Thesis Paper
on
Training and Development Practices in Bangladesh: A Case Study on Bangladesh Army

Submitted by:

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ID: MBA2302029003
Major: Human Resource Management
Semester: Spring-2024
Sonargaon University (SU)

Submitted to:

Department of Business Administration
Sonargaon University (SU)
Submitted for the partial fulfillment of the degree of
Master of Business Administration



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147/I, Green Road, Tejgaon, Dhaka-1215, Bangladesh.

Date of Submission: May 05, 2024

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Date of Submission: May 05, 2024

Letter of Transmittal

May 05, 2024

Md. Rasel Hawlader
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Subject: Submission of thesis paper.

Dear Sir,
I am hereby submitting my thesis paper entitled “Training and Development Practices in Bangladesh: A Case Study on Bangladesh Army.” which was assigned to me as a requirement for the completion of the MBA Program. I have discovered this paper very interesting, beneficial, and insightful.

The entire report is based on my practical experience in Bangladesh Army. I expect this paper to be informative as well as comprehensive. This thesis paper will help me a lot in my future career life.

Thank You very much for your guidance and cooperation during the course without which this thesis paper cannot be completed.

Moreover, if you have any further inquiries concerning any additional information, I would be very pleased to clarify that.

Yours Sincerely

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Declaration of Student

This is to notify you that, the thesis paper on "Training and Development Practices in Bangladesh: A Case Study on Bangladesh Army." has been prepared as a part of my dissertation formalities. It is an obligatory part of my MBA program to submit a thesis paper.

Moreover, I was inspired and instructed by my supervisor Md. Rasel Hawlader, Lecturer, Department of Business Administration, Sonargaon University.

I am further declaring that I did not submit this paper anywhere for awarding any degree or certificate.

Yours Sincerely

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Certificate of Supervisor

This is to certify that the thesis report "Training and Development Practices in Bangladesh: A Case Study on Bangladesh Army." has been prepared as a part of completion of the MBA program from Department of Business Administration, Sonargaon University (SU), carried out by Md Jahirul Islam, bearing ID: MBA2302029003 under my supervision. The paper or the information will not be used for any other purposes.

Md. Rasel Hawlader
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Acknowledgment

In the beginning, I would like to convey my sincere appreciation to the Almighty Allah for giving me the strength and ability to finish the task.

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Abstract

This thesis investigates the training and development practices within the Bangladesh Army, shedding light on its strategies, challenges, and outcomes. Utilizing a case study approach, the research combines qualitative and quantitative methods to comprehensively analyze the training and development landscape. Primary data is gathered through interviews with key stakeholders, including military personnel and training experts, while secondary data from academic literature and official reports supplements the findings. The analysis delves into various facets of training and development, encompassing curriculum design, instructional methodologies, technology integration, and evaluation frameworks. Furthermore, the study explores the unique challenges faced by the Bangladesh Army in optimizing its training programs amidst evolving geopolitical contexts and technological advancements. The findings underscore the importance of tailored training interventions aligned with organizational goals and contemporary military requirements. The thesis concludes by offering insights into the efficacy of training and development practices within the Bangladesh Army and proposes recommendations for enhancing effectiveness and adaptability in the face of dynamic operational landscapes. This research contributes to the existing body of knowledge on military training and development while providing practical guidance for policymakers, military leadership, and training professionals seeking to optimize human capital development in defense institutions. Additionally, the research explores the impact of cultural, social, and technological factors on the design and delivery of training programs within the Bangladesh Army. It identifies the importance of fostering a culture of continuous learning and professional development among military personnel to enhance operational readiness and effectiveness. The study also examines the role of leadership in championing training and development initiatives and fostering a conducive learning environment. Moreover, it investigates the integration of emerging technologies, such as simulation, virtual reality, and e-learning platforms, into the training curriculum to enhance realism and efficiency. Lastly, the research highlights the significance of feedback mechanisms and performance metrics in assessing the effectiveness of training interventions and driving continuous improvement within the Bangladesh Army's training ecosystem.

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Chapter: One
Introduction

1.1 Introduction

The training and development system within the Human Resource Management (HRM) cycle holds significant importance in achieving an organization's mission, vision, goals, and objectives. In contemporary businesses, the HR department is viewed as a crucial driver for fostering employee development, which, in turn, contributes to the overall success of the organization. Organizations recognize the pivotal role of HR in cultivating the skills and capabilities of their workforce to align with and propel the achievement of strategic goals.

This report thoroughly examines the extensive Training and Development initiative established within our precious organization. By delving into the diverse aspects of our T&D approach, our goal is to highlight its substantial impact on fostering talent, improving member's skills, and ultimately playing a major role in attaining our organizational objectives.

The main goal of this report is to offer a comprehensive overview of our company's Training and Development (T&D) initiatives, encompassing the methods, tools, and resources employed for facilitating learning and skill enhancement. Through the presentation of tangible examples and success stories, our objective is to illustrate the positive influence of our T&D endeavors on individual career advancement, team synergy, and overall organizational effectiveness. Serving as an integral member of the T&D team, I had the distinctive opportunity to directly witness the meticulous planning, execution, and assessment of our training programs. Throughout this report, I will leverage my experiences and observations to present a thorough analysis of our company's dedication to cultivating a culture of continuous learning and development.

Through investing in the growth and professional development of our employees, our company recognizes the importance of nurturing a workforce possessing up-to-date industry knowledge, technical proficiency, and leadership skills. Additionally, our Training and Development program is designed to guarantee that our employees stay involved, inspired, and empowered to tackle new challenges and seize opportunities for both personal and professional progress.

1.2 Objectives of the Study

Each research endeavor is undertaken with the aim of fulfilling specific objectives outlined in the thesis paper requirements. The performance management system makes sure that. The objective of this report there are two types of objectives:

- General Objectives
- Specific Objectives

General Objective

The study is to know about Training & Development practices of Bangladesh Army.

Specific Objectives

The principal objective of training and development division is to ensure the availability of a skilled and willing workforce to an organization.

There are some other supportive objectives are as follows:

- To identify the training and development practices in organization
- To know the objective of the training and development of the organization
- To identify the training method of the organization
- To know the opinion of the members regarding T&D program of the organization
- To identify the problems of training and development of the organization
- To suggest some possible recommendations to overcome the problem relating to training and development of the organization
- To know the methods of identifying training needs

1.3 Methodology of the Study

The data were collected using a survey method, conducted among 200 employees at Bangladesh Army are actively works. The research was conducted from January 2024 to April 2024. The characteristics of the respondent are age, gender, educational qualification, year of experience, level of skill, etc. Stratified random sampling is used for data collection. Chi- square test was used to analyses the data in IBM SPSS and other statistical tools were used to analyses the data. The information has been collected from primary and secondary sources.

Primary Sources

Information has been collected-

- Mainly through a survey on questionnaire
- Face to face survey
- The organizational training directives

Secondary Sources

Information has been collected from-

- Various study reports
- Relevant books, journals and printed materials
- Website of the organization

1.4 Limitations of the Study

The study has suffered from a number of barriers:

- Time was a major limitation or factor while preparing the report
- Some members were terrified of providing the correct answer due to lack of confidentiality
- Some of the respondents copied the answers from the other respondents
- The time given was not enough to complete the report

Chapter: Two
Literature Review
&
Theoretical Discussion

2.1 Literature Review

Training and development are essential for any organisation that wants to improve its performance, retain its talent, and stay competitive in the market. A literature review is a systematic analysis of the existing research on a topic, which helps to identify the gaps, strengths, and limitations of the current knowledge. In this blog post, we will present the top ten literature reviews on training and development, based on their relevance, quality, and impact.

