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Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh

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A Dissertation Submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi, Bangladesh in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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Rajshahi, Bangladesh**

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Certificate

With great pleasure I hereby certify that the dissertation titled **"Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh"** submitted by Md. Ataul Gani to the Institute of Bangladesh Studies (IBS), University of Rajshahi, Bangladesh for the degree of Doctor of Philosophy is an original research work done under my supervision and guidance. To the best of my knowledge, this dissertation was not previously submitted for any diploma/degree/fellowship to any other university or institute. Materials taken from other sources have been duly acknowledged in the thesis.

This dissertation is recommended and forwarded to the University of Rajshahi, through the Institute of Bangladesh Studies (IBS), for necessary formalities leading to its acceptance in partial fulfillment of the requirements for the degree of Doctor of philosophy.

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Declaration

I declare that the dissertation entitled **"Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh"** submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi to fulfil the partial requirements for the degree of Doctor of Philosophy is my original endeavour completed under supervision and guidance of Dr. M. Shahidullah, Professor, Department of English, University of Rajshahi, Bangladesh.

I further declare that this work was not previously submitted for any degree and is not presented at the same time for any other degree to any other institute.

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Md. Ataul Gani

Abstract

This dissertation is an evaluative study of the existing English language curricula of BPATC, and BCSAA for the officers of BCS Administration cadre in Bangladesh. The main objectives of the study include i. understanding of the overall circumstances in which the English language curricula for the BCS Administration cadre officers had been designed and developed in the selected training institutes of Bangladesh; ii. examining whether the curricula were prepared on the basis of English language needs analysis for the officers; iii. examining whether appropriate theoretical approaches followed in designing the curricula; iv. investigating whether proper logistic support and human resources had been provided for implementation of the curricula; v. knowing whether proper training methods were pursued to implement the curricula; vi. evaluating the effectiveness of the curricula on the trainee officers; and vii. suggesting improvement of the curricula of the institutes, if required.

The study has been planned following Stufflebeam's CIPP model of curriculum evaluation. The dissertation is divided into eight chapters. The titles of the chapters are- (i) Introduction; (ii) Curriculum Development: Theory and Practice; (iii) Curriculum Evaluation: Theory and Practice; (iv) Methodology; (v) Analysis of the English Language Needs in the Administration in Bangladesh; (vi) Evaluation of the Existing English Language Curricula of BPATC; (vii) Evaluation of the Existing English Language Curriculum of BCSAA; and (viii) Summary of the Findings, Recommendations and Conclusion.

Along with the theoretical discussion on curriculum development, curriculum evaluation, and ESP curriculum for professionals; questionnaire survey, interview, observation, content and document analysis methods of data collection were used in collection of data for the study. The findings of the study revealed a number of limitations at context, input, process, and product phases of each of the English language curricula of the training institutes. The curricula were found unbecoming to a great extent in responding

to the English language needs of the trainee officers of BCS Administration cadre. It was found that there was no post for English language trainers in the institutes, and the institutes did not have necessary logistic support for effective English language training. It was also found that English language training methods pursued in the institutes were faulty. All these findings refer to the ineffectiveness of the English language curricula of the training institutes. Because of all these reasons, the English language curricula of the institutes could hardly improve the English language proficiency of the trainee officers of the cadre. Actually, the curricula were found 'low performing' whereas they were expected to be 'high performing'. Based on the findings of the study, relevant recommendations have been made for improving the quality of English language curricula of the training institutes. If the suggestions are properly accommodated by the concerned authorities of the government and the training institutes, it is expected that things will change significantly as far as English language training for the officers of BCS Administration cadre in the country is concerned.

The study is pioneer in the ESP curriculum evaluation in the context of Bangladesh. It is expected to leave further implications for the study of andragogy in the given context.

Abbreviations

ACAD	=	Advanced Course on Administration and Development
AD	=	Assistant Director
ADC	=	Additional Deputy Commissioner
AIT	=	Asian Institute of Technology
B.Ed.	=	Bachelor of Education
BASC	=	Bangladesh Administrative Staff College
BCS	=	Bangladesh Civil Service
BCSAA	=	Bangladesh Civil Service Administration Academy
BIAM	=	Bangladesh Institute of Administrative Management
BoG	=	Board of Governor
BPATC	=	Bangladesh Public Administration Training Centre
CC	=	Course Coordinator
CEO	=	Chief Executive Officer
CIC	=	Citizenship and Immigration Canada
CIPD	=	Chartered Institute of Personnel and Development
CIPP	=	Context, Input, Process, and Product
CLIL	=	Content and Language Integrated Learning
CLTA	=	Communicative Language Teaching Approach
CNP	=	Communicative Needs Processor
COTA	=	Civil Officers' Training Academy
CSA	=	Civil Service Academy
CSP	=	Civil Services of Pakistan
CTP	=	Communicational Teaching Project
DC	=	Deputy Commissioner
DD	=	Deputy Director
DM	=	District Magistrate
DPP	=	Development Project Proposal
EBP	=	English for Business Purposes
EFL	=	English as Foreign Language

ELT	=	English Language Teaching
ELTI	=	English Language Training Initiative
ELTT	=	English Language Testing and Training Programme
EMP	=	English for Medical Purposes
EOP	=	English for Occupational Purposes
EPP	=	English for Professional Purposes
ESP	=	English for Specific Purposes
EST	=	English for Science and Technology
EVP	=	English for Vocational Purposes
EWP	=	English for/ in Workplace
FGD	=	Focus Group Discussion
FLTTC	=	Foreign Language Teacher Training Colleges
FTC	=	Foundation Training Course
G.O.	=	Government Order
GOTA	=	Gazetted Officers' Training Academy
GPE	=	General Purpose English
G-T	=	Grammar-Translation
GTI	=	Government Training Institute
HIPA	=	Hariana Institute of Public Administration
IAS	=	Indian Administrative Service
ICS	=	Indian Civil Services
ICT	=	Information and Communication Technology
IELP	=	Integrated English Language Programme
IELTS	=	International English Language Testing System
IHRM	=	International Human Resource Management
JICA	=	Japan International Cooperation Agency
JS	=	Joint Secretary
KI	=	Key Informant
KOICA	=	Korean International Cooperation Agency
L2	=	Second Language
LATC	=	Land Administration Training Centre
LBSNAA	=	Lal Bahadur Shastri National Academy of Administration
LoLT	=	Language of Learning and Teaching
M.A.	=	Master of Arts

M.Ed.	=	Master of Education
M.SC.	=	Master of Science
MDS	=	Member Directing Staff
MOPA	=	Ministry of Public Administration
NA	=	Needs Analysis
NAPD	=	National Academy for Planning and Development
NCGG	=	National Centre for Good Governance
NGO	=	Non-Government Organisation
NIPA	=	National Institute of Public Administration
NTC	=	National Training Council
P&S	=	Programmes and Studies
PGD	=	Post Graduate Diploma
Ph.D.	=	Philosophy of Doctorate
PPMC	=	Policy, Planning and Management Course
PSA	=	Present Situation Analysis
RPATC	=	Regional Public Administration Training Centre
SLA	=	Second Language Acquisition
SP	=	Superintendent of Police
SPSS	=	Statistical Package for Social Sciences
SSC	=	Senior Service Course
TEFL	=	Teaching English as Foreign Language
TSA	=	Target Situation Analysis
UK	=	United Kingdom
UNO	=	Upazila Nirbahi Officer
USA	=	United States of America

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Chapter One
Introduction

1.1   Preamble

On the backdrop of the present world scenario that "incorporates a bundle of different economic, technological, political and ecological processes"[1] and requires "increased and intensified flow between countries of goods, services, capital, ideas, transformation and people, which produce national cross-border integration of a number of economic, social and cultural activities"[2] needs a common language as lingua franca for communication among nations. Earlier an artificial language, Esperanto, was proposed as world lingua franca though the attempt had proved futile. However, for historical and many other practical reasons, English has emerged as the global language or lingua franca or the *de facto* global language[3] or "the international language *par excellence*"[4] of the world. "When the need for global communication came to exceed the limits set by language barriers, the spread of English accelerated, transforming existing pattern of international communication."[5] Because of its unique role, now English is considered a resource for 'national development.'[6]

At present English is not only a language; it is recognized as a technology. For the reason, it has been accepted as the second language (L2) or a foreign language in most of the non- native English-speaking countries across the world.

Financial, intellectual and technical co-operation among countries of the world is the need of the time for which good competence in English has become essential for different nations of the world including Bangladesh. Necessity of English is much more realised in the developing countries like Bangladesh compared to the developed ones, as developing countries are more in need of different types of co-operation from developed nations.

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[1] R. Vayrynen, *Globalization and Global Governance* (New York: Rowan and Littlefield, 1999), p.12.
[2] United Nations (UN), *World Public Sector Report: Globalization and the State 2001* (New York: United Nations, 2001) p. 3
[3] J. Spague, "Mind Your Language", *Asia Week,* (July, 1999), p. 28.
[4] R. Phillipson, *Linguistic Imperialism* (New Delhi: Oxford University Press, 2007), p. 2.
[5] C.A. Ferguson, "Foreward", *English in Communication*, ed. By Kachru. (Oxford: Oxford University Press), p. ix.
[6] T. Wiley, "Language planning and policy", *Sociolinguistics and language teaching,* ed. by Mckay & Hornberger (New York: SAGE, 1996), pp. 103-148.

In response to the reality, Bangladesh Government has underscored the necessity of English and it has been made compulsory from primary to tertiary level of the education system. Although language issue, i,e, Bangla as state language has worked as the foundation stone of Bangalee nationalism, and played a pivotal role in the history of the emergence of Bangladesh, the country still needs to adopt a detailed national language policy. Still now English is described as a foreign language in the country, the situation is, in fact, a complex one. English is widely used in the country.

Performance of a country in different sectors including socio-economic development largely depends on the efficiency of its professionals in the bureaucracy. BCS Administration Cadre in Bangladesh, a major wing of bureaucracy, is a very important professional sector in the public administration of the country. Officers of BCS Administration cadre hold the key posts of bureaucracy of the government in the country. Administrative personnel of Bangladesh, like those of other countries, have to deal with foreign counterparts and international organizations at regional and international levels, and in the given world scenario, without adequate command over English, they will not be in a position to discharge their responsibilities efficiently. As international connectivity for various purposes has become a reality for the country, its administrators need to deal with the present dynamics of increased international link, and English is the gateway for it. Good command of English is, therefore, a must for the officers of BCS Administration cadre in the country.

