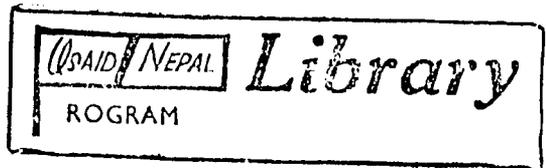


EVALUATION OF MANPOWER DEVELOPMENT TRAINING PROGRAMME



**Submitted to : USAID/Nepal
Rabi Bhawan
Kathmandu, Nepal**

**Submitted by : New ERA
Gyaneshwar
Kathmandu, Nepal**

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ACKNOWLEDGEMENT

The present report is a culmination of the researchers' efforts undertaken with a view to examine and assess the effectiveness and impact of the MANPOWER DEVELOPMENT TRAINING (MDT) in the context of the project's targeted goals.

The researchers would like to put on record their sincere gratitude to all those respondents who spared their valuable time to sit with the researchers and enlightened them with their considered opinions and rich experiences in the process of this study.

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I. INTRODUCTION

Efforts directed to telescope development, though may look simple and rudimentary at the nascent stage, when start gathering momentum, growingly become more complex in form and intricate in design. The set of values, the level of expertise and the labyrinth of institutions that an emergent state in a traditional society inherits, make it extremely strenuous for such a state to effect a dynamic adjustment with the forces of change that its action to disturb the status quo generates. The pre-industrial bias and the primitive tools and techniques of its overwhelming population, primarily addressed to conserve the past in the present, confront the emergent state with an exacting challenge. The challenge lies in planning as well as striking a creative balance between the scarcity of its resources and the duplicity of its targeted goals. It needs to be responded with the generation of new skills and the functional specificity of new roles. The effectiveness of a modern state, in fact, invariably rests on its ability to turn-out the "newmen", trained in modern skills and imbibed with cosmopolitan outlooks in growing number and provide them with opportunities to play their roles in the changing context efficiently.

Despite the fact that the trained man-power is regarded as the master determinant of development and change, it is observed that in the allocation of resources the man-power sector often fails to receive the high rating that is due to it in plan priorities of developing nations. Man-power projection, planning of facilities to educate and train the required man-power, in appropriate disciplines and skills most needed are either accorded cursory treatment or are subjected to short term adhoc decisions. The result is the critical shortage of technical and professional man-power on the one hand and the surplus liberal arts graduates and diploma holders on the other hand. Nepal is no exception to this general phenomena witnessed in other developing countries.

Need for man-power-planning, human resources development and emphasis on techno-vocational courses in some form or the other are being referred to in our successive national plans. Some-time the shortage of basic level technical hands is categorised as critical and some other time the short supply of middle level technicians and professionals is upheld as the major constraints in the implementation of development programmes. But, after a quarter century of planning and planned development, the crux of the man-power problem remains the same. However, after critical evaluation of the plan performance, NPC has rightly though belatedly, come to the realisation that the real problem lies in not having a hard core of sectoral planners, administrators and managers of high calibre in adequate numbers. In tune with this realisation, as far back as in 1973 a project was launched with the major assistance of USAID/Nepal to orient and train a host of middle and high level personnel working in government, semi-government and private undertakings--specially those engaged in administration and management. The project was captioned as the Man-power Development Training Project (MDT).

The present study, in fact, is an attempt to evaluate the impact of the MDT project on the effectiveness and efficiency of individuals and institutions targeted. The study report is comprised of three parts, each part consisting of several sections which in their turn deal with different aspects relevant to the problem in question. The major concern of Part I is to present the reader with the global overview of the man-power problem, salient features of the MDT project and the basic objectives of the study and the investigatory procedures adopted.

Part II of the study includes three sections and is based on the interpretations of tables of responses, solicited from the sample participants of the MDT participants, their supervisors and members of observation teams. Finally, Part III comprises of two sections. In these sections the impact of the project on targeted groups and agencies are evaluated and recommendation for future of action with regard to this project are outlined.

II. STATEMENT OF THE PROBLEM

The over-all objective of planning, in the case of a developing nation, is to telescope the process of development so that an overwhelming mass of its citizenry may be able to enjoy a better quality of living. The success of a national plan, in this sense, invariably rests on the quality, intensity and clarity of its tuning with a well-conceived global vision of the system-goal it is addressed to. It, simultaneously, requires a package of functionally integrated and mutually supportive short and long term strategies, and a dynamic politico-administrative instruments to implement these strategies. These are imperative to make judicious choices, to convert these choices into viable policy-inputs and, by applying them wisely to the manipulation of available human and material resources, to maximise the production and delivery of required goods and services in the country. These are, in deed, stupendous tasks and can not be achieved within a short time-frame of one or two decades. However, efforts are needed to be directed to subject the quality and direction of trends, generated through planning, to periodic reviews, identify critical constraints and undertake timely measures to set them right. Because, "The problem for an under-developed country", as has rightly been observed, "is not whether a project is a good one but whether it is better one in view of the goals of the society than any other that could be carried out with the same resources"^{1/}

Nepal's experience with regard to planned development, stretched over a period of one and half decades, at the time when the NDT project was first signed, when subjected to critical scrutiny during the early part of the Seventies had underlined that urgency to expedite growth and increase the absorptive capacity of the government alone were not enough to yield desired results.

^{1/}'The Process of Economic Planning' - May F. Milikan, in. Managing Economic Development in Africa, (Ed) Warren H. Hansman, MIT Press, 1963, P.14.

Unidimensional investment of critical resources in mutually isolated regions and on unrelated projects, during the first three National Plans had, no doubt, triggered off far reaching changes. However, though commendable in scale many of these changes were found to be far from being productive. They were found to have created more problems in their wake.

For instance, expansion of medicare facilities and malaria eradication programme had considerably reduced the death rate but low priority accorded to family planning and population education had proved ineffective to lower the birth rate correspondingly. Of the total labour force 93 per cent were still engaged in agriculture of whom, again, an overwhelming mass were ekking out their existence through subsistence farming. Despite the fact that considerable investment was made in agricultural sector but as extension programmes, irrigation facilities, agricultural marketing, credit and banking facilities were at a nascent stage, land productivity had registered very little improvement. Besides, low propensity to save on the national scale and the most unfavourable balance of trade position were found subjecting the national economy to heavy strains. As a result, compulsion to growingly rely upon foreign aids and loans was gaining strength, pushing further the goal-realization of self-sustained economic development to the remoter realm of the time-scale. Development of roads and transport and the opening up of forests in the southern plain, in the absence of suitable programme to develop the hill economy, had accelerated the rate of south-bound migration. The desertion of the innovative and energetic population from the hills not only had affected the prospect of development in those regions but had subjected the cultivable land mass of the southern plain to heavy pressure. It had significantly contributed to the depletion of forest resources adversely affecting the eco-system of the region.

In the same vein, an indepth study of the man-power situation at that time revealed some serious snags in the human resource development programme. The rapid growth of enrollment in and expansive of education facilities had, no doubt, raised the level of literacy and swelled the size of diploma and degree holders in the country. But, the over-concentration of those facilities in the Kathmandu valley and a few urban pockets; their heavy bias in favour of disciplines related liberal arts and humanities; and, the absence of an effective programme to functional literacy among the non-literate adult population in the rural areas, had critically constrained the supply of required man-power and the qualitative improvement of the labour force in the country. The over-concentration of the qualified man-power in the Kathmandu valley and the extreme scarcity in some far-flung regions; and, the higher proportion of high level trained man-power to much needed low and middle level technicians, in fact, underlined the seriousness of the constraints. To improve the absorptive capacity of the government agencies Department of Public Administration had launched in-service and on-the-job training for the government employees and was sending some to foreign countries for high level training in public administration. However, training facilities available in the country were still impoverished and the number of the qualified civil servants very small. Besides, heavy demand imposed by the decentralisation of administration and the multiplication of development projects of all kinds all over the country. Even the services of the small number of qualified civil servants were spread too thin over an extensive area. In addition, the paucity of a effective career promotion scheme in public and private sector undertakings, had further aggravated the problem of attrition in the case of middle and low level trained man-power^{2/} In short, the distortions and imbalances that were found to have resulted from a short sighted and loosely coordinated planning have led

^{2/} See Middle Level Manpower Follow-up Study, New ERA Report, Kathmandu, 1973.

the country "to the problem of educated un-employment on the one hand and acute shortage of technical and managerial man-power on the other"^{3/} They had, besides, resulted in substantial under-utilisation, wastage and leakage of the nation's critical resources.

In fact, with a view to resolve some of the problems that were identified as critical ones a number of significant and far-reaching measures were undertaken. Of them the NESP, reorganisation and streamlining of the district and, to some extent, of the central administration, hills and difficult areas development programmes, and regionalisation of investment were the primary ones. However, the shortcomings of the previous plans and the limited gains achieved under them forcefully drew the attention of the visiting experts from the donor agencies and the nation's policy-makers to the reality of the man-power situation in the country. The IBRD team that visited Nepal during that period referred to the limited capacity of the government institutions and agencies to effectively prepare and implement investment plans and programmes. It held the "general and widespread shortage of man-power skills at all level in both public and private sectors of the economy"^{4/} responsible for undermining the effectiveness of the plan implementation. That conclusion was later substantiated by the NPC. Pointing out the "large spending short-falls in the development expenditure side", and "the growing deposits and borrowed funds (lying unutilised) with the banks and term-lending institutions"^{5/} the commission also admitted of the "acute shortage of administrative

^{3/} Problems of Human and Material Resources in Nepal, NPC (Mimeographed), Kathmandu, October 1973, p. 8.

^{4/} Economic Situation and Prospect of Nepal, IBRD Report, No. 125 NPC, April 1973, 1ii.

^{5/} NPC, op. cil. p. 11.

and managerial man-power" as the most critical constraints with regard to development undertaking. In brief, those assessments reinforced the realisation that to have and hold a variety of resources imperative for undertaking a development plan, were not enough. The most strategic factor, in that regard, was to develop a cost-effective capability to manipulate, utilise and augment those resources in view of the targeted goals of the society. The experience of the previous plans' implementation had clearly underlined that resources were not the limiting factors. But, the paucity of adequate capability and skills to make appropriate decisions in the manipulation of the available resources were the real problem. The realisation, in fact, added a new dimension to Nepal's human resources development strategy. A two-pronged strategy was decided upon. Urgency was accorded, on the one hand to send, personnel working in the public and private sector undertaking, abroad for training in required areas whereas emphasis was placed on the other hand to consolidate and up-grade the in-country training facilities to that end. USAID/Nepal was singled out by HMG, as an agency with its long and significant record in assisting Nepal in her development efforts, through technical as well as not-technical assistance, for that purpose. Subsequently, after a brief negotiation, the two sides agreed upon to sponsor the Man-Power Development Training Project (MDT) and an agreement to that end was in October 1973.