Noe, R. A., et al. (2014) explored that review examines how technology has transformed the way people learn and how organizations can leverage it to enhance their training and development programs. The authors discuss the benefits and challenges of technology-based learning, such as increased accessibility, flexibility, engagement, feedback, and collaboration, as well as potential issues such as distraction, isolation, overload, and lack of transfer. They also provide recommendations for designing effective technology-based learning interventions that align with the learners' needs, preferences, and goals.

Aguinis, H., & Kraiger, K. (2009) explained that review provides a comprehensive overview of the benefits of training and development at multiple levels of analysis: individual, team, organizational, and societal. The authors synthesize the empirical evidence from various disciplines and domains, such as psychology, management, education, health care, and public policy. They also identify the factors that moderate the effectiveness of training and development programs, such as the characteristics of the learners, the trainers, the content, the context, and the evaluation methods.

Salas, E., et al. (2012) reviews that translate the scientific principles and findings of training and development research into practical implications for practitioners. The authors propose a framework that guides the design, implementation, and evaluation of training and development programs based on four key elements: learning outcomes (what to train), design (how to train), delivery (who will train), and evaluation (how to measure). They also highlight the best practices and common pitfalls for each element based on the current state-of-the-art knowledge.

Burke, L. A., & Hutchins, H. M. (2007) revealed that review focuses on one of the most critical issues in training and development: training transfer. Training transfer refers to the extent to which the knowledge, skills, and attitudes acquired in training are applied on the job and enhance performance. The authors integrate the existing theories and models of training transfer and identify the factors that influence it at three levels: individual (e.g., motivation, self-efficacy), training (e.g., content relevance, feedback), and organizational (e.g., support, climate). They also suggest directions for future research and practice to improve training transfer outcomes.

Arthur Jr., et al. (2003) reported that review is a meta-analysis of 335 studies that examined the effectiveness of training in organizations across various outcomes, such as reactions, learning, behavior, and results. The authors analyzed the impact of different design and evaluation features of training programs, such as the type of training (e.g. Cognitive, behavioral), the method of delivery (e.g. Classroom, computer), the level of evaluation (e.g. Reaction, learning), and the criteria used to measure effectiveness (e.g., self-report, objective).They found that training programs were generally effective, but their effectiveness varied depending on these features.

Blume B.D., et al. (2010) found out that review is another meta-analysis of 89 studies that investigated the transfer of training in organizations across different types of outcomes, such as declarative knowledge, procedural knowledge, and retention. The authors examined the influence of various factors on transfer of training, such as the characteristics of the trainees (e.g. Ability, motivation), the training design (e.g. Behavior modelling, error management), and the work environment (e.g. Supervisor support, peer support). They found that these factors had significant and differential effects on transfer of training.

Kraiger, K., et al. (1993) explained that review introduces a new framework for evaluating training programs based on three types of learning outcomes: cognitive (knowledge), skill-based (skill), and affective (attitude). The authors argue that traditional methods of training evaluation, such as pretest-posttest designs and reaction measures, are inadequate and inappropriate for assessing these outcomes. They propose alternative methods and criteria for each type of outcome, such as cognitive strategies, skill demonstration, and attitude change. They also discuss the implications of their framework for training design and delivery.

Tharenou, P., et al. (2007) revealed that review examines the relationship between training and organizational-level outcomes, such as productivity, profitability, and customer satisfaction. The authors review and critique the existing empirical studies on this topic, which are mostly based on the Kirkpatrick model of training evaluation. They identify the methodological and conceptual limitations of these studies, such as the lack of rigorous designs, the use of inappropriate measures, and the neglect of contextual factors. They also suggest directions for future research and practice to enhance the validity and utility of training evaluation at the organizational level.

Bell, B. S., & Kozlowski, S. W. (2008) reported that review explores the concept of active learning, which refers to the extent to which learners are actively involved in the learning process through self-regulation, feedback seeking, and goal setting. The authors propose a theoretical model that links active learning to four core training design elements: learner control, error framing, feedback, and practice. They review the empirical evidence that supports their model and demonstrate how active learning enhances learning outcomes and adaptability in dynamic and complex environments.

Brown K.G., & Sitzmann T. (2011) found that review provides a comprehensive summary of the current trends and issues in training and employee development research and practice. The authors cover various topics, such as the strategic role of training and development in organizations, the challenges and opportunities of technology-based learning, the best practices and innovations in training design, delivery, and evaluation, and the future directions and implications of training and development for individuals, teams, organizations, and society.

2.2 Theoretical Discussion

2.2.1 Training

Training is the systematic process of altering the behavior of employees in a direction that will achieve the organization's goals. Training is related to present job skills and abilities. It has a current orientation and helps troops master skills and abilities needed to be successful. A formal training program is an effort by the member to provide opportunities for the troops to acquire job-related skills, attitudes and knowledge.

According to Aswathapa, "Training and development refers to the imparting of skills, abilities and knowledge about their learning in this view:

T&D = Standard Performance - Actual Performance

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training provides employees with specific, identification knowledge and skills for use in their present jobs.

2.2.2 Development

Development is any attempt to improve current or future management by imparting knowledge, changing attitudes or increasing skills.

The general management development process consists of -

- Assessing the company's strategic needs
- Appraising the managers' performance
- Then developing the managers

2.3 Types of Training

There are two types of training, is given below:

- On-the-job training (Internal Training)
- Off-the-job training (External Training)

2.3.1 On-the-Job Training

When an troop learns the job in an actual working site in a real life situation, and not in a simulated environment, it is called On-the-job training and also called workplace training. Army members learn while working.

There are some methods of on-the-job training:

- Job Rotation
- Coaching
- Job Instruction
- Committee Assignments

Job Rotation

This type of training involves the movement of the trainee from one job to another. The trainee receives job knowledge and gains experience from his senior or trainer in each of the different job assignments.

Coaching

The trainee is placed under a particular senior who functions as a coach in training the individual. The senior provides feedback to the trainee on his performance and offers him some suggestions for improvement.

Job Instruction

This method is also known as training step by step. Under this method, the trainer explains to the trainee the way of doing the jobs, job knowledge and skills and allows him to do the job.

Committee Assignments

Under the committee assignments, a group of trainees are given and asked to solve an actual organizational problem. The trainees solve the problem jointly. It develops teamwork.

2.3.2 off-the- Job Training

Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or an army unit conducting the training and allows troops to devote their full attention to the material being taught. However, off-the-job training is essential for hands on experience and this is the way to get proper knowledge regarding army and how it is work.

Off-the-job training methods:

- Classroom Lectures
- Out door activities
- Audio - Visual
- Simulation
- Case Studies
- Role Playing
- Programmed Instructions

Classroom Lectures

Off the job methods of training classroom method or lecture method is well-known to train for all members in the organization.

Out door activities

The Bangladesh Army offers a variety of outdoor activities for its personnel as part of their training, recreation, and team-building efforts. These outdoor activities not only enhance the physical and tactical capabilities of soldiers but also instill discipline, resilience, and teamwork essential for military operations in diverse environments. These activities are designed to enhance physical fitness, foster camaraderie, and develop essential skills among soldiers. Some of the outdoor activities commonly practiced in the Bangladesh Army include:

- Field Exercises
- Physical Training
- Weapons Training
- Jungle Warfare Training
- Mountaineering and Rock Climbing
- Riverine Operations
- Paratrooper Training
- Survival Training

Audio-Visual

Providing training by way of using Films, Televisions, Video, and Presentations etc. This method of training has been used successfully in education institutions to train their students in subjects to understand and assimilate easily and help them to remember forever. New companies have come up to provide audio visual material for army members in their concerned subjects.