Good competence in English is necessary not only for international communications, it is also necessary for communication within the country. At present, under the influence of globalization, multinational corporate organizations and NGOs are playing vital roles in business and economy of the country. The medium of official communication of the corporate organizations and NGOs is English as the investment, technology and management of the organizations mostly flow from foreign countries. On behalf of the government of the country, the administrators interact with and regulate those organizations in required cases. Without being adroit in English, it is hard for them to communicate with the organisations and supervise their activities.

 Apart from these, most of the activities of the Supreme Court and other higher courts of Bangladesh are done in English. Usually administrators are required to participate in the

legal proceedings of these courts to settle the conflict of interests that arise from omission and commission of their public duties. Competence in English for the administrators is also a must for the purpose.

Furthermore, application of information and communication technology (ICT) in discharging regular official activities has become a must now- a- days all over the world. Latest scientific equipment of information and communication technology (ICT) uses English mostly as the language for instruction and operation. Competence in English is, therefore, of utmost importance for the administrators in the country for quick and effective use of ICT equipment for discharging their responsibility smartly and promptly.

It should be mentioned further that the administrators need to write concept papers for international meetings, and project proposals for funding by development agencies and countries. Moreover, they need to negotiate on the development plans and projects with the counterparts of other countries and international organisations. In addition, they need to make periodical reports of the foreign-funded development projects when the projects start running. All these functions and tasks require English.

The other reality of the highly globalized present world is that sharing and exchange of new knowledge and technology among the public servants has become essential for development of their skill and efficiency. Every year the government of Bangladesh sends a good number of administrators abroad for short, mid and long-term trainings and studies. Advanced level of proficiency in English is required for pursuance of the programmes.

Finally, it is a fact that further promotion of the administrators' proficiency in English language would increase their competence and competitive advantage at the national and international settings. Upon realization of the matter, the National Training Council (NTC) of the government of the country has included English language skills development as one of the compulsory components of the training programmes for the officers of BCS Administration cadre.

1.2   Overview of Organizational Structure of BCS Administration Cadre

Before going into any discussion about the training programmes for the officers of BCS Administration cadre in Bangladesh, one should have a clear knowledge about the organizational pattern of the cadre.

Based on the nature of job, civil service in Bangladesh has been divided into 28 cadres. Cadre service officers work in their respective cadres in the public service of the country. BCS Administration cadre is one of the 28 cadres in Bangladesh. This cadre is divided into two tires- one is 'central' level unit, and the other is 'field' level unit. Ministry and directorate are central level units; while 'division', 'district', and 'upazilla' (sub-district) form 'field' level unit of administration in the country. The hierarchy of the cadre starts with Assistant Secretary and moves upward to the next orders such as Senior Assistant Secretary, Deputy Secretary, Joint Secretary, Additional Secretary, Secretary and Senior Secretary. Secretary/ Senior Secretary is the Chief Executive Officer (CEO) of a ministry; S/he is next to the minister of the ministry in terms of rank and responsibility. However, the designations of the officers of the cadre change when they are posted in directorates and 'field' level units.

Hierarchy of the cadre in relation to ministry, directorate, and field administration is presented in the following table (Table 1.1).

Table 1.1: Table of Hierarchy

Ministry	Directorate	Field level Unit		
		Upazilla (Sub-district)	District	Division
Assistant Secretary	Assistant Director	Assistant Commissioner (Land)	Assistant Commissioner	Assistant Commissioner
Senior Assistant Secretary	Deputy Director	Upazilla Nirbahi Officer (UNO)	Senior Assistant Commissioner /Additional Deputy Commissioner (ADC)	Senior Assistant Commissioner
Deputy Secretary	Director	---	Deputy Commissioner (DC)	---
Joint Secretary	Additional Director General	---	---	Additional Divisional Commissioner
Additional Secretary	Director General	---	---	Divisional Commissioner
Secretary	---	---	---	---

In the present scenario of public administration in the country, officers of BCS Administration cadre hold all the important posts in both central and field level units of the government. It is noted that ministry is the highest-level administrative unit in the public administration in the country. In addition to performance of a few specific jobs like land management, the officers of the cadre coordinate and supervise the activities of all other cadres at different levels of the governance system in the country. Because of their unique position in the public administration, the officers of the cadre play the most vital executive roles in the governance of the country. They are regarded as the 'steel frame' of the government because of their significance in running the state affairs.

1.3   Context of the Study

The origin and development of the training programmes for enhancing professional excellence of the civil bureaucracy of the country provides the context for the current research.

Bangladesh Civil Service has a long historical background of more than two centuries. The system of Bangladesh Civil Service has developed under three significant phases of history- British India, Pakistan period and Bangladesh period. The history of education and training of the civil servants of Bangladesh also coincide with the history of the public services of the three eras. Mr. Majumder, a former secretary and rector of BPATC, outlined detailed history of training for the civil servants in Bangladesh.[7] Synopsis of the history is as follows:

The East India Company, a British trading company ruled over the undivided India for almost a century before assumption of the power by the British government itself. Bangladesh was a part of undivided India at that time. During the tenure of the East India Company, the training of the higher civil servants was given in an East Indian college at Halleybury, England. Later the British government introduced Indian Civil Services (ICS), and Indian Civil Services (ICS) officers were given formal education and training for one year in one of the four British Universities-Oxford, Cambridge, London or Dublin. Upon completion of one-year training in one of these universities, they were sent to India to have field training for about a year.

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[7] A. Awal Majumder, *Bangladesh Civil Service-er Itihas (The History of Bangladesh Civil Service)* (Dhaka: Muktochinta, 2016), pp. 72-80.

With the partition of India in 1947, two independent states- India and Pakistan were born. Bangladesh, as East Pakistan, became a part of Pakistan. Pakistan introduced Civil Services of Pakistan (CSP) in line with ICS. Newly inducted CSPs were given training at Civil Service Academy (CSA), Lahore, Pakistan. Field attachments also formed an integral part of the training.

Pakistan government set up Gazetted Officers' Training Academy (GOTA) at Dhaka, the then provincial capital of East Pakistan, in 1960 to train the civil servants. National Institute of Public Administration (NIPA) was also set up at Dhaka in 1961 to impart training in Public Administration to the mid-level officers of central and provincial governments, of autonomous and local bodies.

With the emergence of Bangladesh as an independent country in 1971, training of the civil servants underwent a paradigm shift to meet the demands and aspirations of the people of the country. Bangladesh Administrative Staff College (BASC) was established in 1977 as an apex institute to cater for the training needs of the senior administrators. National Institute of Public Administration (NIPA), Gazetted Officers' Training Academy (GOTA) and Bangladesh Administrative Staff College (BASC) were merged together in 1984 to form Bangladesh Public Administration Training Centre (BPATC). It is located at Savar adjacent to Dhaka, the capital city of the country. Now it acts as the apex public administration training institute in the country. It conducts a number of training programs for various cadre and non-cadre civil servants of the country. Bangladesh Public Administration Training Centre (BPATC) has a few regional centers which are known as Regional Public Administration Training Centres (RPATC). Regional Public Administration Training Centres (RPATCs) are basically engaged for giving training to the non-cadre civil employees of the country. Civil servants of all cadres of the country are supposed to attend the Foundation Training Course (FTC) organized by BPATC. It also conducts the trainings titled 'Advanced Course on Administration and Development' (ACAD), and 'Senior Service Course' (SSC) for the officers equivalents to Deputy Secretary and Joint Secretary of the government.

After completion of foundation training from BPATC, the cadre officers need to attend their specific job-related training at other training institutes which are run by the controlling ministry of the particular cadre. Members of the BCS Administration cadre

join BCS Administration Academy (BCSAA) for their specific job-related training. They attend 'Law and Administration Course' (LAC) there. The academy offers a few other training programmes other than LAC. All the training programs of BCS Administration Academy (BCSAA) are exclusively for the officers of BCS Administration cadre. Now it appears from the above discussion that officers of BCS Administration Cadre have to attend the programmes of 'Foundation Training Course' (FTC), 'Advanced Course on Administration and Development' (ACAD), 'Senior Service Course' (SSC), and 'Law and Administration Course' (LAC) at different stages of their career. It is noted that officers of BCS Administration cadre also need to attend some other training programs in addition to the mentioned ones. However, the other training programmes are not compulsory for the officers of the cadre. They participate in those training programmes occasionally as and when given selection by the authority.

During the British and Pakistan era, the medium of instruction of formal education was English. All official activities were conducted in English. Recruitment examinations for Indian Civil Service (ICS), Civil Service of Pakistan (CSP), and other civil servants were also held in English. English was the medium of instruction in the training institutes. In a word, English had all pervasive use in the civil services of British and Pakistan regime. Nobody could even imagine joining civil services without extraordinary competence in English at that time.

However, Bangladesh was liberated on the philosophy of Bangalee nationalism. Spirit of vernacular language- Bangla was at the core of Bangalee nationalism. After independence of the country, naturally English lost its dominance at the national stage. Bangla, instead of English, became the medium of instruction from primary to tertiary level of education. Official activities without a few exceptions are mandatorily done in Bangla in compliance with Law No. 2 of 1987 of the Government of Bangladesh.

But by this time due to globalization, the role of English has experienced a metamorphosis as Crystal describes-[8]

> In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth

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[8] D. Crystal, *English as a Global Language* (Cambridge: Cambridge University Press, 1997), pp. 110-111.

century and the early twentieth, it was the language of the leading economic power-
the USA. As a result, when new technologies brought new linguistic opportunities,
English emerged as a first rank language in industries which affected all aspects of
society—the press, advertising, broadcasting, motion pictures, sound recording,
transport and communications.