III. THE MDT PROJECT AND ITS SALIENT FEATURES

The project was signed in June 1973. It was originally funded for a period of four years. However, it was agreed then that subject to the availability of funds and the mutual satisfaction with regard to the project's outcome, the final contribution date of the project could be extended further. Accordingly, on the basis of the project evaluation conducted independently by the National Planning Commission (NPC), in August 1977 and by USAID in November 1977 the life of the project was extended to September 1980. Altogether, the project covered a period of seven years. During the life of the project (June 1973 to September 1980) training slots were offered to HMG. Of the participants selected for those slots 39 were trained in US, 56 in the third country and 8 in India.

In terms of its orientation and emphasis, the MDT project could be considered as a pioneer one in the field of human resource development. Nepal is sending her nationals in considerable number for training abroad under technical assistance and foreign scholarship programme since the opening up of the country. It had been necessitated as training facilities relevant to her needs had been non-existent in the country. Despite considerable progress made in this direction in the recent time she is still lacking in facilities to train high level man-power in number of strategic areas. As a result, most of the training slots she received from the donor agencies or are still receiving were/are in specialised fields related to specific projects. Comparatively very small number of those/these slots were/are addressed to social sciences, public administration and management. But, the courses those personnel were/are trained in were/are too general and academic to be much productive in the national context.

However, with the rapid periodic growth in the financial outlay of National Plans, remarkable expansion of bureaucratic networks and development undertaking all over the country the task of related to their administration and management as well as forecasting trends had/has become growingly more complex and challenging. It was, in fact, to help HMG meet that challenge that the MDT project was primarily designed and directed to. The underlying objectives of the project as enumerated in the related document were three fold. These were: "1) to up-grade the skills and knowledge of persons serving in management posts important to development, or expected to serve in such posts in Nepal's public, semi-public and private institutions; 2) to meet the shortage of trained man-power in fields essential to successful development administration; and 3) to create within HMG the capacity to plan and administer a major training programme", with a view to "ultimately assume responsibility for performing most of the participants' training functions now performed by USAID". Primarily, the project focused itself on providing the middle and high level personnel with foreign training. Particularly, areas of development management and administration which were found to be constrained most by 'knowledge-gap' such as 'economics, man-power planning, business management, sectoral planning and administration, public finance, public administration, project analysis, personnel management, fiscal management, evaluation of plan implementation, revenue policy planning, administration, statistics and computer application' were accorded the maximum attention by the project. The training slots, however, comprised of both degree and non-degree courses which included on-the-job training.

In addition, to improve the capability of in-country training facilities so that in the long run high level training in management and administration could be provided within the country as well as to enable HMG to plan and carry out a major training effort, provisions were also incorporated in the

project agreement. It was made incumbent under the the term of the agreement to provide financial support, on submission of request substantiated with programme of activities, to agencies recognised and sponsored by HMG for bringing trainers to Nepal on short term basis or to send their staff members for training abroad. Also, to enable the officials concerned with running training programmes to acquire the first hand knowledge of the third country training facilities, observation visits were financed from the project funds. It was expected that such visits would enable the officials concerned "(a) to determine the suitability of such facilities for training Nepalese, (b) to assess the progress of Nepalese being trained in such facilities, and (c) to identify trainers who might be invited to Nepal". It was believed that appreciation of high level facilities nearer home would motivate HMG policy-makers and planners to increasingly rely on these facilities for training Nepalese. By adopting such policy, it was expected, HMG would be able to cut down per capita cost of training as well as to maximize training opportunities. In short, it was expected that job experience substantiated by training and first hand information gained in such visits would enable HMG to develop a body of support in HMG to plan and implement a major training programme.

Moreover, the primary responsibility to oversee and monitor the project administration, under the term of agreement, was delegated to Human Resources Division of the NPC Secretariate (NPC/MD). The project agreement also stipulated that the Project Manager for the MDT programme would be appointed from the NPC/MD. The agency in question was held responsible for establishing training needs after due consultation with the representatives of 'consumer agencies', for selecting and processing of participants for training abroad and, also, for arranging visits of trainers to Nepal on short term basis. HMG regulations, NPC policy directives and general conditions laid down in the project

paper were expected to provide NPC/MD with a body of guidelines to conduct its responsibilities with regard to the MDT project. However, at the initial stage, USAID was to assist NPC/MD with regard to training possibilities, potential training resources and on procedural matters as well as in processing of trainees and establishing contacts with the US and third country training institutes. Besides, an on-going system of evaluation and reviews was also in-built in the project agreement which warranted the project implementation to be subjected to periodic appraisals.

In short, as enumerated in the project paper, it was expected that the maturation of the MDT project would result in generating certain effects which would significantly contribute to Nepal's speedy and cost effective development. The foremost expectation from the project was that by the time its final date of contribution expired it would have substantially increased the number of trained man-power in critically shortage areas. As a corollary to that, it was believed that the participants reporting back to their previous positions or posted to jobs related to their MDT training would be instrumental in enhancing the capability and effectiveness of their respective agencies. That expectations was, in fact, based on the assumptions that the trainees would growingly apply the skill and knowledge that they had acquired in their task performance. In that sense, they were expected to play the role of change-agents in the modernisation of Nepal's development administration. It was further believed that with the maturation of the MDT project, HMG's capability to plan an increasingly large role in planning and undertaking foreign training programme would have considerably enhanced. In fact, those hypothetical assumptions, outlined in the project paper, provided the researchers with in-built yardsticks to measure the progress made under the MDT project to that end.

IV. OBJECTIVES AND THE METHODOLOGY OF THE STUDY

The preceding chapters have attempted to give a bird's eye view of the background and targeted goals of the MDT project. The present study making them as the backdrop attempts to review and examine the intensity and magnitude of the impact on institutions and individuals the project is targeted at. In the context of what was then addressed at the present aims to establish what is achieved now. The primary thrust of the study, however, is directed to assess the extent of the project's contribution towards: a) developing a cadre of competent managers and administrators in public and private sector undertakings; b) improving the capability of in-country facilities to meet the management training needs of development undertakings. To ensure the objectivity of its assessment with regard to issues in question, areas such as: a) the quality of training received by participants, b) the effectiveness of training in promoting better management and administration, and c) the degree of programmatic and institutional support devised and followed up to consolidate and reinforce the impact of training, are subjected in this study to critical scrutiny. In short, the present study by establishing the nature of the project's input-output co-relationships, attempts to measure the gap between expectations from and realisation of the project's targeted objectives. Suggestions with regard to ways and means recommended in the closing section of this study are, in fact, directed to close this gap.

The study in the process of gleaning informations with regard to issues involved in and outcomes expected from the MDT project heavily relies on three sources. These are: papers and documents related to the project; interviews with the supervisors of those participants. With a view to underline the areas and issues spelled out in the research contract, project papers, project appraisal reports, NPC studies and IBRD reports are critically

perused. In fact, identification and elaboration of the project's original premises, in the context of which the improvement upon and derailment from the targeted objectives are investigated, are primarily based on their study.

The next significant step in the present research undertaking comprises the identification of the sample population. As specified in the contract the sample population is to be composed of 80 persons selected on the basis of random sampling from among the ranks of participants and their supervisors, in equal number. However, efforts to establish contact with the targeted group presented a great difficulty in maintaining a modicum of norm that sampling technique requires. Refusal, hesitation, non-availability and transfer of participants kept the research team busy in checking out and replacing the interviewees enrolled in the original list. Hence, the 'norm' to be maintained in sampling technique is, to some extent, compromised to conform to the imperative of the 'number'. In the case of the supervisory personnel even that numerical conformity could not be achieved. Of the targeted 40 supervisors approached only 23 obliged the researchers with their views. However, the interviewees participating in and contributing to the present study represent a wide spectrum of administration and development undertaking. Institutions and agencies so represented are: National Planning Commission, Public Service Commission, Home-Panchayat Ministry, Ministry of Finance, Ministry of Local Development, Ministry of Education, Ministry of Construction and Transport, Office of the Auditor General, Office of the Comptroller General, Nepal Rastra Bank, Agriculture Development Bank, Diary Development Corporation, Nepal Industrial Development Corporation, National Construction Company of Nepal, Nepal Oil Corporation, Royal Nepal Airways Corporation, Computer Centre. Keeping in view the modest size of the sample population and two different categories of interviewees, a set of two interview schedules are framed.

These schedules comprise of both open-ended and close-ended questions. In administering the questionnaire to the interviewees the guided interview technique is adopted by the researchers. In some cases, however, respondents are found interested to record their view on those schedules themselves. Finally, to put better and more critical insight into the study, contacts were made with senior staff of the concerned agencies. Informations and opinions collected from them through informal and unstructured interviews have considerably enriched the findings of the present study.

Before the section is closed, the researchers of the present study would like to draw the attention of the readers to three constraints that they frequently encountered in their fact-finding mission. These are: a) reluctance and hesitation on the part of interviewees to open up themselves; b) interviewees lacking adequate informations with regard to the MDT project; and c) turn-over and transfer of supervisory personnel. A substantial section of the interviewees, specially those belonging to the older batches of the MDT participants are found comparatively more reluctant to submit themselves to guided interviews. Most of them prior to their accepting the interviewees's roles, instead, subjected the interviewer to lengthy questioning. Their usual questions to the interviewer are: What are the use of such studies? What benefits could accrue to them from such studies? Could the outcome of such a study influence the policy-makers in their ivory-towers. Some of them even after their lengthy questioning refrained from participating in the present research or postponed their interviews indefinitely. Even among those respondents who, on contact, readied themselves to give interviews, a great many are found lacking in global perspective with regard to the MDT project. Their partial understanding of and parochial approach in tackling the issues presented to them testify to this. Also, specially in the case of the supervisory personnel who have

been referred to by the participant-interviewees, their frequent transfer and rapid turn-over are found to have considerably devalued their importance for the purpose of the present study. A great many of them, as the enquiry reveal have not heard of the MDT project, leave aside its targeted objectives. In short, these factors have imposed certain limitation on the objectivity of their assessment and have, in deed, affected the scope and depth of the present study in negative terms.

V. FINDINGS OF THE STUDY: PARTICIPANTS' POINT OF VIEW

A programme is not conceived in a vacuum nor does it operate in isolation. A host of variables go into its making and affect it in its operation. But, of all the variables, the most strategic one that facilitates or impedes its progress; in a major way, is the human actor. His perception of and commitment to the programme, the quality of information-sharing process in his agencies, the relevancy of skills transmitted to him, the degree of initiative he enjoys in utilising those skills by way of introducing innovative policies and practices in his agency, in deed, greatly affect his efficiency and effectiveness. This section, in fact, attempts to investigate as to how the MDT programme is viewed and its impact assessed by its participants.

1. Awareness and Comprehension

With a view to assess the level of awareness and the quality of information-sharing process in their agencies, a number of queries were incorporated in the interview schedule and were posed to the respondents. To the question as to how were they acquainted with the MDT programme (Table 1), of the total respondents 15 (42%) mentioned their 'supervisors' as the source of information. The remaining 17 (46%) respondents in their answers mentioned various sources--ranging from 'project agreement', 'NIC', 'U'AID' to 'self-enquiry'. However, their response with regard to the objective of the MDT programme (Table 2) were positive. Of the total respondents, 24 (57%) mentioned 'development of skills' and 10 stated 'development of administrative capability' as the underlying objectives of the project. Only two respondents refrained from answering.