Simulation

The simulation Method of training is most famous and core among all of the job training methods. In the simulation training method, trainees will be trained on specially designed equipment or machines that seem to be really used in the field or job. But those equipment or machines are specifically designed for training trainees, making them ready to handle them in the real field or job.

Case Studies

It is a written description of an actual situation in the past in the same organization or somewhere else and trainees are supposed to analyses and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them.

Role Playing

During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. This method is also called 'role-reversal', 'socio-drama' or 'psycho-drama'. Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals.

Programmed Instructions

This involves two essential elements:

(a) A step-by-step series of bits of knowledge, each building upon what has gone before, and
(b) A mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct.

2.4 Training Practices in Bangladesh

Most of the employers in Bangladesh want to hire trained personnel and very few are interested in developing people through investing in them. Education over-emphasizes humanities and concentrates less on the type of training, which develops skills for industrial development. Here are some common problems at the macro level in Bangladesh:

- Training expenditure has a low priority in company budget
- Aggregate expenditures by business on training are inadequate
- Management training in our country has not been accepted as a top management activity
- Corporate commitment about training is lacking. Most companies spend nothing at all on training
- Training is not viewed as an investment; rather it is treated as an expense

A large number of training institutes and centers in the country are working for the development of HRM including the development of managerial and technical skills of human resources. Public Administration Training Centre (PATC) is offering training to the government officers. Similarly many other institutes mentioned below are rendering training services to the job incumbents of different sector:

- Bangladesh Institute of Bank Management (BIBM) – for training bank people
- Bangladesh Insurance Academy – for training human resources of insurance companies
- Bangladesh Institute of Management (BIM) former (BMDC) – for training Government officials, autonomous body and sector corporation personnel
- National Institute of Education Management (NAEM) – for training of Government college teachers
- Other than these institutes, Industrial Relations Institute (IRI), Planning and Development Academy (PDA) and Institutes of Personnel management (IPM) are conducting training programs

In Bangladesh, there are more than 50 vocational training institutes, 12 technical training centers that are also involved in the skill development of human resources.

2.4.1 Employee Training

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes or behavior. It may mean changing what employees know, how they work, their attitudes towards their work or their interaction with their coworkers or supervisor. Training is more present-day oriented and its focus is on individuals' current jobs.

2.4.2 Employee Development

Employee development focuses on future jobs in the organization. For example, if you become a sales territory manager, the skills needed to perform that job are quite different from those required for selling the products. Now you will be required to supervise a number of sales representatives; requiring a broad-based knowledge of marketing and very specific management competencies like communication skills, evaluation of employee performance and disciplining problem individuals.

2.4.3 Evaluation of Training

Evaluation of training compares the post-training results to the objectives expected by managers, trainers and trainees. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice.

One way to evaluate training is to examine the costs associated with the training and the benefits received through cost/benefit analysis. Comparing costs and benefits is easy until one has to assign an actual dollar value to some of the benefits. The best way is to measure the value of the output before and after training. Any increase represents the benefit resulting from training.

2.5 Learning

Learning has been described as a relatively permanent change in behavior that occurs as a result of practice or experience. It may be simply a sustain (unlearning a bad habit) or it may be a modification (adjusting new knowledge to old). What is learning is gradually changing. The learning behavior differs from one another that is selective. There are some principles of learning can be found which are:

- Learning is individual
- Motivation is the key
- Relevance of learning experience should be clear to the learner
- "Feedback" to learners is important

2.5.1 Troops Orientation

Orientation in the Bangladesh Army is designed to instill discipline, professionalism and a sense of duty in new members recruits, preparing them for the challenges and responsibilities of military service:

- Welcome and Introduction
- Administration and Paperwork
- Physical Fitness Assessment
- Uniform and Equipment Issuance
- Introduction to Military Culture and Values
- Basic Military Skills Training
- Weapons Familiarization
- Field Training Exercises
- Leadership and Teamwork Development
- Ethics and Conduct
- Cultural Sensitivity and Diversity Training
- Assessment and Feedback
- Graduation and Assignment

2.5.2 Army Member Socialization

Organizational socialization is the process through which organizational culture is perpetuated; by which newcomers learn the appropriate roles and behaviors to become effective and participating members.

2.5.3 Traditional Approach of Bangladesh Army

The traditional approach of the Bangladesh Army historically focused on conventional warfare strategies, emphasizing large-scale military operations, territorial defense, and border security. This approach prioritized conventional weapons and tactics, as well as hierarchical command structures typical of traditional armed forces. During its early years, the Bangladesh Army's primary focus was on building its capabilities to defend the nation's sovereignty and maintain internal stability.

2.5.4 The Modern Approach

In recent years, the Bangladesh Army has adopted a more modern approach to address evolving security challenges and incorporate advancements in technology and warfare tactics. The modern approach of the Bangladesh Army encompasses a broader spectrum of capabilities and strategies beyond traditional warfare doctrines.

2.6 Role of Training

- Development of Skills of troops – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the army members.
- Optimum Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resources that further helps the troop to achieve the organizational goals as well as their individual goals.
- Development of Human Resources – Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.
- Productivity – Training and Development helps in increasing the productivity of the troops that helps the organization further to achieve its long-term goal.
- Team Spirit – Training and Development helps in inculcating the sense of teamwork, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the army members.
- Organization Culture – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.
- Organization Climate – Training and Development helps build the positive perception and feeling about the organization. The troop get these feelings from leaders, subordinates and peers.
- Quality – Training and Development helps in improving upon the quality of work and work-life.
- Healthy Work-Environment – Training and Development helps in creating a healthy working environment. It helps to build good employee relationships so that individual goals align with organizational goals.

2.6.1 Other Roles

- For an troop, organization to raise awareness among superiors of the need for increased investment in the development of human capital as an essential condition for achieving competitiveness.
- A superiors, organization should be able to influence the provision of training incentives to be offered to its members.
- An superiors, organization could develop training material to be used by enterprises for in-house training.

2.7 Inputs of Training and Development

Any training and development program must contain inputs, which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these there is a need to impart ethical orientation, emphasis on attitudinal changes and stress upon decision making and problem solving capabilities.

2.7.1 Skills

Training is imparting skills to troops. A member needs skills to use machines and other equipment with least damage or scrap; this is basic without which a worker is not able to work on machines. Same way employees like supervisors, executives need interpersonal skills, popularly known as people skills. Interpersonal skills are necessary to understand oneself and others too and act accordingly.

2.7.2 Education

The purpose of education is to teach theoretical concepts and to develop a sense of reasoning and judgment. HR specialists understand the importance of education in any training and development program. Many times organizations encourage employees to do courses on a part time basis.

2.8 The Five steps of Training and Development Process:

The training programs consist of five steps:

- Need Analysis
- Instruction Design
- Validation
- Implement the Program
- Evaluation

Needs Analysis

Needs analysis is the first step of the training process. It identifies the specific job performance skills needed, assesses the prospective trainee's skills and develops specific measurable knowledge and performance objectives based on any deficiencies.

Instructional Design

In the second step instruction design individuals decide on compiling and producing the training program content including work books exercises.

Validation

Validation is the third step in which the bugs are socked out of the training program by presenting it to a small representative audience.

Implement the Program

The Fourth step to implement the program by actually training the targeted employee group.

Evaluation
Fifth is an evaluation step in which management assesses the program's successes or failures.