Under the given circumstances in order to respond to the needs of globalization, a
circular was published in this regard on 29 August 1992 by the Ministry of
Establishment (previous name of Ministry of Public Administration) with reference to its
foreign training section. The circular stated that government officers selected for foreign
training were not accepted in many cases by the scholarship awarding agency as well as
the government of that country due to English language inefficiency of the officers. It
termed the situation embarrassing for both the officers and the government of the
country. To avoid this sort of unwarranted situation, it urged all concerned to encourage
the government officers for English language skill development at individual level
despite usage of Bangla language in all government activities. Because of the utility of
English language in performance of government activities, English language training has
now become one of the core components of training programmes in the training institutes
of the country. As a consequence, development of English language skills of the officers
of BCS Administration cadre has been incorporated in the form of modules in the
programmes of 'Foundation Training Course' (FTC), 'Advanced Course on
Administration and Development' (ACAD), and 'Law and Administration Course'
(LAC). Thus, enhancement of skills of English language has turned to be a mandatory
component of civil service training activities in the country. But it is necessary to
examine how effective the English language curricula of the training institutes are to
cater for the needs of the officers in the present context of the country.

1.4   Statement of the Problem

Despite being compulsory from primary to tertiary stage of education system in
Bangladesh, the standard of teaching-learning of English is not satisfactory. Most of the
graduates produced by the universities of the country are not adroit enough in English to
perform their professional responsibilities with expected level of efficiency. Waresi, a
senior administrator (Now retired), pointed out in this regard that most of the candidates
join Bangladesh civil services with an unacceptable level of English language
proficiency due to a fall in the general standard of instruction of English across the

country. He further observed that "there is a growing concern within the government that we have to make a very conscious effort to improve proficiency in English throughout the administration."[9]

Siddiqui, a researcher and a veteran bureaucrat of the country also expressed the same opinion about the English language competency of the administrators of the country. He opined that poor English language performance remained as one of the weaknesses of the bureaucrats of the country. He writes: "All training programmes, long, medium or short, must include functional English and use of computer and other modern office equipment, given that we have demonstrated a clear weakness in these areas and indeed, without a grasp over these, we cannot face the modern world."[10]

To fill in the deficiency, English language has been made a compulsory subject in all the major training programs for the civil servants of the country. Moreover, occasional exclusive trainings are also arranged by different training institutes of the country for enhancement of English language skills of the civil servants.

In consideration of the importance of the officers of BCS Administration cadre in governance of the country, there are provisions for a number of trainings to improve their executive capacity. Actually, there are two types of trainings for the cadre service officers of the country. These are induction/initial/post entry/foundation, and in-service trainings. Induction/initial/post entry/foundation training is mandatory for all cadre service officers in Bangladesh. On the contrary, in-service training is provided to officers of different cadres according to the needs of the cadres. Further, in-service trainings are of three types—in-service training for mid-level officers, in-service training for senior officers, and occasional in-service training. 'Foundation Training Course' (FTC) and 'Law and Administration Course' (LAC) fall within the category of induction/initial/post entry/foundation training while 'Advanced Course on Administration and Development' (ACAD) is the in-service training for the mid-level officers. In the same way, 'Senior Service Course' (SSC) is the in-service training for the senior officers of the country. Besides these, officers of junior, mid, and senior levels of BCS Administration cadre

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[9] S.A. Waresi, "State of English in the Administration of Bangladesh", *ELT 2000: Directions and Orientations,* (2000), p. 91.

[10] K. Siddiqui, *Towards Good Governance in Bangladesh* (Dhaka: UPL, 2006), p. 76.

need to take part in many occasional in-service trainings inside and outside the country. Thus, it is found that officers of BCS Administration cadre need to participate in trainings at different stages of their career, and one important component of these trainings is English language skills development. English language training is commonly included in the *'Foundation Training Course' (FTC), 'Advanced Course on Administration and Development' (ACAD),* and *'Law and Administration Course' (LAC)* programmes. The officers of the cadre attend '*Foundation Training Course' (FTC)* at BPATC along with officers of other cadres immediate after joining the service. Other than the *'Foundation Training Course' (FTC)*, the other two training programmes are exclusively for the officers of BCS Administration cadre. Officers of the cadre receive *'Foundation Training Course' (FTC)* and *'Law and Administration Course' (LAC)* when they are at the entry level of their services, i.e. assistant secretary or assistant commissioner. They attend the *'Advanced Course on Administration and Development' (ACAD)* and *'Senior Service Course. (SSC)* programmes when they are deputy secretary and joint secretary respectively. Of the training programmes, 'Foundation Training Course' (FTC), and 'Advanced Course on Administration and Development' (ACAD) are provided by BPATC. On the other hand, 'Law and Administration Course' (LAC) is conducted by BCSAA. It is explicit from the discussion that officers from assistant secretary to deputy secretary of BCS Administration cadre are offered compulsory English language trainings, and the trainings are delivered through the two government training institutes- BPATC, Dhaka, and BCSAA, Dhaka.

But despite attending English language training programmes from assistant secretary to deputy secretary level, English language proficiency of most of the administrative officers does not develop as much as it is required in all areas of their needs. A widely read Bangla online newspaper in the country reported on 26th October 2017 that the overall efficiency of the administrative officers of the country was on sharp decline. It particularly pointed at the officers' weakness in English. It elaborated the news saying that many joint secretaries and additional secretaries were found very weak in English. Even it so happened that concerned officers went on leave just to avoid communication in English with foreign delegates (Appendix 1). The news reflects the view that still there is dissatisfaction among the policy makers, senior administrators, and stakeholders about the English language performance of the administrators of the country.

1.5   Research Questions

Given the importance of English, and the present realities of different types of needs of English for the administrators, it is necessary to examine the present level of English language proficiency of the administration cadre officials and with that it is also necessary to examine whether the present curricula of the training institutes are good enough to prepare the administrators for the type, amount and level of English they need. Again, for doing this, it is necessary to examine the English language curricula of the institutes for the officers of BCS Administration cadre.

So, the questions that arise are:

How effective are the planning of the English language curricula for the officers of BCS Administration cadre?

Has there been any scientific analysis of the target needs of English language for the administrators before framing the curricula?

Do the existing English language curricula cover those target needs?

Do the training institutes have requisite infrastructures and human resources for providing the English language trainings?

Have necessary provisions been ensured for implementation of the training curricula?

How is the training provided? Is it skills focused, practice or skills oriented or knowledge oriented?

To what extent are the curricula of the English language programmes effective for promoting the stipulated English language skills of the administrators?

Based on these research questions on the one hand, and the theories and practices of the ESP curriculum evaluation and syllabus design on the other, the present study attempted to evaluate the English language curricula of BPATC and BCSAA by using Stufflebeam's 'CIPP' model.

The core concepts of the model are evaluations of a curriculum or programme at its 'context', 'input', 'process', and 'product' phases. CIPP is denoted by the letters of the

acronym of 'context', 'input', 'process', and 'product'. However, details of the model and justifications for use of the model in the research have been discussed later in section 3.12 in the third chapter of the dissertation.

1.6 Objectives of the Research

General Objective

- To evaluate critically the existing English language curricula of BPATC and BCSAA for promoting English language proficiency of the officers of BCS Administration Cadre in Bangladesh

Specific Objectives

i.   To understand the overall circumstances in which the English language curricula for the BCS Administration cadre officers have been designed and developed in the selected training institutes of Bangladesh

ii.   To examine whether the curricula are prepared on the basis of analysis of the 'target' and 'learner' needs of the administration cadre officers

iii. To assess whether the curricula address both the 'target needs' and the 'learner needs' of the officers of BCS Administration cadre

iv.   To see whether the curricula is based upon the theoretical developments in syllabus and curriculum developments and fundamental issues of language education.

v.   To check whether the course contents reflect the needs and stipulated approach of the curricula

vi.   To find out whether there is any co-ordination between the selected training institutes in development and implementation of the English language curricula for the officers of BCS Administration cadre

vii. To examine whether proper logistic support and human resources have been provided for implementation of the curricula

viii. To investigate whether proper training methods are pursued to implement the curricula

ix.   To assess the impact of the English language training curricula of the training institutes on the trainee officers of BCS Administration cadre, and

x.   To suggest improvements, if required, in the English language curricula of BPATC and BCSAA to contribute to the professional excellence of the officers of BCS Administration cadre

The research is designed in the light of Stufflebeam's CIPP model of evaluation (1.5). While putting the objectives into CIPP model of evaluation, the first six specific objects correspond to the category of 'context', the seventh specific objective matches with the category of 'input', the eighth specific objective goes with the category of 'process', and the last two specific objectives expose the 'product' category of the evaluation model. Based on the findings from the objectives, the selected English language curricula of BPATC and BCSAA will be banded into 'Non Performing', 'Low Performing', 'Average Performing', and 'High Performing' categories.

1.7   Review of Literature

In ELT, developments known as ESP areas like English for Professional Purposes (EPP), Content and Language Integrated Learning (CLIL), English for Business Purposes (EBP), English for Medical Purposes (EMP), English for Occupational Purposes (EOP), English for Science and Technology (EST), English for Vocational Purposes (EVP), English for/in the Workplace (EWP) have become very popular these days. Many writers of ELT from all over the world have contributed to the study of ESP. Research on evaluation of ESP curriculum relevant to the topic of this particular research has been extensively searched with a view to setting a solid background for the current study.

Though no such study of exact nature has been found out, there are many specimens of evaluative studies conducted at home and abroad. While some of the studies made a thorough curriculum evaluation, some others chose to evaluate only a particular component of a curriculum. Summary of the selected studies consulted in the research have been provided chronologically. However, there is no inter-relationship among the studies in terms of time as the studies were conducted in different parts of the world with varied purposes in different contexts. Overseas studies are referred first as these occupy much of the ESP literature.

The Bangalore Communicational Teaching Project (CTP) - a content-based approach to language teaching was implemented in Bangalore in India over five years from 1979 to 1984 under the supervision of ELT specialist Prabhu. The project with its 18 teachers targeted 390 students of secondary level aged from 8 to 15. Beretta and Davies carried out an evaluation study on CTP. The study found the project to be positive as a whole.[11]

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[11] A. Beretta, and A. Davies, "Evaluation of the Bangalore Project" *English Language Teaching Journal,* 39/2. (1985), pp. 121-127.

Aguirre International [12] conducted a summative evaluation using a qualitative design on two U.S.A. sponsored English language programmes in Egypt. The two programmes namely Integrated English Language Program (IELP), and English Language Testing and Training Program (ELTT) continued from 1997 to 2001. Document reviews, interviews with stakeholders and observation of participant trainees were the sources for collection of information and data in the study. The information gathered from the sources were analyzed and triangulated so that correct assessment about the programmes could be made. Finally, the study reported both the programmes to be successful in terms of their objectives. It is noted that the study was an outsider evaluation.