Similarly, with reference to their job-responsibilities when asked to explain as to how were they communicated about of

them (Table 16), 22 (61%) respondents mentioned of 'job description sheet', 11 referred to 'oral directives' and three spoke of 'Civil Service Regulations' as the primary source of their information. Also, when asked to explain as to what were the major programmes their agencies were engaged in implementing (Table 22), of the total sample 26 (72%) were found to be 'adequately aware' of them whereas ten respondents refrained from answering. In the same vein, when asked to explain the objectives of those programmes (Table 23), the analysis of their responses reveal that 22 (61%) respondents were 'adequately aware' of their objectives. Only four respondents refrained from responding. On further enquiry whether those programmes had undergone any modifications (Table 24), of the total respondents, 21 (58%) responded in the negative. Only six respondents replied in the affirmative and when probed further (Table 25), also, specified those modifications. But, when asked to point out the source of their information with regard to those modifications, three referred to official circulars, two pointed out a variety of sources and one refrained from answering. In short, a critical analysis of those responses reveal that the agencies to which the respondents were attached did not have a definite mechanism to transmit informations to their personnel with regard to new programmes or the re-adjustment of the old ones. Most of the respondents of this study had come to know about the responsibilities and the objectives of those programmes they had been entrusted to administer, in bits and pieces over a period of time through a number of channel.

2. Expectations from and Commitment to the Programme

In order to know whether the participants of the MDT programme had any prior information with regard to the sort of responsibilities they were required to carry out on their return in their agencies (Table 4) a question was put to the respondents

to that effect. Of the total respondents, 23 (64%) replied in the affirmative whereas 12 responded in negative terms. However, when asked to explain as to how did they come to know about those responsibilities eight respondents replied that their knowledge of the programme was based on 'self-realisation', eight accredited their reading of the 'government regulations and seven opined that the 'nature of training' they were selected for made them aware of their post-training responsibilities. Also, when asked whether they were required to give any commitment prior to their being selected for the MDT programme (Table 6), of the total respondents, 15 (42%) replied in the affirmative whereas 20 (56%) said that no prior commitment was sought from them. Moreover, when further probed to outline the nature of that commitment the respondents who admitted of their being required to give the commitment unanimously replied that they had agreed to continue on the job they were sent to be trained for. Besides, on enquiry as to what had they expected from the MDT programme (Table 28), of the total respondents 12 said that their primary consideration in joining the programme was 'to acquire more knowledge', 11 opined that their desire 'to acquire more skill' goaded them to partake in the programme and five stated that as they wanted 'to improve (their) efficiency', so were they attracted towards that programme. However, five respondents opined that their participation in the MDT programme was primarily inspired by their 'nomination'. In short, a critical analysis of the above findings reveal that most of the participants did not have a clear perception of their post-training responsibilities. Their inability to relate their MDT training to the specific requirement of their agencies, in fact, pointedly underlined the absence of a definite mechanism to inculcate in the participants a sense of purpose with regard to their post-training assignments.

3. Pre-departure Preparation and Its Relevance

With a view to outline the nature, objectives and relevancy of the pre-departure preparation the participants were required to undergo, queries were also incorporated in the interview schedule to that effect. The analysis of the participants' responses to those queries reveal that of the total respondents, 24 (67%) admitted of participating in activities related to their pre-departure preparation. The remaining 12 respondents stated that they did not attend any such programme (Table 8). Also, when asked to specify the nature of the pre-departure programme and identify the agency responsible for conducting such programmes (Table 9), 16 (44%) respondents qualified that programme as 'briefing' and the remaining eight specified the programme as 'orientation'. However, of the total respondent 23 (63%) admitted that the programme was conducted by the USAID/Nepal. With regard to the primary objectives of the pre-departure programme (Table 10), 16 (44%) respondents opined that the programme was addressed at informing them 'about the country (they were being) sent for training', whereas of the remaining respondents four and two each opined that the programme was principally concerned with informing them 'about the travel plan', 'about the course (of study)' and providing them with 'language training' respectively. When further probed to evaluate the relevancy of the pre-departure programme they had participated in relation to the MDT programme (Table 11), of the total respondents ten considered the programme to be relevant whereas 14 opined that the programme was not relevant. Besides, on further enquiry (Table 12), the respondents were found to be divided in equal number holding conflicting opinions with regard to the programme. Of the total 24 respondents who participated in the pre-departure programme, 50% considered the programme to be 'helpful' whereas the remaining respondents, in equal number, stated that the programme was 'not so helpful'.

4. Job-Assignment, Continuity and Change

In order to assess whether any change had taken place in the job-assignment and status of the participants since their availing of the MDT training enquiries were also directed to that end. The analysis of the responses received (Table 14) reveal that of the 27 respondents belonging to the Civil Service Cadre three of the nine gazetted class III participants had been promoted to gazetted class II rank whereas four of the 18 respondents who held gazetted class II rank prior to their departure for training four had been promoted to gazetted class I rank. Similarly, of the nine respondents working in semi-government undertakings, three of the seven respondents who reported of holding level VIII rank prior to their departure, had been promoted to level IX rank whereas the two who held level IX rank previously had been promoted to level X rank since their return. The findings of the enquiry, thus, suggest a positive trend. Of the total respondents, 28 % were found to have been promoted to the next higher ranks after the accomplishment of the MDT training.

In addition, the findings of the present enquiry reveal that of the total sample population of 36 respondents, when asked to specify the nature of their assignment (Table 15), ten, eleven and seven of those respondents categorised their major responsibilities as falling under the broad canopy of 'administration', 'management' and 'planning and programming' respectively. Of the remaining, four were found to be engaged in activities related to 'inspection and supervision', three were playing 'advisory' roles in their agencies and one was found to be looking after 'maintenance' work. Thus, a close scrutiny of the above findings suggest, a close conformity between the over-all thrust of the MDT programme and the respondents' current areas of job-assignment. This could

also be held as a positive indication towards the attainment of the programme's targeted objectives.

Besides, with a view to know as to how the MDT participants viewed their work environment and how closely did they identify themselves with their job-assignments a number of queries were incorporated in the interview schedule. An analysis of their responses reveal (Table 19) that of the total respondents 33 (92%) considered their work environment to be 'conducive' (Table 19). Moreover, when asked to specify whether on being given a choice, would they like to continue in their current assignments (Table 20), of the total respondents 27 (75%) replied in the positive term whereas only nine respondents responded in the negative term. However, the reasons which the later category of respondents gave, on being asked, for not liking to continue in their current jobs (Table 21) varied from 'job not (being) challenging', 'irrelevancy of job to (the MDT) training' to 'for better prospect'.

5. Identification with and Assessment of the Programme

The present subsection deals with issues related to participants' selection for the MDT programme, their assessment of the course content of the training, their evaluation of the trainers and, particularly, their estimation of the programme's relevancy to their job-assignment and of its impact on their efficiency and effectiveness. When asked as to how were they selected for the MDT programme (Table 3), of the total sample population, 32 respondents (89%) reported that their selection was primarily based on departmental nomination. Only four respondents stated that they had been selected on the basis of 'open competition'. In addition, with a view to know as to how far could they recapitulate the unit components of their training courses (Table 29) a

query was posed to them. A cursory glance through their responses reveal that of the total sample, 35 (97%) respondents clearly specified those units. Also, when asked to enumerate the most and the least interesting units of their training courses, of the 35 respondents who specified those units, 30 respondents (83%) were found to have pointed out the specific units of their likings. Contrary to this, only 14 (39%) respondents came forward to specify certain units of their training courses as 'least interesting'.

Moreover, when asked to specify as to how relevant were the contents of those courses to their current jobs (Table 30), of the total respondents 14 (39%) found them 'very relevant' whereas 19 (53%) respondents rated those courses to be 'relevant'. Similarly, when asked whether their accomplishment of the MDT training had helped them in their job-performance (Table 31), of the total respondents 31 (86%) replied in the affirmative whereas three stated that they could not decide and two responded in the negative term. To ensure greater clarity, when asked to explain as to how their MDT training had contributed to their job-performance (Table 32), of the total respondents 24 (67%) recorded their responses in positive terms. Only six respondents were found to be 'unclear' in their explanation and one refrained from answering.

In addition, with a view to know the extent of their familiarity with their MDT trainers and their rating of those trainers part of the probe of the present study was also directed to that end. When asked to name a few trainers associated with their MDT training (Table 34), 15 (42%) of the total respondents could name only one trainer, nine named two trainers whereas seven and five respondents could name three and four trainers respectively. Also, on being asked to rate those trainers (Table 35), 24 (67%) respondents

stated that they found their trainers 'well-informed'. However, nine rated their trainers as 'less-informed'. In the same vein, when further asked to rate them in term of their earnestness to know the problems of the countries represented by the MDT participants (Table 36), 27 respondents (75%) found them to be 'very earnest' whereas seven respondents rated them as 'not earnest'.

Also, when asked to specify the extent of benefits derived from the MDT programme (Table 37), of the total respondents, 20 (56%) stated that they had 'considerably' been benefited by that programme whereas 13 opined that they were 'greatly' benefited. Similarly, when asked to specify the skills acquired under the MDT programme as most and least useful (Table 38), of the total respondent 27 (75%) specified the skills they had learnt in clear terms and six refrained from responding. Of the total, 17 (47%) respondents specifically recorded certain skills as 'least useful'. Also, on further enquiry as to what extent the skills acquired under the MDT programme had improved their efficiency (Table 51), of the total respondents seven registered that their efficiency had 'greatly' been increased, ten recorded considerable improvement and 13 reported that skills so acquired had improved their efficiency 'to some extent'. If the affirmative characters of those responses are taken into consideration collectively, the findings reveal that 80% of the respondents testified to the programme's positive impact on the efficiency of the respondents.

Moreover, when asked to rate the adequacy of the programme's duration (Table 52), 21 (58) respondents considered the duration of their training as 'adequate' whereas 15 (42%) respondents opined that the duration of their training were 'inadequate'. However, the critical scrutiny of the responses so registered reveal that those who found the duration of the

training 'inadequate' were motivated by their personal consideration. They thought that with little extension of the time-frame they could have completed the degree course. Finally, when asked to record whether they had been able to make use of those skills, acquired under the MDT programme, in the performance of their responsibilities (Table 54), of the total sample 31 respondents (80%) responded in the affirmative term.

6. Relationship with Supervisors, Authority Delegation and Constraints

As the supervisory personnel function as a critical link between the MDT participants and their respective agencies, effort was also made in the present study to determine the nature of that linkage. On being asked to state whether their current supervisors were the same ones who used to supervise their works prior to their departure for the MDT course (Table 42), 27 respondents (75%) replied in the negative. Only ten respondents reported that they were currently being supervised by the same supervisors. Also, on being asked with regard to the frequency of their meetings with their supervisors (Table 43), 24 respondents (67%) stated that they were meeting their supervisors 'daily' whereas six respondents said that they met their supervisors 'once a month'. However, when probed further to explain the purpose of those meeting (Table 44), of the various purposes mentioned 'consultation' received the highest mention whereas the next highest mention was found to have been received by 'policy deliberation'. Also, 'file clearance', 'staff meeting' and 'review' were mentioned in significant numbers by the respondents as the reasons for meeting their supervisors.

