....

12. Any other suggestion(s) for making the Foundation Training Course more need-based, relevant and effective:

.....

.....

THANK YOU VERY MUCH AGAIN FOR YOUR TIME AND PATIENCE.

Appendix-03: Guiding questions for the KIIs

Issue-01: Citizen focused approach

- Question-01:** What are the areas where, you think, each probationer should have knowledge relating to citizen focused and service delivery approach?
- Question-02:** What **inputs/issues/topics** you propose **for inclusion in the FTC content** for instilling citizen focused and service delivery attitude in them?

Issue-02: Administrative and managerial efficiency

- Question-03:** What are the areas where, you think FTC participants should have knowledge with regard to administrative and managerial efficiency?
- Question-04:** What are the **inputs/issues/topics** you propose **for inclusion in the FTC content** for enhancing their administrative and managerial efficiency?

Issue-03: Leadership skills

- Question-05:** What are the knowledge areas where, you think, each FTC participant should have command relating to leadership and teamwork ability?
- Question-06:** What are the **inputs/issues/ topics** you propose **for inclusion in the FTC content** for enhancing their leadership and teamwork ability?

Issue-04: Ethical values

- Question-07:** What are the areas where, you think, each FTC participant should have knowledge relating to ethical values?
- Question-08:** What are the **inputs/issues/topics** you propose **for inclusion in the FTC content** for instilling ethical values in them?

Response to the Reviewer

Overall a good research on a very t important Training programme of BPATC- the Foundation Training Course (FTC). However, there are some issues that require a second look/ corrections before the report is finalized. In this context, the suggestions are given below:

→ The abstract is too long and needs to be shortened to maximum two – three pages.

Response: The abstract has been shortened to three pages.

→ A portion of section 1.5 of Chapter 1 should be part of methodology (see Comments made in text for details).

Response: This has been edited.

→ Chapter 2 (Literature Review) is too long and should be split in to two chaptersLiterature review of concepts and Regional Training Scenario; and then Overview of Bangladesh Public Sector , Governance and Training\

Response: Chapter 2 has been divided into two as Part A: Concepts and Regional Training Scenario; and Part B: Overview of Bangladesh Public Sector , Governance and Training

→ Sections 3-4 of Chapter -3 should be shifted to the next chapter on findings. of the Research report.

Response: We think this is ok that we have done.

→ It would be good to have an overview / summary of the key findings of that chapter at the end of the chapter

Response: Introductory paragraphs explain the overview.

→ Both present Chapters 4 and 5 may be renamed

Response: Both Chapters 4 and 5 have been renamed.

→ In the current Chapter 6, Analysis of the findings of the research needs to be discussed using the conceptual framework of SCALE.

Response: Following the SCALE framework the analysis has been done.

→ The last chapter may be renamed as Conclusion and Recommendations.

Response: The last chapter has been renamed as Conclusion and Recommendations.

→ A through proofreading needs to be carried out as there typos and language errors in the text.

Response: The document has been checked thoroughly and edited accordingly.

Finally, the researchers have done a good job –based on which the FTC of BPATC may be reorganized to pass on relevant skills and knowledge to the young civil servants entering the Service of the Republic.

Response: Thank you. BPATC authority may take further action based on the findings of the research.