ISSUES ON CAREER PLANNING FOR TRAINERS : WHAT IS TO BE DONE

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INTRODUCTION

Career planning involves all aspects of national activities by men and women in the workforce that includes agriculture, commerce, industry, administration or any other professions (Rashid, 1986:7). This requires effective and regular communication between the employer and the employee. The employee has the right to know his job as well as the inputs given to him to enable him to do the work (Huq, 1986:1). Employees' belongingness to an organisation and their motivation to work largely depend on sound career planning by the employer (Rahrnan, 1986:20). Realistic career planning forces employees to be proactive and to anticipate problems and opportunities (Stone, 1995:249).

The central objective of career planning should be to produce skilled personnel at all levels, be he a typist, stenographer, clerk, section officer, an executive or an administrator, irrespective of position each working in his own sphere of activity, and professional in knowledge, approach and execution (Rashid, 1986:12). Proper career planning in the public service is crucial as persons who enter the public service view it as a career and particularly in countries where there are relatively few job opportunities in the private sector (Rahman and Col, 1992:13).

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The origin of the need for career planning is two-dimensional. Organisations are under pressure to maxirnise the utilisation of their human resources to ensure profitability, yet they are under counter pressure from changing social values to meet the demands of individuals for satisfying employment experiences. Increasingly, individuals are restive about how organisations impose upon what is considered personal space. Organisations often use results from these processes to decide how to utilise the individual as means for achieving organisational objects. Resulting decisions are usually one sided in favour of the organisations needs. Individuals are used as means for attaining the organisation ends, a result of the fact that at decision points where individual and organisational needs conflict in any significant degree; organisational pressure can overwhelm the individual. Effective career planning can mediate this traditional conflict to the advantage of both individual and organisation (McMahon and Yearger, 1976: 11-10).

Organisations pay a price for poor career growth opportunities in two important ways: a) high turnover among recently hired employees and, b) declining employee involvement. The cost of turnover is enormous, considering recruitment expenses, travel, testing, lost output before replacement, reduced performance during orientation of new employees etc. In a declining economy and job market, some people may remain on the job in the face of poor growth opportunities, but they will adapt by "turning off' (becoming less involved in their work), with a corresponding drop in the quality of their work performance (Bowen and Hall, 1978: 283).

Werther and Davis (1993) pointing a number of benefits which an institutional head can get for his/her organisation by supporting career planning (Quoted in Stone, 1995:252).

Career Planning and Trainer

Training is recognised as an investment and a means to develop human resources in increasing efficiency and productivity of any organisation. In carrying out training responsibilities, trainers should

always keep themselves abreast of the latest concepts of training (GOB, 1986:20). Trainers must be highly professional, and conversant with the general principles of planning functions in the field of training. Commensurate with their professional standing and qualifications, it is also necessary that due promotional and other incentive measures should be provided to the trainers to retain them in their professional field (Begum et al., 1998:19). The professional trainer tends to be directed towards improving his skills as an instructor, his skills in the use of training technology, his knowledge of the latest training theory or training techniques (Wright and Salinger, 1973:17). Training addresses itself not only to the job and staff needs, it has also a role to play in the career development of civil service workforce. It is therefore, intimately associated with training (Hyder, 1986:64).

Role of a trainer in any organisation is important for human resources development (HRD). As conducting training programmes is a regular function of a trainer, he (trainer) must be able to identify needs solvable by training, to design appropriate training and to present it in such a way that the process of learning is maximized (Craig, 1976:3-2). Training has not produced the desired impact without institutional initiatives towards career development of the trainers. Frequently the impact of the trainer is underestimated. Inefficiently designed training can be very costly, particularly when many trainees are going through a given programme (Craig, 1976:3-5).