In addition, on being asked whether their accomplishment of the MDT course had, in any way, affected their relationship

with their supervisors (Table 45), of the total respondents, 19 (53%) replied in the affirmative whereas 15 respondents (42%) responded in the negative. Also, when probed further to specify as to how had their training affected the relationship (Table 46), of those who replied in the affirmative 12 respondents (33%) stated that the impact was positive.

Similarly, on being asked to opine whether the acquisition of the new skills had increased their responsibilities (Table 47), 17 respondents (47%) responded in the affirmative term whereas 19 (53%) said that their responsibilities had not increased. Finally, on being asked to state whether the authority delegated to them were adequate to carry out the responsibilities of their current positions (Table 17), of the total respondents 29 (80%) stated that the authority delegated to them in their current positions was adequate, only seven respondents felt that they were not adequately authorised to carry out their current responsibilities. However, when asked to specify the sort of authority they would like to be delegated with (Table 18), of the seven respondents, five stressed on 'decentralisation of authority' whereas two spoke for more 'clarity in job description'. With a view to know as to what were the constraints that hampered them most in their current positions to utilise their newly acquired skills in their job-performance (Table 56), 12 respondents said that they experienced no constraints whereas ten refrained from answering. However, the remaining respondents who altogether constituted about 40% of the total sample population admitted of certain constraints that hampered them in making use of the newly acquired skills. In the process of qualifying those constraints they underlined 'irresponsive supervisors', 'social, economic and political conditions', 'rigidity of government regulations' and 'un-cooperative colleagues and subordinates'.

7. Interest in and Dissimination of Acquired Skills

In order to adjudge as to what extent the MDT programme had aroused the curiosity or interest of the relevant personnel in those agencies (Table 48), probes were also directed in that direction. On being asked whether anybody had discussed with them the MDT programme after their return, of the total respondents, 26 (72%) replied in the affirmative whereas ten responded in the negative terms. Also, when asked to state as to who had initiated the discussion with regard to their training (Table 49), in the listing of responses 'colleagues' received the highest mention whereas the USAID/Nepal the lowest. Some mentioned 'supervisor' and a few referred to 'self-initiative' as factors responsible for initiating such discussions. Thus, on close scrutiny, those responses reveal that the agencies concerned did not have any specific or formal arrangement to discuss or review the trainees' experience on their return.

Finally, when asked whether had they tried to inform their colleagues of the skills they had acquired under the MDT programme (Table 39), of the total sample, 28 respondents (78%) replied in the affirmative. However, when further probed to state as to how receptive had they found their colleagues in that connection (Table 40), 19 respondents (53%) found them either 'receptive' or 'fairly receptive' whereas only three categorically mentioned that the degree of receptivity shown by their colleagues was 'very little'. In short, despite the absence of a definite mechanism to monitor or follow-up the MDT programme systematically in the concerned agency the above findings, infact, underline encouraging trends.

8. Suggestion for Improvement

On being asked as to what improvement would they like to recommend in the case of pre-departure preparation of the

MDT participants, of the total respondents (Table 13), 15 respondents (42%) suggested that the programme should be made more 'precise and relevant to training'. In the same vein, when asked as to what improvement would they like to suggest to render the MDT programme more useful for the future participants (Table 41), 19 respondents (53%) stressed on making the courses taught under that programme 'more problem oriented' whereas seven respondents opined that the selection of the participants be based on their 'aptitude test'. Finally, on being further asked as to how the effects of the constraints that had currently been hampering them to make full use of their newly acquired skills (Table 57), of the total respondents 21 (58%) did not respond whereas 15 offered specific suggestions. They were found to place strong emphasis on the training of more personnel in their respective agencies including their supervisors as well as subordinates.

VI. FINDINGS OF THE STUDY: SUPERVISORS POINT OF VIEW

Supervisory staff play a critical role in an organisational set-up--be it of government bureaucracy, public undertaking or business concern. They serve as strategic links in a chain of command. As they not only make and transmit decisions but also manipulate the personnel of subordinate ranks in their organisations, their comprehension of and commitment to the underlying objectives of a programme greatly affect the quality and impact of its outcome. The present section, thus, attempts to discover as to how the MDT project is viewed and its impact adjudged by those supervisors under whom the MDT trainees are currently serving.

1. Comprehension and Involvement

With a view to find as to what extent the targeted objectives of the MDT project are comprehended and how were they made aware of those programme, some of the queries in the interview schedule were directed to that end. On being asked to explain as to how did they come to know about that programme (Table 58), of the total sample population comprising of 24 respondent-supervisors, 15 (63%) stated that they were informed by their colleagues. Of the remaining, two were enlightened by their reading of the 'project papers', three had heard of that programme in the 'staff meeting' whereas four acknowledged a number of channel. Also when asked to explain the primary objectives to which the MDT project was targeted (Table 59), 17 respondents (71%) could not explain whereas three each respectively stated preparation of 'skilled man-power' and 'improvement of administrative capability' to be the targeted goals. In the same vein, when asked whether had they been consulted with regard to the MDT programme by any quarter (Table 61) the entire sample population responded in the negative term.

In addition, on being asked whether did they know the types of skills imparted to the trainees under the MDT programme (Table 74), of the total respondents, 13 (54%) refrained from answering and three were found to be unclear in their responses. A critical scrutiny of the above findings brings into sharp profile the negative aspect of the MDT's programme design. It underlines on the one hand the absence of a built-in mechanism to inform as well as involve the concerned supervisors with regard to the MDT programme and on the other hand the apathy and insensitivity of the concerned supervisors to the problems and accomplishments of their sub-ordinates.

2. Selection Procedure

Both from the investment and the impact point of view selection of the appropriate candidates are imperative for the success of a training programme. It is specially so in the case of employees serving in government bureaucracy and public undertaking. The selection of candidates for training abroad is, at present, basically governed and guided by the HMC's scholarship regulations. With a view to prevent irregularities, a scoring system is provided for. Numbers in varied proportions are allotted to candidates' academic background tenural seniority, field experiences and work performance. However, as the record keeping of employees has not yet been given serious consideration, those with higher academic degree and longer service tenure automatically receives preferential treatment. In the present study opinions were solicited from the respondents with regard to the effectiveness of the normal selection procedure vis-a-vis the MDT programme. The analysis of the responses received in that connection reveal that of the total sample, 12 respondents (50%) considered the selection procedure 'not effective' whereas ten (42%) thought that there was nothing wrong with

the procedure and the formula adopted in the selection of the candidates.

3. Programme Evaluation

On being asked as to how closely did they know the MDT trainees working under them (Table 65), of the total sample, eight respondents stated that they had known them 'closely' whereas five said that they knew them 'fairly closely'. Those who opined that they did not know the MDT trainees working under them so closely were comprised of eight respondents whereas three did not respond. On further enquiry, of the total respondent six admitted of supervising the MDT trainees for more than three years, four said that they had the trainees working under them for about three years and eight had been supervising such trainees for about two years. Only five respondents opined that the MDT trainees who had been referred to them were working under their supervision for a period less than a year. The findings suggest that a majority of respondents had long associations with their MDT trained subordinates.

In addition, when asked whether had they noticed any difference in the work performance of the MDT trained subordinates and the others who had not received such training (Table 68), of the total respondents 15 (63%) responded in the affirmative whereas only one respondent replied in the negative term. Eight respondents refrained from answering that question. On being further probed to specify that difference (Table 69), eight respondents stated that they found their MDT trained subordinates 'more decisive' whereas three each said that they found them 'more skilled' and 'more knowledgeable'. Besides, one respondent stated that he found the MDT trained subordinate 'more efficient'. Similarly, when asked to explain as to what extent had the

MDT programme contributed to the improvement of their agencies' effectiveness (Table 70), 12 respondents (50%) found the programme's contribution 'satisfactory' whereas two stated that the effectiveness of their establishments had 'remarkably' improved.

Moreover, when asked as to how relevant had they found the course content of the MDT programme to the needs of Nepal's development administration (Table 75), of the total sample 11 respondents refrained from answering whereas seven found the course content 'not so relevant'. Only six respondents considered the content of the course to be 'relevant'. In the same vein, on being asked as to what extent had the skills imparted to their subordinates under that programme been adequate in resolving the problems encountered by their agencies in the effective implementation of their assigned tasks (Table 76), eight respondents (33%) stated that those skills were 'considerably' adequate to that end. However, nine respondents (38%) rated the adequacy as 'very little' whereas seven could not make any comment in that connection.

Finally, when asked whether they would like to recommend any one from among their subordinates to undergo that training in future (Table 62), of the total sample 23 respondents (96%) replied in the affirmative. In specifying the reasons for recommending their subordinates for such training they mentioned the lack of adequate training facilities inside the country and the shortage of trained man-power. However, when asked to evaluate the MDT programme in terms of its goal-realisation, of the total respondents 15 (63%) could not make up their mind whereas only three stated that the programme had succeeded considerably in realising the targeted objectives. The remaining six respondents stated that the programme had 'to some extent' been successful in its objectives.

In short, despite the fact that 63% of the respondents found positive difference in their MDT trained subordinates and 58% considered the programme's contribution to be positive in enhancing the effectiveness of the concerned agencies, only 33% regarded the MDT imparted skills to be adequate in resolving the problems encountered by their agencies. Moreover, of them only 25% of the respondents thought the course content of the MDT programme relevant to the needs of Nepal's development administration and only 38% felt that the project had realised its objectives. But, yet when asked 96% of them were found willing to recommend their subordinates for availing that training. The discrepancy so reflected in their responses could either be attributed to information-gap or their poor identification with the programme.

4. Constraints and Suggestions

With a view to know the respondents points of view with regard to the major constraints undermining the effectiveness of development administration in Nepal, a probe was made to that end. The responses that the probe received (Table 77) underline that the respondents widely differed with regard to their identification of those constraints. Of the total respondents, six identified the constraints as 'attitudinal'. Resistance to change and innovation, sticking to out-dated regulations and self-centredness of the civil service were pointed out by them in that connection. The respondents in varied proportions also referred to 'rigidity of rules', 'insensitivity to the problem', 'inconsistency', 'frequent transfer of subordinates', 'lack of coordination' and the 'absence of performance evaluation' as the major constraints. However, 16 respondents (67%) referred to them as 'very serious' whereas three found them to be 'serious'.

Moreover, suggestions were also solicited from the respondents with regard to a number of issues relevant to the present study. When asked to suggest improvement in the selection procedure (Table 65), of the total respondents 15 (63%) placed strong emphasis on 'streamlining of selection criteria and procedure'. Their recommendation in this connection covered a wide range, from 'more emphasis on work experience and application to assigned tasks', 'giving wide publicity to scholarships, 'broadening of the pool from which the candidates are selected' to effectively 'dovetailing the scholarship regulations to the needs and requirements of the particular agency and specific job'. Similarly, on being asked to recommend ways and means so that greater degree of initiative could be accorded to the MDT trained staff to make better use of their newly acquired skills and knowledge (Table 72), they came up with a number of useful suggestions. Of the total respondents, five laid emphasis on 'continuity in job', three on 'more delegation of authority', and four on conducting 'refresher courses' for the benefit of those trainees. They felt that by taking resort to the suggested measures the MDT trainees could be made more effective in their job-performance.