2.9 Training Methods

2.9.1 Various methods of training which are given below:

- Lectures, Demonstrations
- Discussions
- Computer based Training (CBT)
- Intelligent tutorial system (ITS)
- Program Instruction (PI) virtual Reality
- Behavioral approach is:
  - Games and simulations
  - Behavior modelling
  - Business games
  - Case studies
  - Equipment stimulators, in basket technique, role play

2.9.2 Development

Development is the process of increasing efficiency and changing behavioral patterns or mentality toward particular issues for the achievement of organizational objectives. That is, any attempt to improve current or future management performance by imparting knowledge, changing attitude or increasing skills is called development. Development involves attaining the long-term efficiency in the workplace that is getting the benefit in future rather than the present improvement in certain skills.

2.10 Difference between Training and Development

Training is concerned with the immediate improvement of a specific skill of the employee that is the way to make the troop more effective in his current role, whereas development is a process to make the employee efficient enough to handle critical situations in the future. That is how well he can equip himself for the future demands. The basic difference is, training focuses on the current job skill (Short term process) while the development focuses on the future job skill and efficiency (Long term process).

2.10.1 Career Development

Career development involves managing careers either within or between organizations. It also includes learning new skills, and making improvements to help in career. Career development is an ongoing, lifelong process to learn and achieve more in a career. Whether anyone looking at making a career change, or moving up within a company, planning his/her career development will succeed. By creating a personal career development plan; one can set goals and objectives for personal career growth.

2.10.2 Performance Evaluation

The method of evaluating an member performance which involves tracking, evaluating and giving feedback on actual performance based on key behaviors/competencies established in the goals that support the achievement of the overall organizational mission.

Chapter: Three
Profile of the Organization

3.1 Overview

General

Bangladesh Army emerged during the Liberation War of Bangladesh in 1971. The mission of Bangladesh Army is to defend the sovereignty and territorial integrity of Bangladesh. In addition to its primary mission, the Bangladesh Army is also assisting the civilian government during times of national emergency.

Forces Goal 2030 is a military modernization initiative initiated in 2009 and revised in 2017, aimed at enhancing the capabilities of the Bangladesh Armed Forces, including the Army, Navy, and Air Force. It focuses on reforming military organization, expanding forces, developing the indigenous defense sector for research and manufacturing, and acquiring modern military weapons. The program stems from the need for modernization highlighted by the 2008 Bangladesh-Myanmar naval standoff, which ended in Bangladesh's favor. Its primary objective is to develop a three-dimensional force capable of conducting multi-platform warfare.

Achievement and Contribution

Achievement and contribution of Bangladesh Army has to be traced back through 5 broad categories of operational engagements. These are Internal Security Operations, Counter Insurgency Operations (CIO) in Chittagong Hill Tracts (CHT), infrastructure and nation building activities, role in disaster management and UN peace keeping operations.

Nation Building Activities and In Aid of Civil Power

Bangladesh Army has made commendable contributions in number of nation building activities assigned by government and could earn trust and confidence of common mass. It includes preparation of voter list with picture and National ID cards, Machine Readable Passport, construction of roads, flyover, underpass etc. So far, Bangladesh Army carried out good number of internal security operations in aid to the civil administration to bring back normalcy in life. Besides, in the wake of any disaster like flood, cyclone, earth-quake, building collapse and accidental fire incidents etc, Bangladesh Army provides the quickest support to the affected people.

Chittagong Hill Tracts Conflict

At the outbreak of the insurgency in CHT, the Government of Bangladesh deployed the army to fight CIO. In the process of fighting, many officers and men sacrificed their valuable lives for their utmost dedication and patriotism which led to exemplary counter insurgency conflict termination in South Asia. Due to remarkable contribution of Bangladesh Army in the field of maintenance of security and socio-economic development of CHT, long conflict of more than two decade ended with the signing of CHT Peace Accord in 1997 between the government and the Parbatya Chattagram Jana Sanghati Samiti (PCJSS). At present army is performing the role of post-CIO in order to support government machinery to perform its normal activities.

Contribution to UN Peacekeeping Operations

The Bangladesh is actively involved in a United Nations Peace Support Operations under Blue Helmets since 1988. By this time Bangladesh Army has completed 50 missions in 40 countries. At present 7,085 peacekeepers from Bangladesh Army are deployed in 10 Missions of 10 different countries. Besides establishing world peace, our peacekeepers are earning huge amount of foreign remittance that contributes towards maintaining and increasing the growth rate of our National economy. In search of world peace, our peacekeepers dive deep in fathomless darkness; and they sacrifice their valuable lives. Till now 124 Bangladeshi peacekeepers have embraced martyrdom and many of our peacekeepers were injured.

3.2 Vision, Mission, Goals and Objectives

The Bangladesh Army serves the nation of Bangladesh and its people. As the land forces component of the Bangladesh Armed Forces, the primary role of the army is to ensure the defense and security of the country. The Bangladesh Army is responsible for safeguarding the territorial integrity, maintaining internal stability, and supporting the overall development and prosperity of Bangladesh.

Key functions and roles of the Bangladesh Army include:

- **National Defense**: The primary duty of the army is to defend the country from external threats and to ensure the sovereignty and security of Bangladesh.

- **Internal Security**: The army may also be involved in maintaining internal security, supporting law enforcement agencies in addressing domestic challenges, and ensuring the safety and well-being of the citizens.

- **Disaster Response**: The army plays a crucial role in disaster response and relief efforts. This includes providing assistance during natural disasters such as floods, cyclones, and earthquakes.

- **Peacekeeping Operations**: Bangladesh Army actively participates in United Nations peacekeeping missions around the world. Bangladeshi troops contribute to international efforts to maintain peace and stability in conflict zones.

- **Infrastructure and Development**: In certain situations, the army may be involved in infrastructure development projects and community engagement activities to contribute to the overall development of the nation.

Ultimately, the Bangladesh Army serves the interests of the Bangladeshi people and the nation as a whole by ensuring its defense, security, and contributing to various aspects of national development. The army operates under the constitutional framework and is subject to civilian control, with the government overseeing its actions and policies.

3.2.1 Social Compliance

Recognized by all that Bangladesh Army is the bearer and holder of discipline and rules. Social compliance generally refers to adherence to ethical, social, and environmental standards in various organizational activities. Bangladesh Army, social compliance may involve considerations such as human rights, ethical conduct, and community engagement. In a broader context Bangladesh Army emphasize principles of human rights, ethical behavior, and adherence to international law. This includes respecting the rights and dignity of military personnel, adherence to rules of engagement, and compliance with international humanitarian law.

Social compliance in Bangladesh Army refers to its engagement in community development projects, disaster response, or peacekeeping efforts, it would be beneficial to explore official publications, press releases, or reports from the Bangladesh Army or relevant government agencies for detailed and up-to-date information.

3.2.2 Human Resource

Since its beginning the Bangladesh Army has remained dedicated to fostering in-house talent and capabilities. Our commitment is reflected in the fact that all our personnel, from officers to enlisted members are recruited and trained domestically. Over the years our force has grown from its initial establishment showcasing the organizations commitment to both national security and the development of our human resources. Presently, with over 1,80,000 dedicated members the Bangladesh Army boasts a diverse and skilled workforce ensuring prompt responses efficient operations and execution of tasks in line with the nature of our defense responsibilities.

3.3 Present Bangladesh Army

3.3.1 Mission and Vision

Bangladesh Army intends to build a well trained and well-equipped deterrent land force to meet the traditional and non-traditional threats and challenges of 21st century. However, the roles of Bangladesh Army are:

- To defend sovereignty and territorial integrity.
- To plan and develop the mobilization of civil resources in support of land operations.
- To aid the civil administrations in maintenance of internal security and law and order situation, when assigned.
- To assist the civil administration in managing the disasters and natural calamities, when requested.
- To take part in nation development activities as and when asked for.
- To support United Nations Peacekeeping Operations.
- To take part in coalition operations with other nations if authorized by the parliament.