Nam[13] carried out a study in South Korea, which focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. The findings of the study demonstrated that while students generally seemed to have negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness of the new curriculum. Moreover, the findings showed that it was likely that the current communication-based EFL curriculum may not comply with the students' desire, owing to several weaknesses of the curriculum itself and some barriers already existing in the institutional system behind the curriculum.

Another study was done by Al-Darwish.[14] The purpose of the evaluation study was to examine the perceptions of Kuwaiti elementary school English language teachers, and their supervisors regarding the teachers' effectiveness in teaching English to first and second graders. The main finding of the research was that Kuwaiti English language teachers strongly approved of communicative language teaching. However, the actual class room teaching was not student- centred but highly teacher-centred.

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[12] Aguirre International, *Access to English: An Evaluation of USAID/ Egypt English Language Training 2001* (Washington: Aguirre International, 2001)

[13] J. M. Nam, *Perceptions of Korean College Students and Teachers about Communication-based English Instruction: Evaluation of a College EFL Curriculum in South Korea* (Unpublished doctoral dissertation, USA: Ohio State University, 2005).

[14] S. Al-Darwish, "*An Investigation of Teachers' Perceptions of the English Language Curriculum in Kuwaiti Elementary Schools*" (USA: University of Denver, 2006).

Regmi[15] undertook a study to evaluate the English Language Teaching (ELT) Programme conducted in the School of Education at Kathmandu University, Nepal. The study was done with reference to the students of M.Ed. (ELT) 2007 batch following the CIIP (Context, Input, Process, and Product) Evaluation Model. The study concluded that ELT programme had partially achieved its objectives. He employed questionnaire, interview, observation and document analysis as tools to collect information.

The Enhanced Language Training Initiative (ELTI), a language training program for the immigrants of Canada, started as a pilot project in 2003-2004. Goss Gilroy Inc.[16] conducted a formative evaluation of the program in 2006-2007 timeframe on behalf of Citizenship and Immigration Canada (CIC). This was an outsider evaluation and it used key programme document analysis, In-person and telephone interviews with Key Informants (KIs), Mini-case studies, and assessment by external experts as tools for data elicitation. The implications of the study were to measure the program rationale, describe participant profiles and measure participant outcomes, determine cost-effectiveness and efficiency, and identify and analyze alternative programs of workforce integration. However, the study revealed that ELT was a successful initiative that would meet the immediate linguistic needs of the target group.

Annamarie[17] conducted an evaluative study on a teacher development course in which English was used as the Language of Learning and Teaching (LoLT). The study was done by using the Context Adaptive Model of Lynch[18] in the context of South Africa. The recommendations of the study highlighted the need to develop teachers' own English language usage, and their participation in professional working groups.

One more study of the same nature was carried out by Akar[19] who aimed to find out how effective the Foreign Language Teacher Training Colleges (FLTTC) in Poland were, and

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[15] K.D. Regmi, "Evaluation of ELT Program of Kathmandu University," *Language in India* (December, 2007).

[16] Goss Gilroy Inc. (2007), *Enhanced Language Training Initiative: Formative Evaluation. An evaluative study submitted to Citizenship and Immigration Department, Government of Canada*. 2007 (Canada: Goss Gilroy Inc., 2007).

[17] M. Annamarie, *A Language Programme Evaluation: English as Language of Learning and Teaching* (Africa: North-West University, 2008).

[18] B.K. Lynch, *Language Programme Evaluation: Theory and Practice* (Cambridge: Cambridge University Press, 1996).

[19] H. Akar, "Foreign Language Teacher Education: The Polish Case," *The New Educational Review*, vol. 17, No. 1(2009), pp. 185-211.

to investigate the difficulties they experienced. The findings of the study revealed that FLTTCs were mainly used so as to learn a foreign language and to get a better job.

An intensive study was conducted by Tunc[20] about evaluation of an English language teaching programme at Ankara University through the perspectives of instructors and students by using CIPP model[21]. The findings of the study revealed that some improvements in the physical conditions, content, materials and assessment dimensions of the programme were required to make the programme more effective.

Coskun[22] pursued an evaluative study on an English language teacher education program in a Turkish university context by using Peacock's[23] evaluation model. Though both the participating teachers and student teachers had similar views about some programme components, they had divergent opinions about the balance among linguistic and pedagogic competences in the programme. He conducted another investigation on the effectiveness of the general English language teaching preparatory programme at a Turkish university.[24] It found a number of drawbacks in the programme and suggested a more manageable and feasible modular system considering specific contextual constraints.

Al-Jardani[25] carried out a study on English language curriculum evaluation in the context of Oman. He spoke of internal (insider) and external (outsider) evaluation of curriculum. He further added with reference to Marsh[26] that evaluation should cover both the result of the curriculum and the planning of it.

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[20] F. Tunc, "*Evaluation of an English Language Teaching Program at a Public University Using CIIP Model.*" (Turky: Middle East Technical University, 2010).

[21] D.L. Stufflebeam, "The Relevance of the CIPP Evaluation Model for Educational Accountability," *Journal of Research and Development in Education,* vol. 5 (1971), pp.14-28.

[22] A. Coskun, "Evaluating an English Language Teacher Education Program through Peacock's Model," *Australian Journal of Teacher Education,* Vol. 35, Issue 6(2010) (Available at; http://ro.ecu.edu. au/ajte/vol35/iss6/2).

[23] C. Marsh, *Key Concepts for Understanding Curriculum* (3rd ed.; London: Routledge Falmer, 2004).

[24] A. Coskun, "An investigation of the effectiveness of the Modular General English Language Teaching Preparatory Program at a Turkish University," *South African Journal of Education,* (2013), pp.1-18 Available at http://www.sajournalofeducation.co.za

[25] K.S. Al-Jardani, "English Language Curriculum Evaluation in Oman" *Journal of English Linguistics*, Vol. 2. No.5 (2012) Available at : http://dx.doi.org/10.5539/ijel.v2n5p40.

[26] M. Peacock, "The Evaluation of Foreign-Languages-Teacher Education Programmes", *Language Teaching Research*, 13(3), (2009), pp. 259-278

Aliakbari and Ghoreyshi[27] also undertook a research by using Stufflebeam's CIPP model to evaluate the Teaching English as a Foreign Language (TEFL) M.A. programme at Ilam University, Iran. Data instrumented through questionnaire and analysed by using Statistical Package for Social Sciences (SPSS.16) revealed that the programme was in an unbecoming position to address the expectation of the students. The study suggested that the authority employ more qualified teachers, revise the educational objectives and apply more practical courses.

All the works cited so far were done outside Bangladesh, now discussion of a few of the similar researches conducted in the country is presented below.

Curriculum evaluation of tertiary level English studies in Bangladesh as a matter of concern arose in the seminar of 'The English Association of Bangladesh' which was held at Jahangirnagar University, Bangladesh in 1982. Later the papers presented in the seminar were compiled and published in 1986. Ahmed,[28] Rakib[29] and Jalil[30] mentioned different deficiencies of the university level English curricula with relation to curriculum planning, approach and implementation. Though none of the aforesaid papers was fully devoted to curriculum analysis in the strict sense, all the papers had reflections of practical experiences of their authors. The observations made in the papers were found worthy in the context of those days.

Nahar[31] conducted an evaluative study on effectiveness of B.Ed. English course in improving English teaching-learning situation in secondary schools in Bangladesh. She mainly used interview and observation method in the study. Though the study was not an extensive one, it found effectiveness of B.Ed. English course in improving English language teaching -learning at secondary level in Dhaka city with some limitations.

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[27] Aliakbari and Ghoreyshi, "On the Evaluation of Master of Arts Program in Teaching English as a Foreign Language (TEFL) at Ilam University, Iran" (2013) Accessible at http:// www.european-science.com.

[28] A. Ahmed, "Suggestions for the Reorganization of English Studies in the Universities of Bangladesh," *The State of English in Bangladesh To-day*, ed. by N. Islam (Dhaka: English Association of Bangladesh, 1986), pp. 24-30.

[29] M.A. Raqib, "English and Higher Education," *The State of English in Bangladesh To-day* (Dhaka: English Association of Bangladesh, 1986), pp. 31-37.

[30] M.A. Jalil, "Problems of B.A. Pass Compulsory English and Related Matters" *The State of English in Bangladesh To-day*. Ed. by N. Islam (Dhaka: English Association of Bangladesh,1986), pp. 84-93.

[31] S. Nahar, "Evaluating the Effectiveness of B.Ed. English Course to Improve English Learning and Teaching Situation in Secondary Schools of Bangladesh: A Case Study in Dhaka City." (Dhaka: Dhaka Teachers Training College, 1993).

Khan[32] pursued an evaluative research concerning the writing component of the higher secondary English syllabus in Bangladesh. The findings of the study show that there existed a gap between the needs of the students and the contents of writing components in the HSC syllabus. It also suggested that lack of trained teachers in the specific area e,g. writing skill aggravated the scenario.

Mondal[33] conducted a study on the appropriateness of ELT methods used in higher secondary education in Bangladesh. The study depended solely on the responses obtained from the teachers through questionnaire. Thus, the study suffered from methodological constraints. However, the study revealed that only reading and writing skills were applied in the teaching-learning of English at higher secondary classes in Bangladesh. The other two remaining skills needed to be accommodated in the English language curriculum at the higher secondary level.

Ali[34] carried out a qualitative study on the assessment in the secondary ELT curriculum in Bangladesh. The study was based on semi-structured interviews with selected teachers and focus group interviews with two groups of students. Both the teachers and the students agreed that assessment was mainly confined to reading and writing skills. The scope for assessment of listening and speaking skills remained unaddressed which in turn posed as one of the serious drawbacks of the curriculum.

Ali[35] also weighed Bangladesh Higher Secondary Level National ELT Curriculum from the perspective of learner-centeredness. The study found the curriculum responding to the national socio-cultural identity but it did not appropriately incorporate learners' linguistic and pedagogical needs.