Career Planning for Trainers: Bangladesh Scenario

According to the Fourth Five-Year Plan (1990-1995), career management. and opportunities have to be coherently planned. Promotion, incentives, posting etc. have to be based on types of training and objective evaluation of performance on jobs. Research is to be carried out on different administrative problems. This may be largely taken up by the training institutions and expected to be a part

of normal functions of the training institutes and carried out by the faculty members as part of their normal duties. Such research or studies would help provide inputs for training and improve the quality and effectiveness of training (GOB, 1990:XVII-4).

Career planning, as a tool for public service development, was virtually ignored in Bangladesh during the initial years following the independence of the country (Huda, 1986:142). The situation still exists and is even more prevalent in the case of trainers who are the catalyst of human resource development. The training sector in Bangladesh suffers from a serious shortage of qualified trainers in the training institutions. The available trainers lack proper supervision and grooming by their superiors in the institutions. Absence of reward and punishment for performance, good trainer material is not forthcoming (GOB, 1984:1). It is viewed (Abedin, 1986: 148) that in our country, if we have not done enough for career planning, it is not because we consider it not important but because we do not know how to do it well enough.

It has been observed from a recent study on 40 public sector training institutes (Alam, et al., 1996) that none of these training institutes has any career plan for their trainers. Professionalism is also more or less absent among these institutes. Trainers are not properly trained and equipped with latest training technology. As a method of training, classroom lecture is still prevalent. Faculty activity on research and publication is very insignificant. In some cases, trainers who are posted on deputation, are not devoted to and serious on their training functions. Some of them feel that posting in the training institutes is a punishment (Alam et al., 1996:216). The study also suggests that more funds should be invested on foreign training, researches and publications for the capacity building of these training institutes.

Although training has long been recognized as an essential input to develop human resources aimed at increasing efficiency and productivity of any organisation, but unfortunately, there is always a

tendency to disparage the importance the career plan for trainers. There is also a damaging trend experienced by one of the front-liner training institutions that persons recruited only for staff training (class- iii & iv) and/or as class- iii employee are getting promotion and/or considered for promotion against the post of training officers. These posts need higher academic background and training. This trend certainly demoralises the qualified trainers and damages the training environment of the institutes. Officers having brilliant academic records and with years of experience in a training institute suffer from frustration for being deprived of promotion in due time. (Rahman, 1997: 63-64).

From a survey conducted by Establishment Division in 1982, Rahman (1986) viewed an unhealthy sign for the training institutions where even after twenty years of satisfactory service an officer did not get any promotion or got only one promotion. It was also evident that who joined the former Civil Service of Pakistan in 1967, got four promotions by the year 1983 while another who joined as non-cadre trainer in 1964 got only two promotions by the year 1982 (Rahman, 1986:30). It is not the case with the trainers who belong to the cadre service.

The status of any training institute mostly depends on the professionalism of trainers. It is the institutional responsibility to make the trainers professional through necessary training. BPATC as one of the leading training institutes in the country could not utilise the Development Management Training (DMT) Component for its faculty development. It is viewed by the USAID that BPATC suffered from inherent structural and institutional problems which are reflected in lack of professionalism in faculty members, improper placement of personnel in positions incompatible to the professional career and academic records (Rahman, 1997:65).

Reward system plays a significant role to attract and to retain talented trainers. It includes training allowance, good posting (in the case of trainers on deputation) and free accommodation. Though the

Government (GOB, 1984:6; 1986:20) suggests incentive package but it is yet to be implemented. At BPATC, only trainers posted on deputation are given 15 percent of their basic pay per month (not exceeding Tk. 1,000/-) as training allowance. **A** frustration seems to prevail among the permanent trainers who are denied this training allowance after repeated urges.

The trainers directly recruited at BPATC, possess considerable knowledge and skills, but they lack field experience, whereas some of the deputed trainers who come with field experience have not considered training as a career (Anisuzzaman, 1996:65). As such, horizontal movement in different ministries or agencies for field level experiences for the permanent faculty members could be arranged. Moreover, field experience could be gathered through regular research activities on field problems (Rahman, 1997: 66). Unfortunately, none of the training institutes initiates this step for professional development.