Finally, on being asked as to what improvement would they like to suggest to enhance the effectiveness of the MDT programme in future (Table 73), of the total respondents eight categorically stated that the training courses should be rendered 'more specific and problem oriented' whereas three each placed their emphasis on 'advance planning and better follow-up' and 'selection of appropriate candidates and their continuity in the job'. However, a great many of the respondents considered that by conducting refresher courses or workshop seminars with a view to help the trainees relate their newly acquired skills and informations to the field problems, as follow-up measures, the effectiveness of the MDT

programme could significantly be improved. Such measures would, considerably contribute to the dissimination of innovative practices learnt by the trainees among a wider section of their colleagues.

VII. OBSERVATION TOUR

Knowledge and skills in their relevance and applicability carry in them the distinctive marks of their respective cultural and historical settings. They have, in deed, been developed and devised in response to a set of challenges encountered by a society in a given situation at a particular stage of its socio-economic evolution. Thus, the knowledge and skills in vogue in the developed parts of the world may stimulate and excite the informed people of the developing countries but their blind adoption may creat more problems than they would be able to resolve. However, with increased exposure the awareness of the qualitative gap that separates the developed countries from their developing counterparts is also correspondingly increasing. The apprehension of counter-productivity that the unfiltered transmission of sophisticated skills and costly practices may culminate in have enlivened the policy planners in developing countries to scan pastures nearer home for gleaning informations with regard to more relevant skills and productive practices.

Observation visits, in fact, are devised to facilitate H/C in her search for more appropriate a proaches and practices the adaptation of which to Nepalese context may result in more cost effective management of her development undertakings. As spelled out in the Project Paper related to the MDT programme the objectives to which such visits are targeted, are three. These are - (a) to determine the suitability of training facilities for training Nepalese, (b) to assess the progress made by Nepalese undergoing training in such facilities, and (c) to help identify trainers who might be invited to visit Nepal.

The present section is devoted to examine and review the objectives, conduct and experiences of the observation visits as viewed by four of their tour participants interviewed in the course of the present study. On being asked to explain the

objectives of the tour (Table 1), three out of the total four respondents stated that those visits were directed to acquire first hand knowledge of innovative practices. Only one respondent admitted that the observation of which he was a participant had been undertaken with the express purpose of identifying 'suitable training institutions'. Similarly, when asked to state as to how adequately the programme of the tour was conducted (Table 2), two found the programme 'satisfactory' whereas the other two considered it to be 'not so satisfactory'. The enquiry also revealed that the observation teams of which the respondents were the participants were heterogenous in composition (Table 3). They include personnel of diverse ranks and background. Also, on being asked to opine with regard to the experience gained during the tour (Table 4), two said that the duration of the tour was too short for undertaking a detailed study of issues stipulated in the project agreement. One felt that a greater part of the time in the tour was devoted to discussion rather than to observation. One respondent considered that the experience gained was 'alright'.

In addition, to the query whether did they observe something which could be replicated in Nepal (Table 5), three respondents observed that the tour had proved helpful in getting them acquainted with the innovative approaches and improved practices adopted in training activities. They also admitted of their getting first hand knowledge of facilities and institutions in Asian countries. Training institutions of South Korea and Phillipines were specially pointed out by them in that connection. The respondents, besides, stated that some changes on the basis of their tour experiences are accordingly been introduced in the programme of their concerned agencies and currently were being carried out. Only one respondent stated that he did not see any thing worth mentioning as well as replicating. In his opinion, the tour was badly managed and

coordinated and, hence, could not prove useful. However, on the whole they found those rising quite 'useful' (Table 6).

Finally, on being asked to recommend improvements so that such tour could be made more effective for future participants (Table 7), two of the respondents stated that the members of the observation tour should come from the same rank and share similar experience whereas one observed that either the time-frame should be extended or the travel itinerary should be tailored accordingly. However, all of them were found to be unanimous on one point that in order to make those tours more informative and stimulating greater care should be taken to plan these tours in advance and ensure better coordination in the host countries. They considered such care imperative for the effectiveness of the observation visits.

VIII. CONCLUSION

The MDT project was primarily based on two key assumptions. Those were that (a) the trainees would be assigned to positions where they would be used effectively and (b) skills and knowledge they had acquired during their training could and would be adapted to Nepal. The findings of the present study, in fact, positively indicate that those assumptions were fairly well-founded. As to the first assumption (a), the findings evidenced that of the 36 participant 17 (47%) registered significant promotions in their ranks whereas ten (28%) though continued to hold the same rank as before their training, nevertheless, recorded of their being transferred to positions which had considerably enhanced their responsibilities. Only ten respondents reported of their continuing to hold the same ranks and positions as before. However, though the MDT programme was targeted to middle and upper level personnel, the participants who were selected for training primarily came from the middle and lower echelons. It was only after their training that six of the 22 middle level personnel got promoted to the higher ranks (See Appendix E).

As for the second assumption (b), the findings evidenced that 33 (92%) respondents believed that the MDT course they had under-gone was 'relevant' to their jobs; 31 (86%) admitted of their being helped in their job-performance by their training; 33 (92%) considered that skills they had learnt during the training had benefited them; 30 (83%) stated that the programme had positively contributed to their 'efficiency'; and, 31 (86%) reported of their making use of their newly acquired skills in the performance of their official responsibilities. Moreover, 19 respondents (54%) stated that the training had positively affected their relationships with their supervisors; 17 (47%) admitted that their responsibilities had considerably been

enhanced after their return from training; and 29 (81%) believed that the authority delegated to them in their current positions were 'adequate' to carry out their assigned responsibilities. However, when asked to specify as to how their training had helped them in their job-performance only 22 (61%) could delineate the rationale behind their statements. Besides, only 15 (42%) considered the duration of their training course to be inadequate; and, on further probe, about 40% of the respondents admitted of their being hampered by certain constraints in making full use of their skills.

As to how the MDT project was viewed by the supervisors, the findings testify that a great many of them endorsed the programme. Of the total 24 respondents-supervisors, 15 (63%) reported of positive difference in their MDT trained subordinates. They found them comparatively more 'decisive, skilled, knowledgeable and efficient' than the others. Of the total, 23 (96%) were found to be willing to recommend their subordinates for the MDT training in future. However, a multi-pronged probe brought into surface certain discrepancy in their assessment of the MDT programme. Of the total sample, 14 respondents (58%) believed that the programme had contributed towards the improvement of their agencies' effectiveness; only six (25%) considered the course content of the MDT training 'relevant' to the needs of Nepal's development administration; and, only eight (33%) respondents admitted that the skills imparted to their MDT trained subordinates were 'adequate' enough to resolve those problems that the agencies were confronted with currently in the effective implementation of their assigned tasks.

In addition, the present study further discovered the non-existence of an in-built uniform mechanism to facilitate communication and information-sharing in those agencies which the respondents represented. Most of the informations that

flowed up and down the command structure demonstrated erratic pattern. Their conduct belied a self-sustaining mechanism. Of the total respondent-participants, 21 (58%) got to know about the MDT programme from different channel other than that of the supervisors whereas 15 (63%) of the respondent-supervisors stated of their being casually informed by their colleagues. Similarly, when asked to explain the underlying objectives of the programme, 24 (67%) and ten (28%) of the total respondent-participants mentioned 'development of skills' and 'development of administrative capability', whereas, in the case of respondent-supervisors, 17 (71%) could not specify. Also, the paucity of broad consensus on the part of the respondents with regard to their main consideration in joining the MDT programme and their inability to relate their training to specific requirement of their agencies; and, the general ignorance of a significant percentage, that is 67%, of the respondent-supervisors with regard to the skills acquired by the MDT trained subordinates, categorically pointed out the phenomena of information-gap with regard to the MDT programme in the concerned agencies. The imbalance and ambivalence displayed by the respondents in their responses could be attributed to that information-gap.

As for the key condition, which specified that "Persons who have undergone project training will be instrumental in introducing modern management and administrative policies and practices in their agencies at the end of the project", the findings of the present study indicate that respondent-participant, in substantial number (56%), were not aware of their post-training role as change agent. They did not seem to have clear perception of either their post-training responsibilities or of the commitment they were required to fulfill towards their respective agencies. Of course, when asked 28 (78%) of the total respondent-participant admitted of their discussing the skill and knowledge they had, acquired with their colleagues and, on further probe, also admitted of finding them receptive to their suggestions. However,

in the absence of a formal and institutionalised mechanism to oversee and monitor such exchanges and interactions in those agencies, to expect much from such adhoc exercises would be unrealistic. Also, as the findings underline a significant number of the respondent-supervisors currently overseeing the works of the MDT trained personnel were the new ones. They had come in contact with those trainees only after their return from training. They did not seem to have a clear perception of the stipulated expectation from their MDT trained subordinates.

As for another condition that "there will be a greater availability of qualified personnel to fill to management and development administration posts" at the end of the project, the findings indicate that most of the participants who had been interviewed in connection with the present study had development management and administration as their area of specialisation and, consequently, been assigned to jobs relevant to their training. However, taking into consideration the magnitude of the requirement for trained personnel to expect that MDT project would be able to meet the challenge would be unrealistic. The only effective way to tackle the problem of critical shortage of man-power in development administration and management would be to consolidate, upgrade and expand the relevant training facilities within the country.

As a matter of fact, the MDT project had been, secondarily directed "to provide an opportunity for HMG to plan and carry out a major training effort". However, taking into consideration the acute pressure of short-term needs, the provision was substantially modified in the second revision of the project agreement in April 1975. The revision stated that "HMG will be playing an increased role in planning and administrating this foreign training programme. At the very least, it will be identifying training to be provided through this project, setting priorities, preparing annual training plans, selecting institutions

for training and selecting candidates". The NPC as the primary agency in charge of the MDT project had registered considerable improvement in its capability to handle the stipulated tasks. However, much is still left to be achieved. As the findings of the present investigation reveal, 19 (53%) of the total respondent participant strongly felt that only by rendering the MDT programme 'more problem oriented' and basing the selection on the aptitude of the candidates selected for training the effectiveness of the programme for the future participants could be increased. Similarly, 14 (58%) of the total respondent-supervisors also emphasised that only by making the programme 'more specific and problem-oriented', by paying more attention to 'advance planning and better follow-up' and by 'selecting appropriate candidates and (ensuring) their continuity in the job' they were being trained for, the effectiveness of the programme could be enhanced.

In short, the discussions and interviews which the researchers had with the senior staff and members of the NPC indicated that they had been fully aware of those limitation and were devising ways and means to minimise the margin of the gap that currently separates 'the offered from the required' in the area of foreign scholarship programme. The NPC, as the present study further revealed had availed of opportunities under the provision of the observation tour incorporated in the project agreement to send its staff to visit the training facilities of Asian countries. The respondent-participants of the observation visits had, infact, reported of modification being introduced in the foreign training programme of the NPC in the light of their tour experience.