3.3.2 Objective

Bangladesh Armed Forces is responsible to safeguard sovereignty and territorial integrity of the country by protecting national land, maritime, air space and national cohesion against threats emanating from within or outside. Although Bangladesh is a country of three-dimensional forces, the Bangladesh Army alone has achieved the unique capability of land, water and air, which has made Bangladesh Army shine in the world and brought Bangladesh to a unique height.

3.4.1 Our Focus

Our present focus is to not only safeguard of sovereignty and territorial but also always ready to undertake any challenges in local or international. This ancient organization well trained in multipole sectors. Therefore, Bangladesh Army is always prepare for diving any critical circumstances, because it is work for national interest. Moreover, it works closely with general people and able to gained public trust.

3.4.2 Our Philosophy

In War, In Peace, We are everywhere for our Nation (সমরে আমরা, শান্তিতে আমরা, সর্বত্র আমরা দেশের তরে)**.**

3.5 Why Bangladesh Army

The Bangladesh Army plays a critical role in ensuring the security, stability, and development of Bangladesh, both domestically and internationally.

3.6 Bangladesh Army and its Members

Bangladesh Army believes that all of members including management staffs all together it's a family. At present, it's a well organized establishment and is very much concerned about the any issues of a member and believes that work cannot be done or realized by force rather than motivation. In this respect, some special features here at Bangladesh Army are:-

Legal Right of a Army Member

a. Wages: Strictly follows the government rules and members draw the wages fixed by the government at time of his/her joining.

b. Payment: Payments of the salary of members are made at the first day of a month and this schedule is strictly maintained without any rare exceptions.

c. Working hour: Though members of it's are enrolled for every moment. Normal office hour is 8am to 2:30 pm and physical activity begin at 6 to 7 in the morning and games usually commence 4 to 5 at late after noon. There is bit difference with civil government employees. This organization members do some duty at night.

d. Age of a member as the Bangladesh Army rule says a worker is only recruited when his/her age is 17 or above but not more that 24. No recruitment bellows this age (No child worker)

e. 2 (two) Festival bonuses depends about members religious in the country. Others benefits are like defense, house ren, education, tiffin, rank pay allowance and so on.

Safety and Security

Ensuring the safety and security of members of the Bangladesh Army is a top priority for the military leadership and the government.

Health

The Bangladesh Army, like many other armed forces around the world, typically provides healthcare services for its members. Here's how healthcare for members of the Bangladesh Army is be structured:-

a. Combined Military Hospital of Bangladesh Army operates its own to provide healthcare services to its personnel. These facilities are equipped to handle a wide range of medical needs, from routine check-ups to specialized treatments.

b. Military Medical Corps of Bangladesh Army has a dedicated medical corps consisting of healthcare professionals such as doctors, nurses, paramedics, and other specialists. These personnel are responsible for providing medical care to soldiers and their families.

c. Overall, the Bangladesh Army places importance on the health and well-being of its members and typically provides comprehensive healthcare services to meet their medical needs.

Hygiene Free Atmosphere

A continuous effort goes on every day to keep the organization clean and hygiene free. Special arrangement of clean drinking water for the workers.

3.7 Organization Overview

Founded	26 March 1971
Major Role	Land warfare
Size	170,000 troops (more or less) 14,400 civilians
Part of	Bangladesh Armed Forces
Army Headquarters	Dhaka Cantonment
Colors	Service uniform: Khaki, Olive. Combat uniform: Green, Black, Khaki, Maroon
Anniversaries	Armed Forces Day (21 November)
Awards	Army Medal (PSB) Extraordinary Service Medal Distinguished Service Medal Army Medal of Glory (SGP) Army Medal of Excellence (SUP) Army Efficiency Medal (SPP)
Engagements	Bangladesh Liberation War Chittagong Hill Tracts Insurgency Gulf War 2015 Bangladesh–Arakan Army border clash Operation Thunderbolt Operation Twilight
Decorations	Bir Sreshtho Bir Uttom Bir Bikrom Bir Protik
Flag of the Bangladesh Army	
Website	army.mil.bd
Bangladesh Army is divided into the following administrative Corps	
Combat Arms	Armoured Corps Regiment of Artillery Infantry (East Bengal Regiment (EB) and Bangladesh Infantry Regiment (BIR) Para Commando
Combat support	Army Aviation Air Defense Artillery Corps of Engineers Corps of Signals Military Intelligence

Combat service support	Corps of Military Police (CMP) Army Service Corps (ASC) Ordnance Corps Corps of Electrical and Mechanical Engineers (EME) Army Education Corps (AEC) Army Medical Corps (AMC) Army Dental Corps Army Corps of Clerks (abbreviated as ACC, made of only NCOs and JCOs) Judge Advocate General's Department (JAG Dept.) Military band Remounts, Veterinary and Farms Corps (RV & FC) Ministry of Defence Constabulary (MODC)[57] Armed Forces Nursing Services (AFNS)
Cantonments	Dhaka Cantonment Chattogram Cantonment Cumilla Cantonment, Cumilla Dighinala Cantonment, Khagrachhari Halishahar Cantonment, Chattogram Jahanabad Cantonment, Khulna Jahangirabad Cantonment, Bogura Jalalabad Cantonment, Sylhet Jamuna Cantonment, Tangail Jashore Cantonment Kaptai Cantonment, Rangamati Khagrachari Cantonment Kholahati Cantonment, Dinajpur Majhira Cantonment, Bogura Mirpur Cantonment Alikadam Cantonment, Bandarban Bandarban Cantonment Mymensingh Cantonment Sheikh Rasel Cantonment Postogola Cantonment Qadirabad Cantonment, Natore Rajendrapur Cantonment, Gazipur Rajshahi Cantonment Ramu Cantonment, Cox's Bazar Rangamati Cantonment Rangpur Cantonment Lalmonirhat Cantonment Saidpur Cantonment, Nilphamari Savar Cantonment Shahid Salahuddin Cantonment, Ghatail Sheikh Hasina Cantonment, Lebukhali Patuakhali Sylhet Cantonment, Sylhet. Freedom Fighter Abdul Hamid Cantonment, Kishoreganj

Medical College at Bangladesh Army	Armed Forces Medical College (AFMC), Dhaka Cantonment, Dhaka Army Medical College, Bogra (AMCB), Majhira Cantonment, Bogura Army Medical College, Chattogram (AMCC), Chattogram Cantonment, Chattogram Army Medical College, Comilla (AMCCu), Cumilla Cantonment, Cumilla Army Medical College, Jessore (AMCJ), Jassore Cantonment, Jashore Army Medical College, Rangpur (RAMC), Rangpur Cantonment, Rangpur
University at Bangladesh Army	Bangladesh Army International University of Science & Technology (BAIUST), Mainamati Cantonment, Cumilla Bangladesh Army University of Science & Technology, Khulna (BAUSTK), Jahanabad Cantonment, Khulna Bangladesh Army University of Engineering & Technology (BAUET) Qadirabad Cantonment, Natore Bangladesh Army University of Science And Technology (BAUST), Saidpur Cantonment, Nilphamari Bangladesh University of Professionals (BUP), Mirpur Cantonment, Dhaka Army Institute of Business Administration (AIBA), Jalalabad Cantonment, Sylhet Army Institute of Business Administration (Army IBA), Savar Cantonment, Dhaka Military Institute of Science and Technology (MIST), Mirpur Cantonment, Dhaka
Training Centres	Armoured Corps Centre & School (ACC&S) Army Medical Corps Centre & School (AMCC&S) Army School of Music (ASM) Army School of Physical Training and Sports (ASPTS) Army Service Corps Centre & School (ASCC&S) Artillery Centre and School (AC&S) Bangladesh Infantry Regimental Centre (BIRC) Bangladesh Institute of Peace Support Operation Training (BIPSOT) Bangladesh Military Academy (BMA) Centre and School of Military Police, Education and Administration (CSMEA) East Bengal Regimental Centre (EBRC) Electrical and Mechanical Engineering Centre and School (EMEC&S) Engineer Centre and School of Military Engineering (ECSME) Non-Commissioned Officers Academy (NCOA)