Recognition or rewards act as an important motivation factor. Talents and skills must not only be cultivated but also recognized and rewarded for excellence. Trainers must be given best compensation, best fringe benefits, and the best atmosphere if we demand best work from them (Anisuzzaman, 1996:70-71).

Though a number of significant studies on public administration, training and career planning where the issues of trainers were not discussed with due importance (GOB, 1983; GOB, 1984; GOB, 1986; GOB, 1991; BPATC, 1985; BPATC, 1986; BPATC, 1987; Rahman and Col, 1992; UNDP, 1993; The World Bank, 1996; Begum, et al., 1998). Although some recommendations in favor of trainers were documented both in the government publications and individual research studies, these are still being kept in the archives. It is viewed that the issues of trainers have long been undermined by the policy-makers and by the concerned authorities. For the effective and efficient training management, priority should be given on trainer's issues. This study has attempted to focus on this problem.

Objective **and** Scope of the Study

The objectives of the study are to examine the career structure of trainers and to suggest means to strengthen training faculty of the selected training institutions. To achieve these objectives the study has focussed on trainers working at the selected government training institutions. The scope of the study is as follows:

(a) The recruitment rules of the trainers for selected training institution;

(b) Academic background and qualifications of the trainers and relevance to their assigned training job;

(c) In -country and foreign training received by the trainers, and their relevance to the training;

(d) Promotional scope and incentive package for the permanent trainers;

(e) Demand for training facilities for the trainers both permanent trainers; and

(f) **Suggestions for strengthening the training faculty of the** training institutions.

Methodology

The government of Bangladesh established 354 training institutes throughout the country (Hossain, 1997: **71).** According to National Training Policy eleven training institutes have been selected to develop as apex training institutes (GOB, 1986: 6). For convenience of the study, amongst these institutes, Bangladesh Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD) and Academy for Planning and Development have been selected purposively. No training institute in private sector has been brought within the purview of the study. This study has focussed only on career planning of permanent trainers.

Therefore, career planning of deputed trainers has not been discussed in the study.

All Class-I officers of the institutes have been considered as respondents of this study. Total number of sanctioned Class-I posts is 92 for BPATC, **63** for BARD and 23 for APD. Initially, census survey was the target. Because of vacant posts, non-availability of and non-response from the respondents, out of 178 Class-I officers 85 (**50** from BPATC, **25** from BARD and 10 from APD) participated in this survey. Therefore rate of questionnaire return is **47.75,**percent. Primary data for the study have been collected from the respondents of the selected training institutes through administering a pre-tested questionnaire. Observation method has also been followed. Secondary data, required for the study, have been collected from books, research reports, journals etc.

The questionnaire used in this study contains some attitudinal questions. Questions were asked in a rating scale where lowest value was 1 and highest value was 6. Thus the median was 3.5. While analysing the collected data, the average score of the responses of the respective questions were calculated first and then the quantitative value was transformed into qualitative form. In this regard average score is divided into four different categories. These are: **5.5** and above " highly satisfactory", **5.0** to **5.4** "satisfactory", **4.0** to **4.9** "moderate" and below **4.0** "not satisfactory". Collected data are then presented through tables. Non-inferential statistical tools (average, percentage) are used in data analysis.

Findings

It is evident that both BPATC and APD are staffed with a significant number of deputed trainers/officers. On the other side, permanent trainers/officers man BARD (Table-1). Majority of the trainers are young having **15** years of service and a significant number have 16-35 years of service to their credit.