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[32] Rubina Khan, *An Evaluation of the writing Component of the Higher Secondary English Syllabus in Bangladesh*. (Warwick, UK: University of Warwick, 1999) Available at http://webcat.warwick.ac.uk/record=b1361584¬S1

[33] N. K. Mondal, "Evaluation of English Language Teaching Methods Used in Higher Secondary Education in Bangladesh," *Language in India,* Vol. 11 Issue 12 (December, 2011), pp.181-190.

[34] M. Ali, *Teachers' and Students' Perspectives on English Language Assessment in the Secondary English Language teaching (ELT) Curriculum in Bangladesh* (New Zealand: University of Canterbury, 2011).

[35] M. Ali, "Revisiting English Language Teaching (ELT) Curriculum Design: How Appropriate is Bangladesh Higher Secondary Level National ELT Curriculum as a Learner-Centred One?" *IIUC STUDIES,* (2011), pp. 283-296.

Gani,[36] incumbent researcher pursued a general study on the English language programmes of government training institutes in Bangladesh. Though the study revealed a number of drawbacks and limitations in the training programmes of the government training institutes, it was not an in-depth and thorough study. Rather it gave a superficial scenario of the matters. Moreover, the study itself suffered from limitations in terms of methodology. Further, the study was not carried out with particular reference to the officers of BCS Administration Cadre in the country.

It is noted earlier in the study that English has been an academic subject in this subcontinent since British regime for colonial reason. It was also the official language at the same time. Naturally it played an inevitable role in the recruitment of the civil servants in the past. Bangladesh is no more a colony today, but it (English) holds a significant influence in the area of administration till date because of its assuming the role of global language. Because of the fact, it has been incorporated in the recruitment system and training programme of the civil servants in the country.

However, it appears that though a few researches have been done in the field of curriculum evaluation in the country, no exact work to weigh the existing English language training curricula of the Government Training Institutes (GTIs) of the country has been carried out till now. Neither the academics nor the authorities of the training institutes have taken any effort to evaluate the English language training curricula that are pursued at the training institutes in the country.

In the same way, no study concerning evaluation of the English language curriculum of any of the Government Training Institutes (GTIs) of Bangladesh has been found to be done outside Bangladesh.

One of the major reasons, ascertained by Waresi[37] in his paper, for not undertaking any research on training curriculum in the country by the academics might be their inaccessibility to the inner circle of bureaucracy. On the other hand, the reason why the

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[36] M.A. Gani, *Standardisation of English Language Programmes Offered at Training Institutes of Bangladesh* (Dhaka: Jahangirnagar University, 2011).
[37] *Op. cit.*

training institutes themselves did not undertake any evaluative study on the training curricula deserves investigation.

In the given scenario, it has become imperative from both academic as well as institutional point of view to study whether the English language curricula of BPATC and BCSAA for the officers of BCS Administration cadre follow proper approach of language education, correct curriculum design, appropriate teaching-learning methodology and other strategies necessary for effective teaching-learning of English language. Still now this area remains absolutely unexplored in the country.

Brown[38] commented in his book *Understanding Research in Second Language Learning,* "An author who is broaching an unexplored area of research cannot cite previous works. In this case, the author should at least explain the route by which this new area was reached."

Due to paucity of the relevant literature on the specific area under investigation, only a general outline of 'the route by which this new area' reached has been delineated following the above cited comment of Brown. [39]

1.8   Rationale of the Research

The research as maiden attempt in this particular area would undoubtedly focus on a new area of ESP which would enlighten the scholars and researchers in the field of English language teaching and learning.

ESP researchers and practitioners can benefit from this study in different areas of Bangladesh training in EFL (English as Foreign Language) contexts. They can benefit from this investigation by comparing and contrasting the language situation in this study with other ESP applications around the world. This study will also contribute to the understanding of how English is used in national and international workplace settings as a foreign language or lingua franca.

"Since the ESP course exists to satisfy a particular educational need, evaluation helps to show how well the course is actually fulfilling the need."[40] The study has critically

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[38] J.D. Brown, *Understanding Research in Second Language learning* (Cambridge: Cambridge University Press, 1988), p.46
[39] *Loc. cit.*
[40] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 2002), p.152.

looked at the English language programmes offered by BPATC and BCSAA and, it has given suggestions, in case of the required areas, to amend the existing curricula of the English Language so that they could be made more effective for the trainee officers of BCS administration cadre. Thus, the evaluation would contribute to the improvement of the present English language training programmes of the selected training institutes in the country. The study is also important as it aims at improving the professional excellence of the officers of BCS Administration cadre, an important component of the bureaucracy of the country.

'Training policy for the Government Officials' states '' Training facilities have to be used as an investment in human capital like any other good investment it must have a favorable cost benefit ratio."[41] ESP corroborates the idea of the training policy. "ESP is accountable teaching. ESP learners and sponsors are investors in the ESP course and they want to see a return on their investment of time and/ or money."[42] Here in the training context of Bangladesh, the government is the investor. The concerned training institutes are responsible for delivery of training services against the investments. The current research might act as an indirect attempt to find out the justification of the government investment made for the purpose.

Above all, the research would contribute to the Human Resource Development (HRD) of the country which in turn would help improve the quality of governance in the country.

1.9 Scope of the Research

The study mainly concerns with the English language training to the officers of BCS Administration cadre in Bangladesh. It weighs the pros and cons of the existing English language curricula followed by BPATC and BCSAA from theoretical as well as practitioners' point of view.

English language teaching learning was incorporated in different training programmes for administrators at BPATC and BCSAA since 1991. The curricula have undergone changes and modifications at different times. The present study has not evaluated the curricula of the long past. It aims at evaluating the existing curricula only. As convenient

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[41] Erstwhile, Ministry of Establishment, Government of Bangladesh. 1984.

[42] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 2002), p. 144.

for the purpose of the research, here the 'existing curricula' indicate the immediate past English language programmes of FTC, and ACAD of BPATC, and LAC of BCSAA which were conducted within from 25 September 2016 to 01 June 2017.

1.10 Limitations of the Research

At present, there are 28 cadres in Bangladesh civil service. English language competency is necessary for the employees of all cadres, and all of them are given training at different phases of their services to improve their English language proficiency. Though all the public servants of various cadres require advanced level of English language proficiency, the nature of English varies depending on their job nature. It would be a mammoth task to evaluate the English language curricula for the officers of all cadres as curriculum evaluation involves many tasks including identification of different types of needs for different cadres. Practically it is impossible to accommodate everything in one single research. In consideration of the reality, the study confines its scope only to the English language curricula for BCS Administration cadre.

BPATC and BCSAA offer many other training programmes to the BCS Administration cadre officers in addition to FTC, ACAD, and LAC. In most of the programmes, English language skills development remains as a module. They also conduct short intensive training programmes on English Language for the officers of the cadre. But none of the programmes is regular; all of them are very much occasional. Occasional programmes are not incorporated in the research to keep the research confined within regular training programmes.

Besides BPATC and BCSAA, Officers of BCS Administration cadre also attend occasional English language training programmes at Bangladesh Institute of Administrative Management (BIAM) and different Regional Public Administration Training Centres (RPATC) in the country. English language programmes organized by BIAM and RPATCs are not considered in the study as these are also occasional. Only a limited number of officers are offered these trainings. Moreover, they do not bear much significance in terms of overall English language teaching-learning of the administrative officers in the country.

Further, some of the officers of the cadre undergo English language training outside the country. Evaluation of the curricula of those foreign institutes is not included in the study as the trainings are offered to only an insignificant number of officers. Even the trainings are not conducted in the same country and at the same institute every time. It does not sound feasible to expand the scope of the study outside the country against the short period of time of the research project. Moreover, it is almost impossible to overcome budgetary constraints to go for investigation to a number of foreign countries. Sensing the limitations, the research has confined its scope within the periphery of the selected local institutes.

1.11 Chapter Outline

For the purpose of the accomplishment of the research, the research topic has been segmented into eight chapters. Each of the chapters elaborates an idea or component of the research. At end, all the chapters form a seamless entity of the research. The chapters are as follows:

Chapter One	:	Introduction
Chapter Two	:	Curriculum Development: Theory and Practice
Chapter Three	:	Curriculum Evaluation: Theory and Practice
Chapter Four	:	Methodology
Chapter Five	:	Analysis of the English Language Needs in Administration in Bangladesh
Chapter Six	:	Evaluation of the Existing English Language Curricula of BPATC
Chapter Seven	:	Evaluation of the Existing English Language Curriculum of BCSAA
Chapter Eight	:	Summary of the Findings, Recommendations and Conclusion

1.12 Conclusion

The research, as it has been stated, aims at evaluating the English language curricula for the officers of BCS Administration cadre offered by BPATC and BCSAA. The research is an applied one based on the theories of ELT and Education. It is expected that it would not only be helpful to serve the purpose of the stakeholders of the training programmes but will also have substantial contribution to the existing domain of ESP in the context of the country.

In accordance with the national training policy of Bangladesh, government employees of different ranks and files are provided English language training through various training institutes across the country at different stages of their careers. However, effectiveness of the English language training programmes were seldom evaluated from pedagogical and andragogic perspectives. The incumbent research might act as an awakening call to the management, the instructors and decision makers of the training institutes to pay their attention to the matter of thorough evaluation of the English language curricula so that the curricula produce better results with more accountability.

Chapter Two
Curriculum Development: Theory and Practice

2.1   Preamble

The knowledge about theory and practice of curriculum development precedes that of curriculum evaluation. The issue of curriculum evaluation requires an in-depth knowledge of curriculum itself. Without having clear background knowledge about curriculum development, no proper evaluation of curriculum can be done. Moreover, theoretical discussion of curriculum development paves the way for critical analysis of specific issues in a specific context.

This is why it is necessary to critically understand the phenomenon 'curriculum development' before taking attempts to evaluate curriculum of any particular programme. Hence, the aim of this chapter is to know what a curriculum is, why people engage in curriculum study, how the meaning of curriculum changes over years and what things should be included in a curriculum.

2.2   Definitions of Curriculum

Curriculum is viewed from two different approaches in Education and Training. One is traditional and the other is modern. Traditional approach is embodied in the observation of Taba.[1] She observed that a curriculum usually contains a statement of aims and of specific objectives. It indicates some selection and organisation of contents. It either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or the content organisation requires them. Finally, it includes a program of evaluation of the outcomes. In the words of Tanner and Tanner "Curriculum is that reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university) to enable the learner to increase his or her control of knowledge and experience."[2]

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[1] H. Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace & World, 1962), p. 47.