	Ordnance Centre & School (OC&S) School of Infantry and Tactics (SI&T) School of Military Intelligence (SMI) Signal Training Centre and School (STC&S)
Arms and Ammunition Across Different Categories	Small Arms:- Rifles (e.g. BD08, AK-47, G3, Type 81 etc.) Submachine Guns (e.g. Double barrel 7.62mm, MP5) Pistols (e.g. 9mm, Glock, Beretta, Sig Sauer etc.) Light Machine Guns (e.g. FN MAG, PKM) Heavy machine guns (e.g., M2 Browning, NSV) Automatic grenade launchers (e.g., Mk 19) Artillery:- Howitzers (e.g., FH-77B, D-30, M101) Mortars (e.g., M224, M252) Rocket Launchers (e.g., RPG-7) Armored Vehicles:- Main Battle Tanks (e.g., Type 69, Type 59, MBT-2000) Armored Personnel Carriers (e.g., BTR-80, BTR-60, M113) Anti-Tank Weapons:- Anti-Tank Guided Missiles (e.g., MILAN, Baktar Shikan) Recoilless Rifles (e.g., Carl Gustav) Air Defense Systems:- MANPADS (Man-Portable Air-Defense Systems) such as Stinger, Igla, Surface to Air ect Anti-Aircraft Guns (Shorad Missile) Ammunition:- Small arms ammunition (e.g., 5.56mm, 7.62mm, 9mm) Artillery shells (e.g. HE, AP, Smoke) Rocket-propelled grenades (RPGs) and associated ammunition These categories encompass a wide range of equipment used by the Bangladesh Army for various purposes, including infantry operations, artillery support, armored warfare, and air defense. It's essential to delve into specific procurement programs, operational doctrines, and military strategies to understand the precise composition and deployment of arms and ammunition within the Bangladesh Army.

Rank Batch of Bangladesh Army

Commissioned Officer (Class 1 Gazetted Officer)

Rank Title	Second Lieutenant	Lieutenant	Captain	Major	Lieutenant Colonel	Colonel	Brigadier General	Major General	Lieutenant General	General
Defense Officers Rank Grade	O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10
Badges of Rank										
Star Plate on Motor Vehicle										

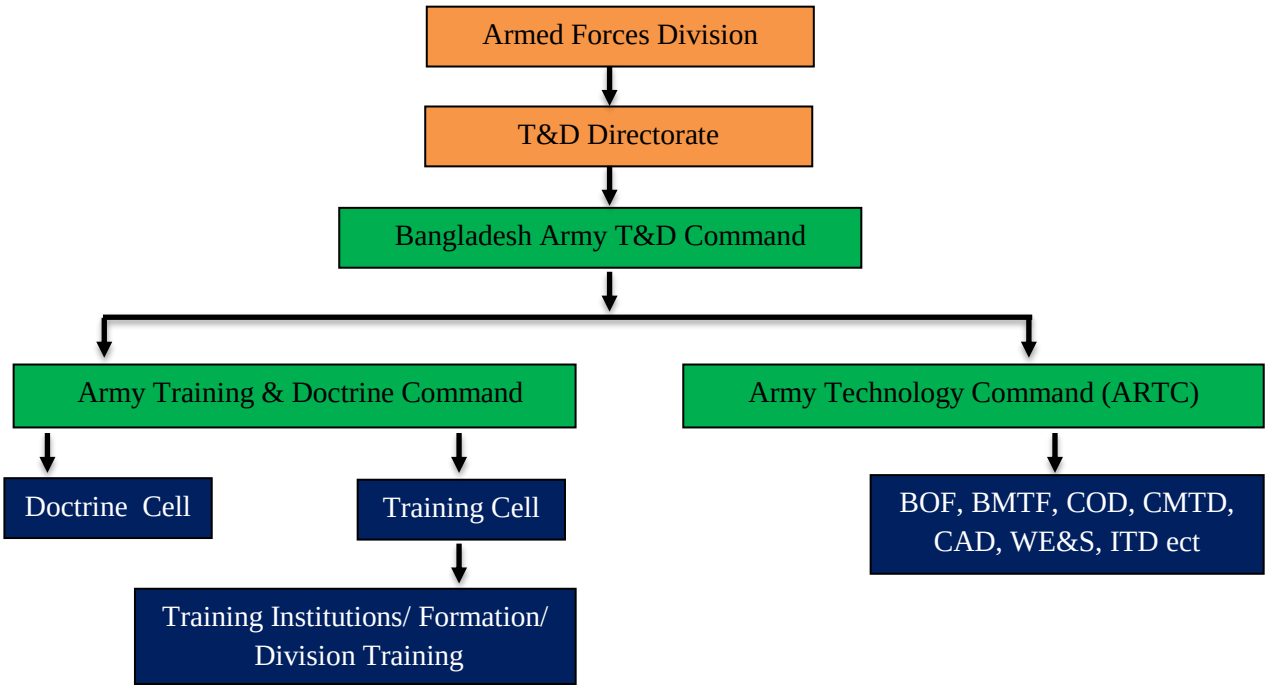
Junior Commissioned Officer (JCO)

Rank Title	Warrant Officer	Senior Warrant Officer	Master Warrant Officer	Honorary Lieutenant	Honorary Captain
Junior Commissioned Officers Rank Grade	JCO-1	JCO-2	JCO-3	Special	Special
Badges of Rank					

Non-Commissioned Officer (NCO)(Class 2 Officer Sergeant) And Ordinary Soldiers

Rank Title	Sainik	Lance Corporal	Corporal	Sergeant	Company Battery Quarter Master Sergeant	Company Battery Sergeant Major	Battalion Regiment Quarter Master Sergeant	Battalion Regiment Sergeant Major
Bd Army OR Grade	OR-1	OR-2	OR-3	OR-4	OR-5	OR-6	OR-7	OR-8
Badges of Rank								
Chevron Universal Bar								

Structure of Bangladesh Army's T&D



Bangladesh Army Organization



Membership

As an active member of United Nation and collaborating effectively with 56 country such as China, India, Russia, Serbia, USA, UK, Turkey and so on.

Rules & Regulation

The Bangladesh Army operates under a set of rules and regulations designed to maintain discipline, professionalism, and operational effectiveness. These rules and regulations govern various aspects of army life, including recruitment, training, conduct, and operational procedures. They are intended to ensure adherence to the chain of command, uphold military standards, and promote the welfare of soldiers and the nation. The Bangladesh Army's rules and regulations are shaped by its commitment to national defense, service to the people, and loyalty to the constitution of Bangladesh.

3.8 Strengths

One major strength of the Bangladesh Army is its significant contribution to UN peacekeeping missions, showcasing professionalism, discipline, and dedication to global peace and security.

3.9 Weakness

Another weakness of the Bangladesh Army could be its susceptibility to political influence and interference. As in many countries, political dynamics may sometimes impact military decision-making and operational autonomy, potentially undermining the army's effectiveness and professionalism. Striking a balance between political considerations and military priorities remains a challenge for the Bangladesh Army.