IX. RECOMMENDATION

The MDT project, for the objectives it was targeted at, has broadly been endorsed by the respondents of the present study. They are found to consider the project to be an strategic link in the chain of efforts undertaken by the HMG to alleviate the critical shortage of trained man-power in development undertakings. However, in the light of their first hand experience of the skills and knowledge imparted to them under the programme, they wanted the project to be more sharply focused on the realities and problems of Nepal's development administration. Hence, on the basis of observations made by the respondents and the considered opinions elicited from the senior civil servants and policy-makers of HMG, steps are recommended to that effect.

- a. More care and attention is required to be given to delineate the requirements of the agencies and the needs of the trainees in terms of specific skills and specialisation.
- b. A detailed and critical reconnaissance of training facilities of the host country and of those available in Asian countries should be undertaken. Negotiation should be made with the concerned agencies ahead of time. The training institutions which had developed relevant skills and specialisation in required fields and, most important, are willing to tailor their training courses to the needs of Nepalese participants, should be accorded priority.
- c. Special care should be taken in the selection of appropriate candidates. Aptitude, background and needs of the candidates should be thoroughly screened and checked in the light of the specific requirement of the agencies concerned. Instead of ascribing the scholarships to trainees automatically on account of their seniority and academic accomplishments they should be made to compete for them.

- d. Whether it is the specialisation of training requirement or the selection of candidates to undergo such training immediate and principal supervisors of these trainees should be involved in and associated with such activities meaningfully. This would enable the supervisory personnel to be more closely acquainted with the overall objectives of the programme and the candidates selected. This will motivate them to make better use of the trainees' expertise on their return.
- e. Instead of subjecting training courses to arbitrary duration of certain months or a year it should be determined primarily on how long the appropriate candidates to be trained can be released for training and how long will it take him to absorb what he needs in terms of training.
- f. Senior staff of those agencies to which the programme is targeted should be given brief exposure to the objectives and significance of such training. Such exposure should be specially designed and its objectives should be to make the supervisory personnel in senior ranks more receptive to innovative approaches and modern practices suggested by the trainees on their return.
- g. Short-term follow-up programme by way refresher courses and seminar-cum-workshops should be conducted at particular intervals to up-date the trainees in consonance with the changing situations and on-coming challenges.
- h. To undertake and monitor the activities suggested above as an on-going concern a special committee or a board should be constituted in the concerned division of NPC secretariate. It should be comprised of representatives from Administrative Management Department, Public Service Commission and Tribhuvan University and delegated with adequate authority to

to plan, monitor and suggest the type of follow-up activities required.

Conformity to suggestions as spelled out above, it is believed, will contribute greatly to the effectiveness of the MDT programme in future.

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APPENDIX - A

TABULAR PRESENTATION OF RESPONSES
(Respondent-Participants of Academic Training)

Table 1 : (Question 1) How did you come to know about the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Colleague	4
Supervisor	15
Other Sources	17

Table 2 : (Question 2) In your opinion what are the objectives of the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Development of skills	24
Development of administrative capability	10
No response	2

Table 3 : (Question 3) How did you get selected for this programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Departmental nomination	32
Open competition	4

Table 4 : (Question 4) Did you have any prior idea of the sort of responsibilities you would have after returning from the training programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	23
No	12
No response	1

Table 5 : (Question 4.1) How did you come to know about these responsibilities?

<u>Answer</u>	<u>(Number of Respondents)</u>
Self-realisation	8
Government regulation	8
Nature of training	7

Table 6 : (Question 5) Did you have to give any commitment prior to your being selected for the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	15
No	20
No response	1

Table 7 : (Question 5.1) Kindly explain what was the content of this commitment.

<u>Answer</u>	<u>(Number of Respondents)</u>
Bonded to continue	15

Table 8 : (Question 6) Did you receive any briefing/orientation/training prior to your departure to participate in the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	24
No	12

Table 9 : (Question 6.1) What did you receive and from whom?

<u>What</u>		<u>From Whom</u>	
Briefing	16	UNAID	23
Orientalion	8	University of Connecticut	1

Table 10 : (Question 6.2) What were, in your opinion, the primary objectives of this briefing/orientation/training?

<u>Answer</u>	<u>(Number of Respondents)</u>
About the country sent for training	16
About travel plan	4
About the course	2
Language training	2

Table 11 : (Question 6.3) Had this pre-departure briefing/orientation/training any relevance with the MDT programme that you participated in?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	10
No	14

Table 12 (Question 6.4) How helpful, in your opinion, was this pre-departure briefing/orientation/training to prepare you as a participant in the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very helpful	6
Helpful	6
Not so helpful	12

Table 13 (Question 6.5) What improvement would you like to recommend, in the light of your experience, to make the pre-departure briefing/orientation/training more useful?

<u>Answer</u>	<u>(Number of Respondents)</u>
Precise and relevant to training	15
Participant with similar academic background should be put together	1
Emphasis on language training	1
No response	5

Table 14 (Questions 7+8) What was your position and status prior to your joining the MDT programme? What in your present position and status?

<u>Answer</u>	<u>(Number of Respondents)</u>	
	<u>Then</u>	<u>Now</u>
Gazetted I	-	4
Gazetted II	18	17
Gazetted III	9	6
Level X	-	2
Level IX	2	3
Level VIII	7	4

Table 15 (Question 9) What are the major responsibilities of your present position?

<u>Answer</u>	<u>(Number of Respondents)</u>
Management	11
Administration	10
Planning and programming	7
Inspection and supervision	4
Advisory	3
Maintenance	1

Table 16 (Question 10) How did you come to know of your job responsibilities?

<u>Answer</u>	<u>(Number of Respondents)</u>
Job description sheet	22
Oral directives	11
Civil service regulation	3

Table 17 (Question 11.) Are you delegated with adequate authority to carry out the responsibilities of your position

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	29
No	7

Table 18 (Question 11.1) Kindly specify the nature of authority you would like to be delegated with:

<u>Answer</u>	<u>(Number of Respondents)</u>
Decentralisation of authority	5
Clarity in job description	2

Table 19 (Question 12) How conducive do you think is your present work environment?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very conducive	8
Conducive	25
Not at all conducive	2
No response	1

Table 20 (Question 13) Given a choice, would you like to continue in the present job?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	27
No	9

Table 21 (Question 13.1) Kindly state the reason for not liking to continue in the present job.

<u>Answer</u>	<u>(Number of Respondents)</u>
Job not challenging	3
Irrelevency of job to training	3
For better prospect	3

Table 22 (Question 14) What are the major programme your Ministry/ Department/Section is implementing at present?

<u>Answer</u>	<u>(Number of Respondents)</u>
Adequately aware	26
No response	7

Table 23 (Question 15) Please explain the nature and overall objectives of the programme/s

<u>Answer</u>	<u>(Number of Respondents)</u>
Adequately aware	22
No response	4

Table 24 (Question 16) Has there been any modifications in the programme you/your section is entrusted with?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	6
No	21
No response	9

Table 25 (Question 16.1) Kindly mention a few of these modifications that you consider significant.

<u>Answer</u>	<u>(Number of Respondents)</u>
Modification specified	6

Table 26 (Question 16.2) How did you come to know of these modifications?

<u>Answer</u>	<u>(Number of Respondents)</u>
Multiple source	2
Official circular	3
No response	1

Table 27 (Question 17) Have these modifications affected your job responsibilities?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	4
No	2

Table 28 (Question 18) What were your main considerations in joining the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
To acquire more knowledge	12
To acquire skill	11
To improve efficiency	5
To receive training	1
Exposure	1
Career development	1
Nominated	5

Table 29 (Question 19+20) What were the unit-components of the MDT programme you participated in? Which of these units your found most interesting and which the least?

Subjects Mentioned As Least Interesting

Programming, Auditing, Local Finance, Financial Management, Account, Research Design, Statistics, Computer Auditing, Mathematics, Statistical Analysis, Municipal Finance

Table 30 (Question 21) How relevant do you think were these contents to the task you are expected to perform in your present position?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very relevant	14
Relevant	19
Not so relevant	3

Table 31 (Question 22) Has your MDT accomplishment helped you in your job performance?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	31
Can't say	3
No	2

Table 32 (Question 22.1) If yes, kindly explain how has it helped you?

<u>Answer</u>	<u>(Number of Respondents)</u>
Positive	24
Unclear	6
No response	1

Table 33 (Question 22.2) If no, why do you think it has not helped?

<u>Answer</u>	<u>(Number of Respondents)</u>
Transferred to other office	1
Not relevant to training	1

Table 34 (Question 23) Could you tell us the names of a few trainers/officers involved in the MDT programme you participated in?

<u>Answer</u>	<u>(Number of Respondents)</u>
Could name four trainees and more	5
Could name three trainees and more	7
Could name two trainees and more	9
Could name one trainee	15

Table 35 (Question 24) How informed had they been, in your opinion, with regard to the problems of least developing countries?

<u>Answer</u>	<u>(Number of Respondents)</u>
Well informed	24
Less informed	9
Not informed	1
No response	2

Table 36 (Question 25) How earnest were they, in your opinion, to know about the problems of the countries the participants were representing in the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very earnest	27
Not so earnest	7
Unconcerned	1
No response	1

Table 37 (Question 26) To what extent, do you think you are benefited by your participation in the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Greatly	13
Considerably	20
Very little	3

Table 38 (Question 27) Of the skills, you acquired in the MDT, which one has proved the most useful and which the least in your present position?

Subjects Mentioned As Least Useful

Human Resources, Information System, Data Base (Computer), Statistical Measurement, Operating System (Latest Computer), Local Self Finance, Financial Management, System Theory, Training, Development of Science.

Table 39 (Question 28) Have you tried to inform your colleagues of the skills you have learnt in MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	28
No	5
No response	3

Table 40 (Question 28.1) If yes, how receptive were they to learn the new skills?

<u>Answer</u>	<u>(Number of Respondents)</u>
Receptive	11
Fairly receptive	8
Very little	3
Can't say	3
No response	3

Table 41 (Question 29) In the light of your own experience, as a participant in MDT programme, what improvements would you like to suggest to render this programme more useful for the participant in future?

<u>Answer</u>	<u>(Number of Respondents)</u>
Should be more problem oriented	19
Candidates aptitude test necessary	7
Better use of trainees	2
Participant should be allowed to complete his course	4
MDT should be continued	2
Can't say	2

Table 42 (Questions 30 & 31) Under whose supervision do you work in your present position? Is he the same gentleman who used to supervise your work before you left to participate in the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	10
No	26

Table 43 (Question 32) How often are you required to meet your supervisor in your present positions?

<u>Answer</u>	<u>(Number of Respondents)</u>
Daily	24
Twice a week	1
Once a week	1
Fortnightly	1
Once a month or less	6
Whenever necessary	3

Table 44 (Question 33) Would you kindly explain the purpose of such meetings?

<u>Answer</u>	<u>(Number of Respondents)</u>
File clearance	15
Staff meeting	17
Review	16
policy deliberation	24
Consultation	33

Table 45 (Question 34) Has your accomplishment of the MDT, in any way, affected your relationship with your supervisor?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	19
No	15
No response	2

Table 46 (Question 34.1) Kindly explain in what ways?