Table-1: Nature of Recruitment of the Respondents

Institutes	Nature of recruitment		
	Permanent	**Deputation**	**Total**
BPATC	29 (58.0)	21 (42.0)	50 (58.82)
BARD	25 (100.0)		25 (29.41)
APD	6 (60.0)	4 (40.0)	10 (11.76)
Total	60 (78.59)	25 (29.41)	85

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

Most of the trainers of these training institutes have Master level degrees. On the other hand trainers having PhD is very insignificant (only 4). Majority of the trainers have social science background. In the case of BARD both social science and agriculture dominate the academic background. Though BPATC is a training institute mainly for public administration training, a significant number of trainers/officers have the background of arts, science, agriculture and engineering.

While selecting the training job, permanent trainerdofficers have considered five important factors. These are opportunities of foreign training/higher studies, relevance of academic background with job, working environment, reputation of the institution and status. In comparison with selecting the training job, deputed trainers/officers considered their interest in training, working environment of the institutes and order of the authority as three most important factors behind joining training institutes. Irrespective of nature of recruitment, working environment is the most significant factor for selecting the job. Nature of the work of the trainerdofficers among the training institutions usually are training and research. At BPATC a significant number of officers are involved only in administrative work.

It is needless to say that any organisation must have specific goal(s) relevant with national goal(s). According to the trainers/officers, all the considered training institutes have a specific goal though a significant number of trainerslofficers have no clear idea about national goal. Relevance of institutional goal(s) with national goal is moderate (Table-2).

Though Training Need Assessment (TNA) is a prerequisite for successful and effective training programmes but in none of these three training institutes TNA have been done as a regular activity while preparing their training calendar.

Table-2: Opinion on Relevance of Institutional Goal
with National Goal

Institutes	Relevance			
	No. of Respondents	Total Score	Average	Result (Median =3.5)
BPATC	36	161	4.47	Moderate
BARD	19	88	4.63	Moderate
APD	10	51	5.1	Satisfactory
Total	65	300	4.62	Moderate

Source: Questionnaire Survey, **1999.**

More than three-fourth of the trainers have no field experience. In this regard, field attachment and field-oriented research have been suggested (Table-3). Though most of the trainers have job description (JD), a significant portion do not have it. Relevance of JD with present work is highly satisfactory at APD but it is moderate both at BPATC and BARD. Matching work with academic background is moderate both at BPATC and BARD but at APD it is unsatisfactory.

Table-3; Field Level Experience and Measures Necessary for gathering Field Level Experience

Institutes	Whether all trainers have necessary field level experience or not			Measures Necessary for gathering field level experience			
	Yes	No	Total	Field attach ment	Field oriented research	No need	Total (N=64)
BPATC	3	47	50	41	40	2	47
BARD	16	9	25	3	9	-	9
APD	2	8	10	5	8	-	8
Total	**21**	**64**	**85**	**59**	**57**	**2**	**64**
	(24.71)	(75.29)		(92.19)	(89.1)	(3.13)	

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages.

It is viewed by a significant number of trainers that training institutes do not have any specific policy for nominating in foreign training or higher studies programmes. Though majority of trainers believe that their respective institutes have a policy in this regard but significant number of them opined that the policy is not always followed.

In the case of trainers/officers having up to fifteen years of service to their credit, nearly half of them have not yet received any foreign training (FT). Overall one-third of the trainers has not received any foreign training. According to their view non-allocation of required number of FT opportunities and lack of initiatives for securing FT opportunities by the respective institutions is the main cause behind this situation (Table-4). Though majority of the trainers have received foreign training but the relevance of their training with their present assignment is found moderate.

Table-4: Respondents' view on not receiving Foreign Training1 Higher Education

Respondents' View	Institutes			Total (N=28)
	BPATC (n=20)	BARD (n=7)	APD (n=1)	
Required no. of training/education scholarship **are not allocated by the** concerned ministry.	7 (35.0)	6 (85.71)	-	13 (46.43)
Lack of initiative for securing training scholarship by the own institution.	6 (30.0)	6 (85.71)	1 (100.0)	12 (42.86)
Absence of specific policy for nomination of FT/HE.	5 (25.0)	3 (42.86)	-	8 (28.57)
Do not follow the policy for nomination of FT/HE.	5 (25.0)	3 (42.86)	-	8 (28.57)
Do not have required qualification.	2 (10.0)	1 (14.28)	-	3 (10.71)
Authority is not impartial in nominating for FT/HE.	6 (30.0)	2 (28.57)	-	8 (28.57)
Dropped in final scrutiny.	1 (5.0)	3 (42.86)	-	4 (14.28)
Others (Do not know, limited opportunity, newly recruited).	7 (35.0)	2 (28.57)	-	9 (32.14)