3.10 Threats

- Border Security Challenges
- Terrorism and Extremism
- Natural Disasters
- Cyber Threats
- Geopolitical Dynamics

Chapter: Four

Analysis of the Study

4.1 Training and Development Practices of Bangladesh Army

The training and development of all employees is critical to the Company's success. It improves the performance of the organization, teams and individuals and makes an important contribution to the retention of staff and the development of future talent.

Bangladesh Army is committed to providing an environment which enables continuous learning, growth and personal achievement of all members. The achievement of this commitment by the Company is also reliant on troop commitment and their willingness to learn, develop, take on new roles and responsibilities and seek opportunities for self-development. Training and development plans are based on the future business strategy and through the output of regular individual appraisals. These plans identify where individual performance may be enhanced through development initiatives including training courses, coaching, job experience, formal studies, etc.

The organization is committed to the effective induction of all members and in supporting all members to realize their full potential. Training and development opportunities are offered on a fair basis to all members.

4.2 Objectives of Training and Development in Bangladesh Army

- To help the army personnel perform more effectively in their jobs.
- To prepare the troops for future growth and advancement by providing supervisory and other management programs.
- To build effective work teams through developing staff communications and interpersonal skills.
- To inculcate a sense of dedication to the highest quality.
- To keep an member up-to-date with changes that affect the organization environment.

4.3 Training Needs Assessment of Bangladesh Army

Need assessment is the first step in the training and development process and it focuses on detecting and solving performance problems. The purpose is to identify if there is a need for training and the nature of the content of the training program. This phase determines the relevance of particular training to employee's jobs and how it will improve the performance. It also addresses the organizational problems and then distinguishes the training needs with an objective to identify an appropriate training need which will link to improved job performance with Bangladesh Army's goals and bottom line.

4.4 Steps in Training and Development Process of Bangladesh Army

4.4.1 Training Needs Assessment

In this step of Training Needs Assessment, individual members and seniors have essential and inexcusable role playing. Bangladesh Army recognizes that employees are an integral part of an organization and that they themselves have the potential to judge what kind of training will improve their performance at work. Therefore, they have the privilege to analyses their own abilities in line with their job responsibilities and can discuss these with their line supervisors. On

the contrary, it is one of the key responsibilities of the supervisors to keep their subordinates' performance on constant check. They have to support their employees' learning and development by scrutinizing and finding out the training needs. This is done in discussion with the employees. The supervisors have to give priorities according to importance and availability of resources and then in preparing Annual Training Plan and External Training Recommendation which are forwarded to the Human Resource Department, upon completion.

4.4.2 Training Administration

Administration of Training and Development is mainly done by the Human Resources Department. After receiving Annual Training Plan and External Training Recommendation from the line supervisors, it is the responsibility of the HR Department to assess whether there is an actual necessity of the training which will be viable for the improved performance of the employees to achieve organizational objectives. Once this is done, HR searches through a number of resources and channels to find out about the related training availability. An approval from the Superior is then required prior to registering a troop with a training program. Army personnel's and seniors are also informed about the training details before registration. Hereafter, registration of the training program is done with proper documentation and the member are able to attend the training. Finally, a record of training programs attended by each member is maintained.

4.4.3 Training Evaluation

Troops and superiors again have a major role playing in this segment of Training and Development of Bangladesh Army. It is believed that active cooperation of all the parties will generate an accurate final output. Training Evaluation consists of four segments including Reaction, Learning, Transfer of learning and improvement in organizational work. Army members s who attend the training programs are expected to apply the newly learnt skills and knowledge at work and evaluate how it has helped to perform a task compared to the ability the incumbent possessed preceding training. They have to identify the differences and report their findings along with other views and suggestions to their superiors. This information flow can also include important notes on the first three segments of Training Evaluation, i.e. Reaction, Learning and Transfer of learning and improvement in organizational work.

Superiors, on the other hand, have to carry out multiple tasks. First and foremost, they have to prepare questionnaires and conduct surveys of the trainees about their reaction towards the training program. This will then be followed by an interview of the trainees regarding what they have learned from the program. Information is all accumulated and kept for future references and comparison with previous performances of the employees. Problems identified in the training programs are recorded in order to be addressed in future. In the meantime, superiors have to perform activities for the third segment of Training Evaluation. They have to create work samples or allow and observe members transfer their knowledge at work and at the same time evaluate how it improves the jobs. Occasional discussions are carried out to identify problems.

Finally, superiors prepare a report consisting of records of all the evaluation of trainees and send it to the HR Department. The HR Department, after receiving the reports from the superiors, makes a thorough analysis and determines whether the training programs are actually effective.

4.5 Training Methods Followed by Bangladesh Army

The Bangladesh Army, like many modern military forces, employs a variety of training methods to prepare its soldiers for various roles and missions. While specific details of training methods may vary based on the units and specialties involved, some general approaches are commonly used:

Basic Training

All recruits undergo basic military training, which covers fundamental skills such as physical fitness, marksmanship, basic tactics, discipline, and military customs and courtesies.

Specialized Training

After basic training, soldiers may undergo specialized training based on their assigned roles within the army. This could include training for infantry, artillery, engineering, logistics, medical, intelligence, and other specialized units.

Physical Fitness Training

Physical fitness is a cornerstone of military training. Soldiers undergo rigorous physical training to ensure they are fit for combat and able to meet the demands of military service.

Tactical Training

Tactical training involves teaching soldiers how to operate effectively in various combat situations. This includes small unit tactics, urban warfare training, jungle warfare training, and other specialized tactical skills.

Weapon Proficiency

Soldiers receive training on a wide range of weapons and equipment used by the Bangladesh Army, including rifles, machine guns, mortars, and anti-tank weapons.

Leadership Development

Training programs are in place to develop leadership skills among officers and non-commissioned officers. This includes training in decision-making, problem-solving, communication, and troop management.

Peacekeeping Training

Bangladesh is known for its significant contributions to international peacekeeping missions. Soldiers undergo training specific to peacekeeping operations, including conflict resolution, cultural sensitivity, and the protection of civilians.

Counterterrorism Training

Given the global threat of terrorism, soldiers may receive specialized training in counterterrorism tactics and techniques to deal with asymmetric threats.

Technology Training

With the advancement of technology, soldiers may undergo training in the use of advanced military equipment, communication systems, and surveillance technology.

Continuing Education and Professional Development

Training is not limited to new recruits but continues throughout a soldier's career. Professional development programs help soldiers stay current with evolving tactics, technology, and military doctrine.

Code of Conduct Training

Code of conduct training increases awareness of a wide range of ethical and legal issues in the workplace.

First Aid Training

First Aid training means training in which a person reacts to injuries and performs simple emergency medical care procedures before emergency medical professionals are available as necessary.

Policy Training

Policy Training means the process whereby a army personnel need to know several types of policies. So, they can be more aware while performing a role.

Service Book Training

A troop service book is a guide and an ever-changing document used by every individual that states their organization customs, history and their own particular records.

Fire Training

Training consists of basic knowledge and skills in exterior firefighting operations. Duties are performed from the exterior of the structure and away from areas that may be immediately dangerous to life and health. Includes safe response, scene security and exposure protection activities.

Overall, the training methods followed by the Bangladesh Army are designed to prepare soldiers to meet the challenges of modern warfare and fulfill their roles effectively, whether in combat operations, peacekeeping missions or other tasks in support of national security and defense.