<u>Answer</u>	<u>(Number of Respondents)</u>
Positive	12
Negative	1
No response	6

Table 47 (Question 35) Has the acquisition of new skills, on your part, increased your responsibilities?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	17
No	19

Table 48 (Question 36) Did anyone discuss with you about the MDT programme on your return?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	26
No	10

Table 49 (Question 36.1) On whose initiative the discussion took place?

<u>Answer</u>	<u>(Number of Respondents)</u>
My own	9
Colleagues	18
Supervisors	8
USAID	7

Table 50 (Question 36.2) What was the nature of this discussion?

<u>Answer</u>	<u>(Number of Respondents)</u>
About the programme	19
About the country visited	7

Table 51 (Question 37) To what extent, in your opinion, the skills you have been trained in have improved your efficiency?

<u>Answer</u>	<u>(Number of Respondents)</u>
Greatly	6
Considerably	10
To some extent	13
Not much	2
Can't say	2
Improved but unutilised	2

Table 52 (Question 38) How adequate, in your opinion, is the duration of the MDT programme, you participated in, to realize the objectives it originally started with?

<u>Answer</u>	<u>(Number of Respondents)</u>
Adequate	21
Inadequate	15

Table 53 (Question 39) To what extent the authority delegated to you in your present position enable you to make use of the skills acquired under MDT project in the performance of your official obligations?

<u>Answer</u>	<u>(Number of Respondents)</u>
Greatly	8
Adequately	21
Very little	6
No response	1

Table 54 (Question 40) Are you able to make use of those skills acquired in your MDT programme, in the performance of your job responsibilities?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	31
No	5

Table 55 (Question 40.1) Kindly specify to what extent?

<u>Answer</u>	<u>(Number of Respondents)</u>
To a great extent	8
To some extent	15
very little	3
No response	5

Table 56 (Question 41) What are the constraints that, in your opinion, hamper you most in utilising the newly acquired skills in your present capacity?

<u>Answer</u>	<u>(Number of Respondents)</u>
No constraints	12
Irresponsible supervisors	5
Adverse socio-economic and political situation	4
Rigidity of Government regulation	2
Uncooperative colleagues and subordinates	2
Irrelevancy of job	1
No response	10

Table 57 (Question 42) What improvement would you like to suggest to minimise the effects of these constraints in your work environment?

<u>Answer</u>	<u>(Number of Respondents)</u>
Responded	15
No response	21

(Respondent-Supervisors)

Table 58 (Question 1) How did you come to know about the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Project papers	2
Staff meeting	3
Through colleagues	15
Various sources	4

Table 59 (Question 2) What in your opinion, are the primary objectives of the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
To prepare skilled man-power	3
Improvement in administrative capability	3
Modernisation of administration	2
Can't say	17

Table 60 (Question 3) To what extent, in your opinion, the objectives of the MDT have been realised?

<u>Answer</u>	<u>(Number of Respondents)</u>
Considerably	3
To some extent	6
Can't say	15

Table 61 (Question 4) Have you been consulted by any quarter with regard to MDT programme design?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	-
No	24

Table 62 (Question 4.1) By whom?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	23
No	-
Can't say	1

Table 63 (Question 5.1) Kindly specify the reasons.

<u>Answer</u>	<u>(Number of Respondents)</u>
Trained man-power for the project	7
Lack of adequate facilities in the country	3
To make them more knowledgeable	2
No response	12

Table 64 (Question 6) How effective, in your opinion, is the normal procedure adopted in selecting the participant for the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very effective	1
Effective	9
Not so effective	12
No response	2

Table 65 (Question 7) Would you like to suggest any improvement to enhance the effectiveness of the selection procedure?

<u>Answer</u>	<u>(Number of Respondents)</u>
Streamlining of selection criteria	15
Involvement of concerned supervisors	2
Can't say	7

Table 66 (Question 8) How closely did you know Mr. _____ (the MDT participant) before his being selected for the MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Closely	8
Fairly close	5
Not so closely	8

Table 67 (Question 9) How long has he worked under your supervision?

<u>Answer</u>	<u>(Number of Respondents)</u>
More than three years	6
About three years	4
About two years	8
Less than one year	5
No response	1

Table 68 (Question 10) Have you notice any difference in the work performance of your MDT trained subordinates and those who have not received this training?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	15
No	1
No response	8

Table 69 (Question 10.1) If yes, specify to nature of the difference.

<u>Answer</u>	<u>(Number of Respondents)</u>
More decisive	8
More skilled	3
More knowledgeable	3
More efficient	1

Table 70 (Question 11) To what extent, in your opinion the MDT programme has contributed to the improvement of the effectiveness of your Section/Department/Ministry/Corporation?

<u>Answer</u>	<u>(Number of Respondents)</u>
Remarkably	2
Satisfactory	12
Very little	8
No response	2

Table 71 (Question 12) Would you like to recommend any improvement with a view to provide greater degree of initiative to your subordinate to make better use of skills acquired under MDT programme?

<u>Answer</u>	<u>(Number of Respondents)</u>
Yes	19
No	5

Table 72 (Question 12.1) Kindly specify the nature of improvement.

<u>Answer</u>	<u>(Number of Respondents)</u>
Refresher courses	4
Better supervision	2
Continuity in the job	5
Delegation of authority	3
Training of senior staff	1
Can't say	4

Table 73 (Question 13) What improvement would you like to suggest to enhance the effectiveness of the MDT programme in future?

<u>Answer</u>	<u>(Number of Respondents)</u>
Selection appropriate candidates and their continuity in the job	3
More specific and problem oriented training	8
Advance planning and better follow-up	3
Involvement of supervisors	1
Can't say	9

Table 74 (Question 14) What are the types of skills, the MDT programme is concerned with most to impart to its trainees?

<u>Answer</u>	<u>(Number of Respondents)</u>
Adequately aware	8
Not clear	3
No response	13

Table 75 (Question 15) How relevant do you think, is course content of the MDT programme to the needs of Nepal's development administration?

<u>Answer</u>	<u>(Number of Respondents)</u>
Relevant	6
Not so relevant	7
No response	11

Table 76 (Question 16) To what extent, in your opinion, are these skills adequate to resolve the problems your department/section are encountering with in the effective implementation of its assigned tasks?

<u>Answer</u>	<u>(Number of Respondents)</u>
Considerable	8
Very little	9
Can't say	7

Table 77 (Question 17) Would you please underline the major constraints undermining the effectiveness of the development administration in Nepal?

<u>Answer</u>	<u>(Number of Respondents)</u>
Attitudinal	6
Rigidity of rules	3
Inconsistency	1
Frequent transfers	1
Lack of coordination	3
Insensitivity to problem	2
Lack of performance evaluation	3
No response	3

Table 78 (Question 17.1) How serious are these constraints?

<u>Answer</u>	<u>(Number of Respondents)</u>
Very serious	16
Serious	3
No response	3

Table 79 (Question 17.2) How can these be remedied?

<u>Answer</u>	<u>(Number of Respondents)</u>
Streamlining of administrative procedures	6
Performance evaluation and better incentives	5
Consistency in policies	5
Problem oriented training	4
No response	4

(Respondent-Participants of Observation Tour)

Table 80 (Question 1) What were the objectives of the 'Observation Tour' that you had participated in 19 ___ to ___ and ___?

<u>Answer</u>	<u>(Number of Respondents)</u>
First hand knowledge of innovatives practices	3
Identification of suitable training institution	1

Table 81 (Question 2) How adequately were the programmes conducted in the host countries to realize its objectives?

<u>Answer</u>	<u>(Number of Respondents)</u>
Satisfactory	2
Not so satisfactory	2

Table 82 (Question 3) How was the composition of the group? Were all in your group of the equal rank or status and of the relevant offices?

<u>Answer</u>	<u>(Number of Respondents)</u>
Heterogenous	4

Table 83 (Question 4) How would you describe your experience during the observation tour?

<u>Answer</u>	<u>(Number of Respondents)</u>
Too brief for detailed study	2
More discussion and less observation	1
Alright	1

Table 84 (Question 5) During your observation tour did you observe something (programme or activity) which could be replicated in Nepal?

<u>Answer</u>	<u>(Number of Respondents)</u>
Helpful	3
Not helpful	1

Table 85 (Question 6) In the whole how useful do you think was your observation tour?

<u>Answer</u>	<u>(Number of Respondents)</u>
Useful	3
Not useful	1

Table 86 (Question 7) What kind of improvement would you suggest to make the 'Observation Tours' more effective?

<u>Answer</u>	<u>(Number of Respondents)</u>
Longer time-frame	1
Homogenous team	2
Present arrangement is alright	1

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APPENDIX - B

USAID/NEW ERA

EVALUATION OF MANPOWER DEVELOPMENT PROJECTS

1980

PARTICIPANT INTERVIEW SCHEDULE

1. How did you come to know about the MDT programme?

- Colleagues
 Supervisor
 USAID Advisor
 Other (Specify)

2. In your opinion what are the objectives of the MDT programme?

3. How did you get selected for this programme?

- On the basis of open competition
 Departmental nomination
 Other (Specify)

4. Did you have any prior idea of the sort of responsibilities you would have after returning from the training programme?

yes no

4.1 How did you come to know about these responsibilities?

5. Did you have to give any commitment prior to your being selected for the MDT programme?

yes no don't remember

5.1 Kindly explain what was the content of this commitment.

6. Did you receive any briefing/orientation/training prior to your departure to participate in the MDT programme?

yes

no

6.1 What did you receive and from whom?

What

From Whom?

<input type="checkbox"/> Briefing/s	1. _____	2. _____	3. _____
<input type="checkbox"/> Orientation/s	1. _____	2. _____	3. _____
<input type="checkbox"/> Short Training/s	1. _____	2. _____	3. _____
<input type="checkbox"/> Other (specify)	1. _____	2. _____	3. _____

6.2 What were, in your opinion, the primary objectives of this briefing/orientation/training?

6.3 Had this pre-departure briefing/orientation/training any relevance with the MDT programme that you participated in?

yes

no

6.4 How helpful, in your opinion, was this pre-departure briefing/orientation/training to prepare you as a participant in the MDT programme?

Very helpful
 Helpful
 Not so helpful

6.5 What improvement would you like to recommend, in the light of your experience, to make the pre-departure briefing/orientation/training more useful?