Source: Questionnaire Survey, 1999. Multiple response recorded. Parenthesis shows the percentages.

Irrespective of training institutes, majority of the trainers have received required in-country training while a significant number of trainers have not yet received required in-country training. In this regard relevance of in-country training with present work has been found to be moderate in all the three training institutes. It is a self-

assessment by the trainers/officers that their level of skill is moderate (Table-5). In this regard institutional initiatives for increasing their skills is not satisfactory in all three training institutes. .

Table-5:   Level of Skill (self-assessment) and Institutional Initiatives for Increasing the Skill

Institutes	Level of Skill (Self-assessment)			Institutional Initiatives		
	Total Score	Average	Result (Median =3 5)	Total Score	Average	Result (Median =3.5)
BPATC (n=50)	221	4.42	Positive	183	3.66	Not satisfactory
BARD (25)	115	4.6	Positive	84	3.36	Not satisfactory
APD (n=10)	46	4.6	Positive	31	3.1	Not satisfactory
Total (N=85)	382	4.49	Positive	298	3.51	Not satisfactory

Source: Questionnaire Survey, 1999. .   .

Majority of the permanent trainers having 6-10 years of service are yet to be promoted. A large number of trainers having 11-15 years of service got only one promotion and their next promotion has long been overdue. In the case of **BPATC** most of the permanent trainers having 6-10 years of service are waiting for promotion. Among the deputed trainers/officers having 6-10 years of service, about half of them got' one promotion and the rest are not yet eligible for promotion. All the deputed trainers/officers having 11-15 years of service have received one promotion. In case of the deputed trainers/officers of **BPATC,** those having 6-10 years of service are not yet eligible for promotion.

Table-6: Criteria for Promotion in the Training Institution

Criteria	Institutes			
	BPATC (50)	BARD (25)	APD (10)	Total (85)
Length of service as trainer	36 (72.0)	19 (76.0)	9 (90.0)	64 (75.3)
Necessary training	36 (72.0)	9 (36.0)	7 (70.0)	52 (61.17)
Required number of publications and researches	34 (68.0)	24 (96.0)	6 (60.0)	64 (75.3)
Evaluation by the participants	21 (42.0)	14 (56.0)	2 (20.0)	37 (43.53)
ACR	27 (54.0)	11 (44.0)	4 (40.0)	42 (49.41)
Others (excellent academic background, merit & skill, examination for promotion)	4 (8.0)	1 (4.00		5 (5.88)

Source: Questionnaire Survey, 1999. Parenthesis shows the percentages. Multiple response recorded.

It is found that delayed promotion is a dominant picture in the case of both permanent and deputed trainers. With a few exceptions, an insignificant number of trainers have been promoted in time. Respective trainers are of the view that the absence of vacant posts and administrative intricacy are the two most important causes for their delayed promotion and for not being promoted yet. For promotion in the training institutes- length of service as trainer, required number of publications and research, and necessary training have been indicated by the respondents as the criteria (Table-6).

The study indicates that majority of the permanent trainers/officers are dissatisfied with their present jobs. The two most important causes of dissatisfaction are personal relations over merit in getting promotion and qualification and delay in promotion (Table-7).