[2] D. Tanner, & L. Tanner, *Curriculum Development: Theory into Practice* (2nd ed. New York: Macmillan, 1980), p. 43.

By contrast, concept of curriculum expanded further with changes in social emphasis. Tanner and Tanner further stated that "Curriculum is the learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners' continuous willful growth in personal-social competence."[3]

2.3   Different Concepts of Curriculum

Concept of curriculum has changed over time and different educationists have viewed it from different perspectives. Posner has categorised the various concepts into six kinds.[4] The concepts are discussed below precisely for clarification.

2.3.1   Scope and Sequence

In the concept, curriculum is considered as a set or series of intended learning outcomes assigned to successive grade levels or sequence and grouped according to a common theme or scope.

2.3.2   Syllabus

A plan for an entire course is called syllabus. Syllabus usually includes the goals and/or rationale for the course, topics covered, resources used, and evaluation strategies recommended. Thus, both the ends and means for a course are included in the syllabus. In this sense, syllabus and curriculum stand synonymous.

2.3.3   Content Outline

In one sense a curriculum is equated with an outline of content, but a content outline may work as curriculum when the purpose of education is only to transmit information. In reality, the purposes of education are manifold.

2.3.4   Textbooks

Some educationists consider textbooks as curriculum. They argue that textbooks function as guide for the teachers. Moreover, contemporary textbooks include teacher guides, workbooks for the students, and supplementary instructional materials.

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[3] *Op. cit*. p.102.
[4] *Op. cit.*

2.3.5 Course of Study

The concept follows the typical dictionary definition of the word 'curriculum' which means "a course of study" or "a set of courses" that the learners must go through.

2.3.6 Planned Experiences

A number of progressive educationists think that curriculum is a broad term which is not only a set of documents. To them, curriculum means all the experiences of the students gained through curricular or extracurricular activities planned by the educational and training institute.

2.4 Operational Definition of Curriculum

None of the definitions cited above gives a comprehensive view of curriculum. People may disagree with any of them while they work in different contexts as Beane, Toepfer, and Alessi pointed out, "… If one selects one definition to have 'most favored status', one should still recognise that several definitions do exist and are just as favored by others. Thus, they cannot be rejected lightly since all have advantages and disadvantages."[5]

However, "A curriculum is a plan for learning"[6] a general definition proposed by Taba is consistent with the non-school or training settings. Here in the definition, curriculum is viewed as a plan for learning rather than as the content of learning. The working definition of curriculum for the present study is: a curriculum is a master plan in a given context for selecting content and organising learning experiences with proper mechanism for implementation and evaluation for the purpose of changing and developing trainees' language behaviours and insights.

2.5 Five Concurrent Curricula

Usually every training institute has an official or written curriculum for each of its subjects or modules. Posner opines that there may have five concurrent curricula depending on the mode of implementation of the official or written curriculum.[7] In case of evaluation of a specific curriculum, an idea about all the five concurrent curricula is necessary.

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[5] J.A. Beane, C.F. Toepfer, and J.S. Alessi, *Curriculum Planning and Development* (Boston: Allyn and Bacon, 1986), p. 35.
[6] Op. cit, p. 11.
[7] *Op. cit*, p.11.

2.5.1   Official or Written Curriculum

'Official or Written curriculum' is a document which includes scope and sequence charts, syllabi, curriculum guides, course outlines, and lists of objectives. The purpose of this kind of curriculum is to provide trainers a basis for planning lessons and evaluating trainees. Besides, it helps the programme administrators to supervise the trainers and hold them accountable for their practices and results.

2.5.2   Operational Curriculum

'Operational Curriculum' has two aspects: the content included and emphasised by the trainer in class, i,e, what the trainer instructs, and the learning outcomes for which trainees are actually held responsible. The former is indicated by time allocated to different topics and types of learning by trainer, i,e, the taught curriculum; the latter is indicated by the tests given to trainees, i,e, the tested curriculum. Both the taught and the tested curricula are aspects of the operational curriculum whether they have or not consistency with the official curriculum. The operational curriculum may differ from the official curriculum because trainers tend to implement in accordance with their own knowledge, beliefs, and attitudes.

2.5.3   Hidden Curriculum

'Hidden Curriculum' is not usually recognised by the authority of the training institute but it exists. For example, issues of class and race, comparison among different services etc. are not always explicitly included in the official curriculum. These delicate issues are also not covered by the operational curriculum. Even then, learners receive messages about the matters through interactions in the institute.

2.5.4   Null Curriculum

'Null Curriculum' consists of those subject matters which are not taught. For example, English literature as a subject is typically not taught along with English language at training institutes. Actually, it depends on the consideration *why* the subject is ignored.

2.5.5   Extra Curriculum

'Extra Curriculum' comprises all the experiences beyond the training subjects. It differs from the official curriculum as it is of voluntary nature and depends on the

responsiveness to the interests of the trainees. However, sometimes extra curriculum becomes very significant depending on the contexts.

While one analyses any official curriculum, one needs to consider how the other four curricula affect it at the time of its implementation. This is why a clear knowledge of all the five kinds of curricula is a prerequisite for curriculum evaluation.

2.6   Curriculum Models

Different educationists suggested different curriculum models in the light of their perspectives. But basically, the models are not divergent in nature, rather they are almost similar in essence. The differences arise as they emphasise any particular component more or less than others. The Cyclical models of Wheeler[8] and Dynamic model of Walker[9] are the modifications of Tyler's rational model. The rational model of Tyler is shown in the following figure (Figure 2.1).

Stages	Process Questions
Setting Objectives	What educational purposes should the institution seek to attain?
Learning experiences and content	What educational experiences can be provided that are likely to attain these purposes?
Organising learning experiences	How can these educational experiences be effectively organized?
Evaluation	How can we determine whether these purposes are being attained?

Figure 2.1: Rational Model of Tyler[10]

Another rational or objective model was developed by Taba. It was based upon the model of Tyler. She introduced additional steps and wanted more information to be provided for each of the steps. The model is shown in the following figure (Figure 2.2):

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[8] D.K. Wheeler, *Curriculum Process* (London: University of London Press, 1969).

[9] D. Walker, "A Naturalistic model of curriculum development", *School Review*, No. 80 (1971).

[10] R. Tyler, *Basic Principles of curriculum and instruction* (Chicago: University of Chicago Press, 1949)

> Step 1: Diagnosis of needs
>
> Step 2: Formulation of objectives
>
> Step 3: Selection of content
>
> Step 4: Organisation of content
>
> Step 5: Selection of learning experiences
>
> Step 6: Organisation of learning experiences
>
> Step 7: Determination of what to evaluate and the ways and means of doing it.

Figure 2.2: Rational Model of Taba[11]

Later a new element called 'situational analysis' was added to Taba's diagnosis of needs as the needs of the trainees cannot be properly identified without considering the society and culture in which they live.

2.7 Purpose of Curriculum

The matter of national development basically relies on the education and training of human resources of any country. Curriculum is the effective plan within the education and training system of a country to build up the future of the succeeding generations. In other words, it is the blueprint for how to make education and training goal-oriented, time befitting, pragmatic and dynamic to cope up with the changing situations. It plays a very vital role in the delivery of education and training. It becomes almost impossible to conduct teaching-learning properly and coherently without a curriculum. Moreover, any kind of teaching-learning is a part of curriculum planning. What is to be taught, how much is to be taught, when is to be taught, and how is to be taught are determined by the curriculum. In a word, it is the detailed outline of an education plan in a given context.

2.8 Concept of Approach, Method and Design, and Curriculum Design in English Language Teaching (ELT)

The success of any training programme largely depends on the approach and methods adopted in the formulation and implementation of its curriculum. Training is usually of short duration. Training goals and objectives are required to be attained within the short period. Hence, the importance of adopting appropriate approach, methods, and syllabus design in any professional programme is very high. Further, when it is the question of teaching-learning English as a second or foreign language in a training programme in a

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[11] H. Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace & World, 1962).

non-native setting like Bangladesh, the matter of selecting right approach, methods, and syllabus design becomes very important.

2.8.1 Approach

The term 'approach' in Applied Linguistics denotes the theoretical position or views of language and language learning. At the same time, it is a key phrase in L2 teaching-learning. Though there is no conceptual difference among the linguists about the meaning and perspective of the phenomenon- approach, many of them have defined it in their own terms.

Anthony comments; "An approach is a set of assumptions dealing with the nature of language, learning, and teaching."[12]

Brown states that "An approach defines assumptions, beliefs, and theories about the nature of language and language learning."[13]

He further states that an approach is the "theoretical positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings."[14]

It is known that theory of language emerges from 'approach'. The theory of language presents an account of the nature of language as viewed from structural, functional and interactional perspectives.

Among the theories of language, the first, and the most traditional one is the structural view. This view holds that language is a system of structurally related elements for the coding of meaning. So, it emphasizes the learning of different structural elements like phonological units (phonemes), lexical items (function words and structure words), grammatical units (clauses, phrases, sentences) and grammatical operations (adding, shifting, joining or transforming elements). The audio-lingual method, Total Physical Response and The Silent Way are the offshoots of the theory.

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[12] E. Anthony, "Approach, Method and Technique," *English Language Teaching,* Vol. 17 (1963), pp. 63-107.
[13] D. Brown, *Principles of Language Learning and Teaching* (4th ed. White Plains, NY: Pearson, 2000), p. 170
[14] D. Brown, *Principles of Language Learning and Teaching* (4th ed. White Plains, NY: Pearson, 2000), p. 170

From the functional point of view, language is a vehicle for the expression of functional meaning. The communicative movement in language teaching is the outcome of the approach. It emphasizes learning content through categories of meaning and function rather than structure and grammar. Wilkins' *Notional Syllabuses*[15] is the example of the view.

From the interactional perspective, language is seen as a vehicle for realization of interpersonal relations and for the performance of social transactions between individuals. Language is treated as a tool for the creation and maintenance of social relations. Interaction analysis, conversation analysis and ethno-methodology are the issues of inquiry in the view.