Some Army Training Activities on Photos

Drill



Physical Training



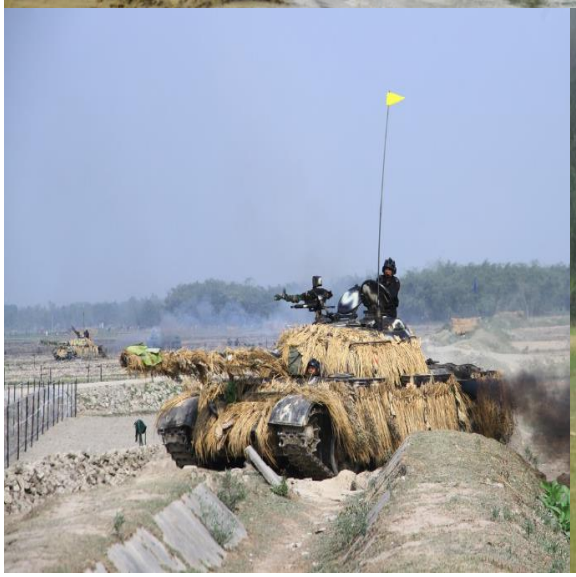
Weapon Training (WT)



Outdoor Exercises Training








Chapter: Five
Findings

5.1 Major Findings

- **Lack of Collaboration about Training and Development with other Countries:** The lack of collaboration on training and development involving the Bangladesh Army and other countries could stem from various factors:
    - Political Considerations
    - Resource Constraints
    - Strategic Autonomy
    - Security Concerns
    - Logistical Challenges

- **Human Rights Concerns:** There have been allegations of human rights abuses by members of the Bangladesh Army, particularly in relation to its involvement in counter-terrorism operations and peacekeeping missions. Reports of extrajudicial killings and excessive use of force have raised concerns among human rights organizations.

- **Modernization and Equipment:** Ensuring the modernization of equipment and maintaining technological capabilities is a challenge for the Bangladesh Army. Limited budgets and reliance on outdated weaponry can hinder the army's operational effectiveness and readiness.

- **Gender Equality and Diversity:** Like many other armed forces worldwide, the Bangladesh Army has been working to address issues related to gender equality and diversity within its ranks. Efforts to increase the participation of women and minorities in the military and to create an inclusive environment are ongoing.

- **Resource Allocation:** Limited resources and competing priorities pose challenges for the Bangladesh Army. Balancing the need for modernization, personnel training, infrastructure development, and operational expenses within budget constraints requires careful planning and resource allocation.

- **Internal Discipline:** Maintaining discipline and morale within the ranks is an ongoing challenge for any military organization. Ensuring adherence to codes of conduct, ethical standards, and military regulations is essential for upholding the integrity and professionalism of the Bangladesh Army.

- **Border Security:** Bangladesh shares borders with India and Myanmar, which presents security challenges, including illegal immigration, smuggling, and potential cross-border threats. The Bangladesh Army plays a crucial role in securing the nation's borders and safeguarding its territorial integrity.

- **Disaster Response and Relief:** Bangladesh is prone to natural disasters such as cyclones, floods, and earthquakes. The Bangladesh Army is often at the forefront of disaster response and relief efforts, which require coordination with civil authorities and international organizations to ensure effective and timely assistance to affected populations.

- **Cybersecurity:** With the increasing reliance on information technology and communication networks, cybersecurity has become a growing concern for the Bangladesh Army. Protecting sensitive military information, infrastructure, and networks from cyber threats and attacks is imperative to safeguard national security interests.

- **International Relations and Peacekeeping:** Bangladesh actively participates in international peacekeeping missions under the auspices of the United Nations. Maintaining positive relations with other countries and contributing to global peace and security efforts require diplomatic engagement and strategic cooperation.

Addressing these issues requires a multifaceted approach, including institutional reforms, capacity-building initiatives, training programs, and strategic partnerships. By addressing these challenges effectively, the Bangladesh Army can enhance its capabilities and fulfill its mandate of defending the nation's sovereignty and safeguarding its interests.

Chapter: Six

Recommendations & Conclusion

6.1 Recommendations

Collaboration about Training and Development with other Countries:

- Foster diplomatic relationships with key partner countries to facilitate collaboration on training and development programs.
- Prioritize resource allocation for international partnerships that enhance training and development capabilities.
- Establish clear protocols for information sharing and joint exercises with allied nations to overcome security concerns.

Logistical Challenges:

- Invest in infrastructure development and logistics management systems to improve supply chain efficiency.
- Explore public-private partnerships for infrastructure projects to alleviate logistical constraints.

Human Rights Concerns:

- Implement transparent mechanisms for investigating and addressing allegations of human rights abuses within the army.
- Provide human rights training to personnel and emphasize adherence to international standards of conduct.

Modernization and Equipment:

- Develop a long-term modernization plan that prioritizes critical capabilities and incorporates technology transfer agreements.
- Seek partnerships with technologically advanced countries for joint research and development projects.
- Gender Equality and Diversity:
- Implement policies and programs to recruit, retain, and promote women and minorities within the army.
- Provide training on diversity and inclusion to foster a more inclusive organizational culture.

Resource Allocation:

- Conduct regular reviews of resource allocation to ensure alignment with strategic priorities and operational needs.
- Explore innovative financing mechanisms, such as performance-based budgeting, to optimize resource utilization.

Internal Discipline:

- Strengthen leadership development programs to instill a culture of accountability and professionalism.
- Enhance transparency in disciplinary processes and ensure consistent enforcement of codes of conduct.

Border Security:

- Enhance border surveillance capabilities through the deployment of advanced technology and increased personnel training.
- Strengthen coordination mechanisms with neighboring countries to address cross-border security threats.

Disaster Response and Relief:

- Establish specialized units and conduct regular training exercises to enhance disaster response capabilities.
- Strengthen partnerships with humanitarian organizations and international agencies for coordinated disaster relief efforts.

Cybersecurity:

- Invest in cybersecurity infrastructure and develop robust protocols for cyber threat detection and response.
- Provide cybersecurity training to personnel at all levels to raise awareness and build capacity.

International Relations and Peacekeeping:

- Actively engage in multilateral forums and peacekeeping missions to contribute to global security efforts.
- Strengthen diplomatic ties with partner countries to facilitate collaborative peacekeeping initiatives.

6.2 Conclusion

The Bangladesh Army stands as a cornerstone of the nation's defense and security apparatus, embodying principles of dedication, discipline, and resilience. In the face of evolving geopolitical dynamics and emerging threats, the Bangladesh Army has remained steadfast in its commitment to safeguarding the country's sovereignty and territorial integrity. Bangladesh Army emphasis on training and development of its personnel's skills and capabilities. With a focus on modernization and adaptation to changing warfare paradigms, the Bangladesh Army invests substantially in comprehensive training programs aimed at equipping its soldiers with the necessary competencies to address diverse operational challenges effectively. The Bangladesh Army places significant emphasis on cultivating a learning-oriented environment that encourages innovation, strategic thinking, and professional growth among its ranks. By embracing technological advancements and adopting best practices in military training and education, the Bangladesh Army endeavors to remain at the forefront of defense preparedness and operational effectiveness.

Moreover, The Bangladesh Army recognizes the importance of addressing institutional gaps and evolving its training methodologies to meet the demands of modern warfare effectively. Through systematic evaluation, feedback mechanisms, and ongoing refinement of training curricula, the Bangladesh Army endeavors to enhance the efficacy and relevance of its training programs while fostering a culture of excellence and adaptability across all levels of command. In summarize, the Bangladesh Army's commitment to training and development underscores its unwavering dedication to upholding national security and defending the interests of the nation. By leveraging a comprehensive approach to personnel development and embracing innovation in military training practices, the Bangladesh Army stands poised to confront emerging challenges and uphold its legacy as a pillar of strength and resilience in safeguarding the sovereignty and prosperity of Bangladesh.

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