Table-7:   Causes of dissatisfaction with the Present Job

Causes	Institutes			
	BPATC (18)	BARD (13)	APD (6)	Total (37))
Delay in getting Promotion	10	4	5	19 (51.35)
Unfavorable Working Environment	6	8	3	17 (45.95)
Did not receive any Foreign Training	6	7	1	14 (37.84)
Absence of Recognition	6	6	3	15 (40.54)
Discrepancy of Work with JD	3	-	2	5 (13.51)
Training activities does not get proper importance	10	3	1	14 (37.84)
Personal relation get more importance than merit and qualification	11	9	2	22 (59.46)
Lack of initiatives for upgrading the post	5	6	3	14 (37.84)
Limited scope of promotion	10	6	1	17 (45.95)
Others (nepotism, sex-bias, corruption in administration, grouping, discrepancy in offering foreign training).		2		2 (5.41)

Source: Questionnaire Survey, 1999. **Parenthesis shows the percentages. Multiple response recorded.**

According to the majority of the trainers1 officers, none of the training institutes has any career plan. It is viewed that though there is no proper career plan in the cadre service but most of the faculties opined that a career plan could be implemented in the training institutes. The seven necessary measures suggested by the trainers/officers for career development of trainers ark (Table-8): ensuring promotion in time, increasing the foreign training

opportunities for training institutes, creation of facilities for post upgradation like universities, keeping the work relevant with JD, giving financial incentives to all trainers irrespective of nature of recruitment, and giving more importance to training activities than administration. creation of training cadre.

Table-8: Suggested Measures for Career Development of Trainers of Training Institutes

Suggested Measures	Institutes			Total	Rank
	BPATC	BARD	APD		
Ensuring promotion in time	274 (5.48)	134 (5.36)	60 (6.0)	468 (5.47)	1
Increase the foreign training **opportunities for training inst.**	260 (5.2)	144 (5.76)	52 (5.2)	456 (5.36)	2
Keeping the work relevant with JD	258 (5.16)	136 (5.44)	46 (4.6)	440 (5.18)	4
Giving more importance to **training activities than admin.**	252 (5.04)	114 (4.46)	46 (4.6)	412 (4.85)	6
Creation of facilities for post upgrade like universities	258 (5.16)	139 (5.56)	45 (4.5)	442 (5.2)	3
Giving financial incentives to all trainers irrespective of type of recruitment	258 (5.16)	126 (5.04)	32 (3.2)	416 (4.89)	5
Creation of training cadre	181 (3.62)	126 (5.04)	60 (6.0)	367 (4.32)	7

Source: Questionnaire *Survey,* 1999. Parenthesis shows the averages. Multiple response recorded.

Observations from the Service Rules

According to the Service Rules of BARD, required number of research and publications and service length are the pre-requisites for promotion. Whereas, at BPATC and APD service length is the main criteria for promotion. Both in BARD and APD, the probation period is of 6 months duration. Whereas in BPATC it is **2** years. However, for

co   rmation in service in all the three institutes, required training and successful completion of departmental training is a pre-requisite.

Service Rules of all the three training institutes documented that any employee, for his/her "Excellent" or " Outstanding" performance, may be given not more than two special increment. However, the term "Excellent" or "Outstanding" is not defined in any of the three service rules. There is no provision for lien facilities in the Service Rules for permanent faculties. Though at BPATC, a committee made some important suggestions in this regard but these are yet to be implemented.

The study found a very significant rate of turn over prevalent among the permanent faculties of BPATC. Moreover, a feeling of job insecurity among the permanent faculties has been found in BPATC due to the Clause 50 (2) of Service Rule of BPATC. There is no such clause in the service rules of BARD and APD.

Conclusion

To speak more on career planing for.trainers of training institutes is not to diminish the importance of career plan for other public service organisation. Due to absence of career planning for trainers, training institutes in Bangladesh seriously suffer from professional trainers. More or less, professionalism is totally absent in public sector training institutes. Non-professionalism in the training institutes makes the training sector almost dysfunctional. Delay in promotion, inadequate opportunities of foreign training, absence of incentives and recognition, and job insecurity can not attract talents and merits in the training institutes. Training as permanent job is not a prestigious job in Bangladesh. It seems, permanent trainers are considered as "second class citizens" in the public service.