7. What was your position and status prior to your joining the MDT programme?

Position

Status

8. What is your present position and status?

Position

Status

9. What are the major responsibilities of your present position?

10. How did you come to know of your job responsibilities?

- Job description sheet
- Oral directives from superiors
- Other (Specify)

11. Are you delegated with adequate authority to carry out the responsibilities of your position?

yes

no

11.1 Kindly specify the nature of authority you would like to be delegated with:

12. How conducive do you think is your present work environment?

- Very conducive
- Conducive
- Not at all conducive

13. Given a choice, would you like to continue in the present job?

yes

no

13.1 Kindly state the reason for not liking to continue in the present job.

14. What are the major programme your Ministry/Department/Section is implementing at present?

15. Please explain the nature and overall objectives of the programme/s.

16. Has there been any modifications in the programme you/your section is entrusted with?

yes

no

16.1 Kindly mention a few of these modifications that you consider significant.

16.2 How did you come to know of these modifications?

- Official circulars
- Staff meeting
- Talking to colleagues
- Newspapers
- Other (Specify)

17. Have these modifications affected your job responsibilities?

yes

no

17.1 Kindly mention in what way have they affected you?

18. What were your main considerations in joining the MDT programme?

19. What were the unit-components of the MDT programme you participated in?

20. Which of these units you found most interesting and which the least?

Most Interesting

Least Interesting

(a) _____

(a) _____

(b) _____

(b) _____

(c) _____

(c) _____

21. How relevant do you think were these contents to the task you are expected to perform in your present position?

- Very relevant
- relevant
- Not at all relevant

22. Has your MDT accomplishment helped you in your job performance?

yes can't say no

22.1 If yes, kindly explain how has it helped you?

22.2 If no, why do you think it has not helped?

23. Could you tell us the names of a few trainers/officers involved in the MDT programme you participated in?

Names

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----

24. How informed had they been, in your opinion, with regard to the problems of least developing countries?

- Well informed
- Less informed
- Not informed

25. How earnest were they, in your opinion, to know about the problems of the countries the participants were representing in the MDT programme?

- Very earnest
- Not so earnest
- Unconcerned

26. To what extent, do you think you are benefited by your participation in the MDT programme?

- Greatly
- Considerable
- Very little

27. Of the skills, you acquired in the MDT, which one has proved the most useful and which the least in your present position?

<u>Most Useful</u>		<u>Least Useful</u>	
(i)	-----	(i)	-----
(ii)	-----	(ii)	-----
(iii)	-----	(iii)	-----
(iv)	-----	(iv)	-----
(v)	-----	(v)	-----

28. Have you tried to inform your colleagues of the skills you have learnt in MDT programme?

- yes no

28.1 If yes, how receptive were they to learn the new skills?

28.2 If no, kindly specify the reasons why?

29. In the light of your own experience, as a participant in MDT programme, what improvements would you like to suggest to render this programme more useful for the participant in future?

30. Under whose supervision do you work in your present position?

a. Name: _____
b. Designation: _____
c. Status _____

31. Is he the same gentleman who used to supervise your work before you left to participate in the MDT programme?

yes no

31.1 Could we know the name, position and the present address of your ex-supervisor?

Name: _____
Position: _____
Address: _____

32. How often are you required to meet your supervisor in your present positions?

Daily
 Twice a week
 Once a week
 Fortnightly
 Once in a month or less

33. Would you kindly explain the purpose of such meetings?
(Check as many as possible)

File clearance Policy deliberation
 Staff meeting Consultation
 review Other (Specify)

34. Has your accomplishment of the MDT, in any way, affected your relationship with your supervisor?

yes no

34.1 Kindly explain in what ways?

35. Has the acquisition of new skills, on your part, increased your responsibilities?

yes

no

35.1 Kindly specify in what way?

36. Did anyone discuss with you about the MDT programme on your return?

yes

no

36.1 On whose initiative the discussion took place?

- My own
- Colleagues
- Supervisor
- USAID personnel
- Programme Manager of MDT
- Other (Specify)

36.2 What was the nature of this discussion?

37. To what extent, in your opinion, the skills you have been trained in have improved your efficiency?

38. How adequate, in your opinion, is the duration of the MDT programme, you participated in, to realize the objectives it originally started with?

adequate

inadequate

38.1 Kindly, specify the duration you consider adequate.

39. To what extent the authority delegated to you in your present position enable you to make use of the skills acquired under MDT project in the performance of your official obligations?

- Greatly
- Adequately
- Very little

40. Are you able to make use of those skills acquired in your MDT programme, in the performance of your job responsibilities?

yes

no

40.1 Kindly specify to what extent?

41. What are the constraints that, in your opinion, hamper you most in utilising the newly acquired skills in your present capacity?

42. What improvement would you like to suggest to minimise the effects of these constraints in your work environment?

(Personal Bio-Data)

1. Name: _____ Caste/Sub-Caste: _____ Age: _____

2. Permanent Address: _____

3. Present Address: _____

4. Marital Status: _____

5. Highest Level of Education Achieved: _____

Respondents: _____

6. Appointment Date: _____

7. Employment History: Department Designation Status Period

<u>Department</u>	<u>Designation</u>	<u>Status</u>	<u>Period</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Honour/Reward: _____

9. Previous Training:

Nature of Training Training Institute Duration

10. Foreign Travel:

Country(ies) Travelled Purpose Duration

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APPENDIX - C

USAID/NEW ERA

EVALUATION OF MANPOWER DEVELOPMENT PROJECTS
1980

SUPERVISOR INTERVIEW SCHEDULE

1. How did you come to know about the MDT programme?

- Reading project document
- Staff meeting
- Talking to colleagues
- Other (Specify)

2. What in your opinion, are the primary objectives of the MDT programme?

3. To what extent, in your opinion, the objectives of the MDT have been realised?

4. To what extent, in your opinion, the objectives of the MDT programme design?

yes

no

4.1 By whom?

4.2 To what extent do you think your suggestions were taken into account in designing MDT programme?

5. Would you like to recommend anyone from among your subordinates to avail of the MDT course in future?

yes

no

5.1 Kindly specify the reasons

6. How effective, in your opinion, is the normal procedure adopted in selecting the participant for the MDT programme?

- Very effective
- Effective
- Not so effective

7. Would you like to suggest any improvement to enhance the effectiveness of the selection procedure?
8. How closely did you know Mr. _____ (the MDT participant) before his being selected for the MDT programme?
9. How long has he worked under your supervision?
10. Have you notice any difference in the work performance of your MDT trained subordinates and those who have not received this training?
- yes no undecided

If yes, specify to nature of the difference.

11. To what extent, in your opinion the MDT programme has contributed to the improvement of the effectiveness of your Section/Department/Ministry/Corporation?
- Remarkably
 Satisfactorily
 Very little

12. Would you like to recommend any improvement with a view to provide greater degree of initiative to your subordinate to make better use of skills acquired under MDT programme?

yes no

12.1 Kindly specify the nature of improvement

13. What improvement would you like to suggest to enhance the effectiveness of the MDT programme in future?
14. What are the types of skills, the MDT programme is concerned with most to impart to its trainees?
15. How relevant do you think, is course content of the MDT programme to the needs of Nepal's development administration?
16. To what extent, in your opinion, are these skills adequate to resolve the problems your department/section are encountering with in the effective implementation of its assigned tasks?

17. Would you please underline the major constraints undermining the effectiveness of the development administration in Nepal?

17.1 How serious are these constraints?

17.2 How can these be remedied?

(Personal Bio-Data)

1. Name. Caste/Sub-Caste: Age:

2. Address:

Permanent

Present

3. Marital Status:

4. Level of Education:

- Bachelor or equivalent
- Master or equivalent
- Doctorate or equivalent

5. Appointment Date:

6. Present Position:

7. Previous Training:

Nature of Training

Training Institute

Duration

8. Foreign Travel:

Country(ies) Travelled

Purpose

Duration

APPENDIX - D

USAID/NEW ERA

EVALUATION OF MANPOWER DEVELOPMENT PROJECTS

1980

INTERVIEW SCHEDULE FOR THE OBSERVATION TOURS PROGRAMME
PARTICIPANTS

1. What were the objectives of the 'Observation Tour' that you had participated in 19 to and ?
2. How adequately were the programmes conducted in the host countries to realize its objectives?
3. How was the composition of the group? Were all in your group of the equal rank or status and of the relevant offices?
4. How would you describe your experience during the observation tour?
5. During your observation tour did you observe something (programme or activity) which could be replicated in Nepal?
6. In the whole how useful do you think was your observation tour?
 - very useful
 - useful
 - not so useful
 - not at all useful
7. What kind of improvement would you suggest to make the 'Observation Tours' more effective?

Name: _____

Status: _____

Designation: _____

Tour Programme: _____

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APPENDIX E

Respondent-participants' positions and status before and after the training.

Then		Now	
<u>Position</u>	<u>Status</u>	<u>Position</u>	<u>Status</u>
1. Member Secretary	Special	General Manager	Special
2. Audit Director	II	Asst. Audit General	I
3. Audit Director	II	Same	II
4. Audit Director	II	Same	II
5. Under-Secretary	II	Joint-Secretary	I
6. Under Secretary	II	Same	II
7. Under Secretary	II	Coordinator	I
8. Under Secretary	II	Same	II
9. Under Secretary	II	Joint Secretary	I
10. Under Secretary	II	Same	II
11. Under Secretary	II	Same	II
12. Under Secretary	II	Deputy Director	II
13. C.D.O.	II	C.D.O.	I
14. Lecturer	II	Campus Chief	II
15. Division Chief	II	Same	II
16. Traffic Officer	II	Same	II
17. Act. Deputy Director	II	Chief Tax Officer	II
18. Chief Accountant	II	Special Officer	II
19. Chief Tax Officer	II	Under Secretary	II
20. Chief Tax Officer	II	Act. Director General	I
21. Deputy Director	II	Registrar	II
22. Asst. Lecturer	III	Campus Chief	III
23. Section Officer	III	Chief Lard Revenue Officer	II
24. Section Officer	III	Same	III
25. Section Officer	III	Same	III
26. Administrative Officer	III	Same	III
27. Business Manager	III	Same	III

28. Administrative Manager	III	Officer in Chief	III
29. Maintenance Engineer	III	Same	III
30. Programmer	III	Same	III
31. Computer Operation Officer	III	Same	III
32. Manager	IX	Director	X
33. Act. Section Chief	IX	Section Chief	IX
34. Account Officer	VIII	Deputy Director	X
35. Act. Regional Manager	VIII	Divisional Head	VIII
36. Deputy Chief Officer	VIII	Branch Manager	IX
37. Engineer	VIII	Senior Engineer	VIII
38. Incharge	VIII	Division Chief	VIII
39. Instructor	VII	Dy. Chief Officer	VIII
40. Account Officer	VII	Branch Manager	VIII

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APPENDIX E

Respondent-participants from the following agencies were interviewed.

1. Ministry of Transport and Communication
2. Ministry of Home Panchayat
3. Ministry of Finance
4. Auditor General's Office
5. National Planning Commission
6. Prevention of Abuse of Authority Commission
7. Public Service Commission
8. Administrative Management Department
9. Department of Mining
10. Department of Land Revenue
11. Department of Tourism
12. Department of Cottage Industry
13. Department of Tax
14. Tribhuvan University
15. Nepal Rastra Bank
16. Agricultural Development Bank
17. Rastriya Baniya Bank
18. Provident Fund
19. NIDC
20. KNAC
21. Nepal Food Corporation
22. Dairy Development Corporation
23. Agricultural Inputs Corporation
24. Rajha Yatayat Cooperative Transport
25. National Trading Limited
26. Security Marketing Centre
27. National Computer Centre
28. Karnali Bheri Integrated Rural Development Project