In most cases, authorities of training institutes are more or less reluctant to take effective initiatives for professionalism. It seems that due to absence of professionalism, training need assessment (TNA) is not done on regular basis. It would not be unjustified to say that

absence of effective measures for career planning of trainers results in 'rustout' syndrome among the public sector training institutes in both personal and organisational term. For the sake of development of the training sector of the country, immediate measures for sound career planning of trainers must be taken.

Recommendations and Strategies for Implementation

This study has not covered all the issues of career planning for trainers. Preparing a sound career plan is very complex, gigantic and difficult task. More research could be taken on the issues of career planning of trainers that were not covered under the scope of this study. However, concerned authorities may consider.the following recommendations made by this study.

Higher Studies and Foreign Training

The authority must provide the officers engaged in training job with necessary training and opportunities for higher studies for professionalism. To make the trainers professional, foreign training is an important ingredient. All training institutes should have a proper policy for foreign training and the policy should be strictly followed. Age bar and educational qualification for foreign training should be relaxed in case of trainers.

Strategies for Implementation

(a) Identify the training need of each and every officer relevant with his/her job.

(b) Authorities of the training institutes can sit together with Ministry of Establishment and other related organisations for securing foreign training and higher studies opportunities.

(c) Authorities can also explore the other sources of relevant foreign training opportunities.

(d) Authorities of the training institutes could establish a close relationship with the training institutes of foreign countries.

(e) Respective training institutes could provide foreign training (at least short term) by using their own fund. In this regard, Government should allocate necessary funds to training institutes.

Research and Publications

Research and publication activities should be given more importance. In this regard adequate financial support should be given.

Strategies for Implementation

(a) Authorities can make it mandatory for officers to do at least one independent research and/or publication in a year.

(b) Research wing of the respective training institutes should identify the field of research relevant with the objective(s) of the institute.

(c) Trainers should be given adequate financial support for doing research.

(d) Close monitoring and evaluation will be needed to maintain the quality of research and publication.

Five Year Plan for Professional Development

Training institutes should prepare a five year plan with relevance to job descriptions for professional development of the permanent trainers and this plan must be implemented. In this regard immediate after recruitment, training needs of the new trainers must be assessed.

Strategies for Implementation

(a) The first task is preparation of job description for each and every trainer relevant with the objectives of the respective training institutes.

(b) Second task is need assessment of the trainers.

(c) Third task is preparation of detailed plan for training of trainers.

(d) Fourth task is to provide necessary training to the trainers required for performing specific jobs.

(e) Fifth task is implementation of the prepared plan.

Staffing of Training Institutes

The qualified trainers should staff training institutes. If the institute needs trainers on deputation the Service Rules of the respective institute should also be applied to the deputationists.

Strategies for Implementation

(a) First, authorities can recruit the persons having requisite qualification against the vacant posts.

(b) Respective Service Rules should be followed while accepting the officers on deputation.

(c) Service Rules can be modified to meet the changing need of the respective training institutes whenever necessary.

(d) Authorities should ensure that placement at the training institute meet their organisational needs and not the personal interests of the officer posted.

(e) While posting in the training institute, qualification of the concerned trainer could be examined to match it with the Service Rules of the respective training institute.

Field Experience of Permanent Trainers

The permanent trainers should be attached to field organisations from time to time and they should be engaged in field oriented research activities for acquiring field experience. In this regard, authorities may prepare a plan for their permanent trainers.

Strategies for Implementation

(a) The first task is identification of the nature of experience needed.

(b) Second task is the selection of relevant organisations for attachment.

(c) Thirdly, preparation of calendar for attachment programmes.

(d) Fourthly, implementation of the calendar

Training Need Assessment (TNA)

It is unfortunate that the training institutes prepare their respective training calendar without any prior training need assessment (TNA) of the incumbents. TNA must be a regular activity of training institutes while preparing training calendars.

Strategies for Implementation

(a) First, equip the trainers with techniques and methods of TNA.

(b) Secondly, assess TNA of trainees of the core courses (e.g. FTC, ACAD and SSC at BPATC) every two years.

(c) Thirdly, establish a close contact with trainees and their supervisors.

(d) Fourthly, get regular feedback from the trainees and their supervisors.

(e) Fifthly, prepare or modify the course curriculum according to the need of the trainers and make it attainable by the trainers.

Criteria for Promotion

To attract merit and talent and to retain them in the training institutes, trainers should be promoted in time. In this regard, required number of research and publications should be considered as one of the criteria for promotion in all training institutes specially at BPATC. This will help to minimize the turnover of the members of the permanent faculty.

Strategies for Implementation

(a) For Assistant Director (or equivalent), at least **4** research and 4 publications along with five years of service can be the criteria for promotion to next position specially at BPATC.

(b) For Deputy Director (or equivalent), at least 7 research and 7 publications along with ten years of service can be the criteria for promotion to next position specially at BPATC.

(c) For Director (or equivalent), at least 12 research and 15 publications along with 12 years of service can be the criteria for promotion to next position specially at BPATC.

(d) Quality of the research and publications can also be impartially assessed by the qualified researchers.

(e) Attainment of certain standards in instructional performance can also be considered as criteria along with other criteria mentioned above.

Incentives and Recognition

Incentives are motivational factors. Irrespective of nature of recruitment, all trainers should be given financial incentives. Trainers should be recognized for their performance. In this regard, every training institute may award "**best trainer**" award along with at least one month's basic pay.

Strategies for Implementation

(a) First, rank the trainers on the basis of their performance in job, number of research and publications.

(b) Secondly, select the top three and give them at least one month's basic pay.

(c) Thirdly, award the 'Best Trainer' award to top ranked trainer.

(d) Consider his performance as "Excellent" or " Outstanding" and give him/her two special increments which shall be documented in the Service rules.

Career Plan

Training is indispensable for human development and trainers are at the focal point. To make training effective, trainers must be professionally sound. For this, training institutes must have a proper career plan for trainers and this plan must be implemented.

Strategies for Implementation

(a) First, authorities of every training institute can prepare a career plan for officers which certainly includes training, promotion, recognition, incentives, reward and punishment.

(b) Secondly, authorities can make the plan known to trainers while recruit them.

(c) Thirdly, authorities can implement the plan.

Lien Facilities

Lien facilities should be provided to permanent trainers. This would open a window for horizontal mobility of trainers and it may be helpful for professional development.

Strategies for Implementation

Authorities can follow the existing government rules regarding lien.

Confirmation in the Service

Regarding confirmation in the service, it must be ensured that probationers are given necessary training within the stipulated period of probation.

Strategies for Implementation

(a) First, assess the need of required training for each and every probationer.

(b) Secondly, provide them with necessary training required for performing specific jobs.

(c) Thirdly, confirm them in the service within the stipulated period.

Post Upgradation

Facilities for post upgradation as in practice in the universities should be created in training institutes.

Strategies for Implementation

(a) First, authorities of the respective training institute could introduce post upgradation system like universities of the countries.

(b) Secondly, give opportunity to trainers for upgrading their position once in their service tenure.

(c) Unless the trainer is promoted to the next position the post will remain vacant.

Scrapping Clause 50 (2) of the Service Rules of BPATC

Lastly, there is a feeling of insecurity of job among trainers specially at BPATC. This is especially due to the Clause 50 **(2)** of Service Rules of BPATC, where it is mentioned that any employee may be dismissed at any time without showing any reason. This clause should be dropped from the Service Rules of BPATC to create a better working environment where'the employees of the training institute can attain their full potential.

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