Interactional theories focus on the patterns of moves, acts, negations, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclination of learners as interactors. The notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills.

The Interactional view is also used to refer to the relationship between reader and writer who are viewed as engaged in a text–based conversation. Task-based Language Teaching draws heavily from interactional view of language. Here language teaching content is organized by patterns of exchange and interaction.

The theory of language learning provides an account of the psycholinguistic and cognitive processes involved in language learning. It also gives an account of the conditions that allow for successful use of these processes. Process-oriented theories build on learning processes, such as habit formation, induction, inference, hypothesis testing and generalization. Condition-oriented theories emphasize the nature of human physical context in which language learning takes place.

2.8.2 Curriculum Design

Curriculum Design in the narrow sense is the syllabus or in the broader sense is the curriculum for a particular language programme. It includes the specification of trainer

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[15] D.A. Wilkins, *Notional Syllabuses* (Oxford: Oxford University Press, 1976).

and trainee roles, objectives, selection and sequencing of materials to meet the needs of a designated group of learners in a defined context. In addition to these, it ascertains the role of instructional materials.

Curriculum Design states the general and specific objectives of the method setting the criteria for the selection and organization of linguistic and subject matter content. It determines the trainee roles considering several factors such as-

a) types of learning tasks set for learners

b) degree of control that learners have over the content of learning

c) patterns of learner groupings that are recommended or implied

d) degree to which learners influence the learning of others

e) the view of the learners as a processor, performer, initiator, problem solver and so on.

Curriculum Design determines trainer roles considering the following:

a) types of functions trainers fulfill

b) degree of trainers' influence over learning

c) degree to which trainer determines the content of learning

d) types of interaction between trainers and trainees

2.8.3 Methodology

Methodology emerges from approach and follows curriculum. The 'method' which may be defined as a systematic set of teaching or training practices based on a particular theory of language and language learning was a preoccupation of teachers, and applied linguists throughout the 20th century.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of trainers, trainees, materials and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching

and learning take place. This whole complex of elements defines language teaching methodology, as seen in the following figure:

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                        ┌──────────────┐
                        │ Methodology  │
                        └──────┬───────┘
           ┌───────────────────┼───────────────────┐
           ▼                   ▼                   ▼
    ┌──────────────┐    ┌──────────────┐    ┌──────────────┐
    │   Approach   │    │    Design    │    │  Procedure   │
    └──────────────┘    └──────────────┘    └──────────────┘
```
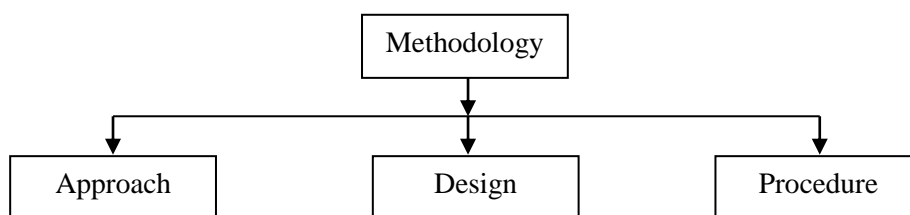
Figure 2.3: Methodology Framework of Richards and Rodgers[16]

There are many methods. The choice of methods depends on 'approach'. Different approaches are followed by different methods. Actually, approach, design, and procedure might be seen as components of a continuum, bound in a chained sequential relationship, one leading to the other. The continuum may be shown in the following figure:

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   Approach   │ ───▶ │    Design    │ ───▶ │  Procedure   │
└──────────────┘      └──────────────┘      └──────────────┘
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Figure 2.4: Continuum

Methods come under 'procedure'. Many language teaching methods have emerged over the last centuries. Of the methods, Grammar-Translation (GT) Method, Direct Method, and Audio-lingual Method of ELT are known as early methods. Communicative Language Teaching (CLT), a later development of ELT method, has become popular all over the world. Some of the major methods are described below:

2.8.3.1   Grammar- Translation Method

Grammar- Translation Method (GT Method) was regarded as the Classical Method, and Prussian Method. Stern observes, "The first language is maintained as the reference system in the acquisition of the second language"[17] in the method. It happens so as the primary aim of the method is not to enable the learners to acquire mastery over the target language. The actual objective of the method is to make the learners more knowledgeable through study of the literature of the target language. The Grammar-Translation Method has now been deserted obviously for its wrong approach to language teaching. It is said that "It is a method for which there is no theory. There is no literature

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[16] J.C. Richards, and T.S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press. 2001), p.33

[17] H. H. Stern, *Fundamental Concepts of Language Teaching* (Oxford: Oxford University Press, 1983), p. 455.

that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory."[18]

2.8.3.2 The Direct Method

The Direct Method, sometimes called Natural Method or Berlitz Method, was developed initially as a reaction to the Grammar-Translation Method in an attempt to integrate more use of the target language in instruction. Direct Method requires trainers who are native speakers or who have native like fluency in the foreign language. However, all teachers are not proficient enough in the foreign language to adhere to the principles of the method. Critics point out that strict adherence to Direct Method principles may be counterproductive, since teachers are required to go greater lengths to avoid using the native language. But in such cases a simple, brief explanation in the student's native language may be a more efficient route to comprehension. The method has been out of use because of its impractical approach to L2 teaching.

2.8.3.3 Audio-Lingual Method

Audio- lingual Method, often called Army method, emerged as a result of outbreak of the Second World War. Criticism of the method came on two grounds. On the one hand, the theoretical foundations of Audiolingualism were attacked as being unsound in terms of both language theory and learning theory. On the other hand, practitioners found that it failed to teach long-term communicative proficiency.

2.8.3.4 Situational Language Teaching Approach

Situational Language Teaching Approach, often called Oral Approach and sometimes called Structural- Situational approach, was developed to overcome the limitations of the earlier method.

2.8.3.5 Communicative Language Teaching Approach

Communicative Language Teaching Approach (CLTA) is the most wide-spread and almost unanimously accepted language teaching approach all over the world. In this regard, Richards and Rodgers have commented---

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[18] J.C. Richards, and T.S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), p. 7.

> Communicative Language Teaching appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Situational Language Teaching and Audiolingualism were no longer felt to be appropriate methodologies. CLT appealed those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority.[19]

Since its inception, CLTA has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching-learning process. In its first phase, a primary concern was the need to develop a syllabus in order to meet the demand for communicative competence. This led to proposals for the syllabuses in terms of notions and functions rather than grammatical structures. In the second phase, CLTA focused on the learners' needs and thus needs analysis became a component of communicative methodology. In its third phase, CLTA focused on different kinds of class room activities such as group work, task- work, and information-gap activities that could be used as the basis of a communicative methodology.

CLTA has given birth to a number of offshoots that share the same basic set of principles but which spell out philosophical details in somewhat diverse ways. Natural Approach, Cooperative Language Learning, Content –Based Learning and Task-Based Teaching are some of the sub-divisions of CLTA

Besides the above-mentioned important methods and approaches, there are some other methods and approaches such as Natural Approach, Total Physical Response, Silent Way, Suggestopedia and Community Language Learning which are often called fringe methodologies as these are not widely accepted and only practiced by selected number of teachers at selected institutions.

2.9   Types of Language Syllabuses

After deciding on a selected approach and needs of the learners, a syllabus with appropriate content based on the needs of the learners should be adopted. A syllabus is an essential element for implementing the approach. No academic education or training is possible to be imparted without a predefined syllabus.

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[19] J.C. Richards, and T.S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), p. 7.

A syllabus is required in order to produce efficiency of two kinds. The first of these is pragmatic efficiency or economy of time and money. The setting of instruction has to be planned. Syllabuses differ according to the practical constraints present in any given situation. The second kind of efficiency is pedagogical in the form of economy in the management of the learning process.

The term syllabus can be viewed in two ways. The broader approach encompasses both syllabus and methodology within the purview of syllabus. Syllabus is synonymous to curriculum in this case. The narrow view of syllabus concerns only with selection and grading of content.

There are diverse opinions on syllabus, Nunan defines syllabus as "a specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks."[20]

However, Wilkins categorises syllabuses into two main types: Product-oriented and Process-oriented syllabuses.[21]

A product-oriented syllabus, concerned mainly with the outcome of a synthetic approach, is concerned with the ends and objectives which the learners have to achieve by the end of the language programme and it is supposed to have intervention from an authority. Examples of this kind of syllabus are Structural Syllabus or Grammatical Syllabus, Situational Syllabus, Notional/ Functional Syllabus and so on.

Process–Oriented Syllabus which is based upon an analytical approach, has been developed out of the failure in product- oriented syllabus. Like Product Oriented syllabuses, it is governed by the goals or ends of instruction, but it also focuses on the process of learning through involvement in student centred learning process that the learner goes through. Process-Oriented Syllabuses shifted the concern of teaching from 'content' into 'process' of learning and 'procedures' of teaching. This type of syllabus includes Topic or Content syllabus, Skills syllabus, Task-based syllabus, Communicative syllabus and the like.

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[20] D. Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1988), p. 159.
[21] D.A. Wilkins, *Notional Syllabuses* (Oxford: Oxford University Press, 1976), p. 2.

However, on the basis of the two above mentioned approaches, Structural Syllabus or Grammatical Syllabus, Situational Syllabus, Notional/ Functional Syllabus, Skills based syllabus, Tasks based syllabus, Topical/ Content based syllabus, and Integrated syllabus have flourished in language teaching. The main features of the syllabuses are discussed below for gaining general idea about them.

2.9.1   Structural or Grammatical Syllabus

Structural or Grammatical syllabus is the most common and traditional syllabus type which has been in use by language teachers for many years. It is a product oriented syllabus and therefore provides a list of grammatical and/ or structural items to be taught and learnt. This type of syllabus mainly aims at the result of instruction and not at the process how the learners can attain them.

This type of syllabus is the outcome of synthetic approach. In a synthetic approach "the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up."[22]

This type of syllabus is usually implemented through the Grammar- Translation or Audio-Lingual method.

In line with synthetic approach, the theory of language in a grammatical syllabus seems is that language consists of a finite set of rules and these rules can be learned one by one in an additive fashion. McDonough states in this regard- "The transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; and conversely for material in the next to appear to grow out of the previous one."[23]

It is taken for granted in the synthetic approach that once learners have internalized the formal aspects of a given language, they will automatically be able to use it in genuine communication outside the classroom.

The syllabus generally consists of two components:

i. a list of linguistic structures or the grammatical items to be taught; and ii. a list of words or the lexicon to be taught

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[22] D.A. Wilkins, *Notional Syllabuses* (Oxford: Oxford University Press, 1976), p. 2.
[23] McDonough, *Psychology in Foreign Language Teaching* (London: Allen and Unwin, 1981), p. 21.

The use of structural syllabus came under severe criticism in the 1970s. One of the major criticisms was drawn by Nunan that "structurally- graded syllabuses misrepresented the nature of that complex phenomenon, language. They did so intending to focus on only one aspect of language, that is, formal grammar."[24]

Again, meaning of words and sentences is taught in isolation, within a particular grammatical form, and not within stretches of discourse.

Because of the wrong organizing principle, grammatical syllabuses have lost its utility to the syllabus designers though it enjoyed much popularity over a long period of time. Consequently, many methodologists have proposed a number of alternatives as frameworks to conduct a language teaching-learning programme.

2.9.2   Situational Syllabus

Usually most of the foreign language teaching syllabuses were modelled on the framework provided by a grammatical syllabus. But the learners' efficiency of the target language acquired through this type of syllabuses was not adequate to meet the situational needs. Methodologists have proposed a number of alternatives to overcome the constraint and the most common proposal is to take situational needs as the centre-point and thereby to construct a situational syllabus to replace the grammatical syllabus. A situational syllabus offers the possibility of selecting and sequencing different real-life situations rather than different grammatical items, vocabulary topics, or functions.

This type of syllabus is very effective for the learners who have specific communicative needs. However, it is less appropriate for students of general purpose English mainly because it is difficult to guarantee that language for one specific situation will necessarily be useful in another. Furthermore, identification of lead or key situations for a general class is often impossible since the learners are with diversified needs.

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[24] D. Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1988), p. 30.

2.9.3 Notional or Functional Syllabus

Wilkins[25] included categories of 'communicative function' in his book *Notional Syllabuses*. These language functions are events which 'do things' such as 'inviting', 'promising', 'offering' and so on.

Whatever may be the approach of a syllabus, there must be the use of lexical and structural grading. In consideration of 'learnability', 'coverage', and 'frequency' of the stipulated notions/ functions', the syllabus designer needs to choose and order the exponents for each of those functions. In this case there may appear mismatches while grading the components and the syllabus may end up only with a series of phrases rather than a coherent system.

By now methodologists have reached the consensus that notions/functions may not be the principal organizing units for a syllabus but that teaching and learning of notions/ functions is an important part of an ideal language syllabus.

2.9.4 Skill-Based Syllabus

There are four skills of a language namely reading, writing, listening and speaking which the language learners intend to learn. A Skill-based syllabus is set to be constructed around the different underlying abilities that are involved in using a language for purposes of any or all the above-mentioned skills of a language. Approaching a language through skills is based on the philosophy that through mastery over a number of individual skills or micro skills, a learner will internalize the whole complex phenomenon of a language.

However, claims made in support of skill-based syllabuses are that they are behaviour or performance based, and they teach skills which can cope up with many other similar situations.

Skill- based syllabuses have the advantage of focusing on performance in relation to specific tasks and therefore provide a practical framework for designing courses and teaching materials. They may be more relevant to situations in which students have very specific and identifiable needs.

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[25] D.A. Wilkins, *Notional Syllabuses* (Oxford: Oxford University Press, 1976).

Skill-based syllabuses have been criticized, however, on the two grounds that there is no serious basis for determining skills in them, and they focus on discrete aspects of performance rather than on developing more global and integrated communicative abilities.

2.9.5 Task-Based Syllabus

Task-based syllabus, at the beginning, makes a list of a series of tasks and later teaching-learning of the language revolves around the tasks.

Examples of tasks include: Applying for a job, talking with an officer, getting admission information over the telephone and so on.

A task-based syllabus may well satisfy the desire to provide meaning-based learning but there remains a complexity regarding sequencing of tasks in a syllabus. Until the complexity can be resolved, the syllabus remains unsound.

2.9.6 Topic or Content-Based Syllabus

A topic or content-based syllabus is organized around different topics. Topics like literature, weather, sport, public administration, music, and any other topic can be ascertained as the basis for this kind of syllabus. Once the topic is determined, the topic can be sub-divided. For example, the topic literature may be sub-divided into romantic, classical, old, modern, and so on. Further extension of the syllabus is made depending on different sub-divisions of the topic.

2.9.7 Integrated Syllabus

Syllabus designers need to fix up different priorities in teaching rather than absolute choices when they prepare a syllabus framework for a programme. The issue regarding which aspect or area, grammar or communicative tasks will be central in planning the syllabus and which will be secondary should be dissolved. In most of the courses there will generally be a number of different syllabus strands, such as 'grammar' linked to 'skills' and 'tasks', 'tasks' linked to 'topics' and 'functions', or 'skills' linked to 'topics' and 'tasks'.

Actually, a combination of approaches is necessary to form a syllabus as Johnson comments–

> A syllabus is essentially a job specification, and as such it should set out clearly
> and precisely what is to be done, and the standards or criteria to be met by those
> who do it. If seen in this light, arguments as to the relative merits of notional,

situational, or topic-based syllabuses, etc. are no more sensible than arguments as to whether the specifications in a construction contract should cover the foundations, or the steel framework or the concrete or the glass or the interior design etc. The obvious answer is that all of these must be covered.[26]

In practical terms, therefore, all syllabuses reflect some degree of integration. In this regard, Krahnke concludes:

For almost all instructional programs, it is clear that some combination of types of instructional content will be needed to address the complex goals of the program------ for most general teaching applications, whose goal is functional ability in broadly defined settings and structural knowledge and communicative ability in specific situations, a combination of functional, structural, situational, and skill-based instruction is the probable choice. On the other hand, in some second language teaching settings, skills and tasks can be more narrowly specified, instructional resources are richer, or specific structural or formal knowledge is not required by the program for students to succeed, and a combination of task-based, skill-based, situational, functional, and content instruction may be chosen.[27]

2.10 Needs Analysis and Curriculum Development

'Needs Analysis' is an integral part of any curriculum development. No sound curriculum can be made without 'Needs Analysis'. 'Needs Analysis' (NA) and 'Target Situation Analysis (TSA)' are synonymous in the literature of curriculum development, renewal and evaluation. Thus, 'Needs analysis' or 'Target Situation Analysis' is the key aspect in ELT syllabus design, especially in ESP. English needed for the members of BCS Administration cadre is of 'particular type' which is used for doing 'specific jobs' assigned to the members of the cadre. ESP is learner- centred and the whole arrangements for teaching English to any learner will go in vain if there is no needs analysis beforehand. Because of the fact, needs analysis is a prerequisite for ELT and ESP syllabus design. The phenomenon 'needs analysis' deserves elaborate understanding from theoretical and practical perspectives.

2.11 Conceptual Framework of Needs Analysis

Curriculum is a broad phenomenon with many dimensions, but the main purpose of it is to meet the specific needs of its target group in a given context. The success and failure of a curriculum is largely measured based on how far it can address the needs of the target group. The matter of addressing needs requires identification of needs first. Unless

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[26] R.K. Johnson, "On syllabuses and on being communicative," *The English Bulletin*. Vol.17 (1981), p. 34.
[27] K. Krahnke, *Approaches to Syllabus Design for Foreign Language Teaching* (Englewood Cliffs, N.J.: Prentice Hall, 1981), p. 75.

needs are detected beforehand, there will be nothing to address. In this consideration, needs analysis of the target population has been a part and parcel of curriculum design. Needs analysis is necessary for any learner group but detailed analysis of needs is particularly required for ESP purposes. General needs analysis may serve the purpose in the general academic arena for general purposes of the learners. But in case of a particular professional group, a critical or detailed analysis of needs is a must as the curriculum is meant to address the specific needs of the target group in the literal sense.

In curriculum design or development, context analysis of a curriculum covers needs analysis. According to Stufflebeam and Coryn,[28] context analysis is a broad phenomenon which includes needs analysis of the target group, assessment of resources and constraints of both physical infrastructures and available manpower, the expectation of the policy makers, and other factors which may affect the curriculum. Needs analysis bears great significance in the formulation of a curriculum. Because of this significance, needs analysis occupies much space in the literature of curriculum design and evaluation. Needs analysis in curriculum development of L2 is more necessary than any other discipline as language is primarily arbitrary and it is difficult to compile heterogeneous items of language for a particular group of learners. ELT specialists and practitioners have dealt with the problem from many different perspectives. Needs analysis, the most vital component of context analysis, has been discussed here from the perspective of the Administrators in Bangladesh.

In an analysis it is found that enhancement of English language skills of the administrators in Bangladesh was identified as an essential component in the national training policy of the country. It implied that usually the administrative officers lacked English language proficiency to accomplish their professional services. The poor proficiency of the government officers in English was mentioned in the national training policy. But the areas of needs of English that need further promotion were not specified in the national training policy. Hence, needs analysis is necessary to prepare a profile of specific needs of the administrators. Needs analysis is the starting point of curriculum development for any programme. Needs analysis "is actually an umbrella term that embraces many aspects, incorporating learners' goals and background, their language

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[28] D. L. Stufflebeam, and C. L. S. Coryn, Evaluation Theory, Models, & Applications (San Francisco: Jossey-Bass, 2014), p. 319.

proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in."[29]

From the analysis of target needs of the officers of BCS Administration cadre, the level and amount of competence they need and are required to have in order to act successfully and effectively can be elicited. Besides identifying target needs, the present situation with its constraints, potentials and administrators' own styles, strategies and preferences as learners have to be taken into consideration. From the combination of Needs analysis (NA) or Target Situation Analysis (TSA) and Present Situation Analysis (PSA), lacks are determined.[30]

This can be shown in the following equation:

Lacks = Target Requirement - Present level

A syllabus is planned around the 'lacks'. However, the analysis of the factors shapes the profile of needs. Upon consideration of these needs and goals or objectives, an appropriate curriculum can be formulated focusing on the profile of needs in terms of content, materials and methods. The whole gamut is shown in the following figure.
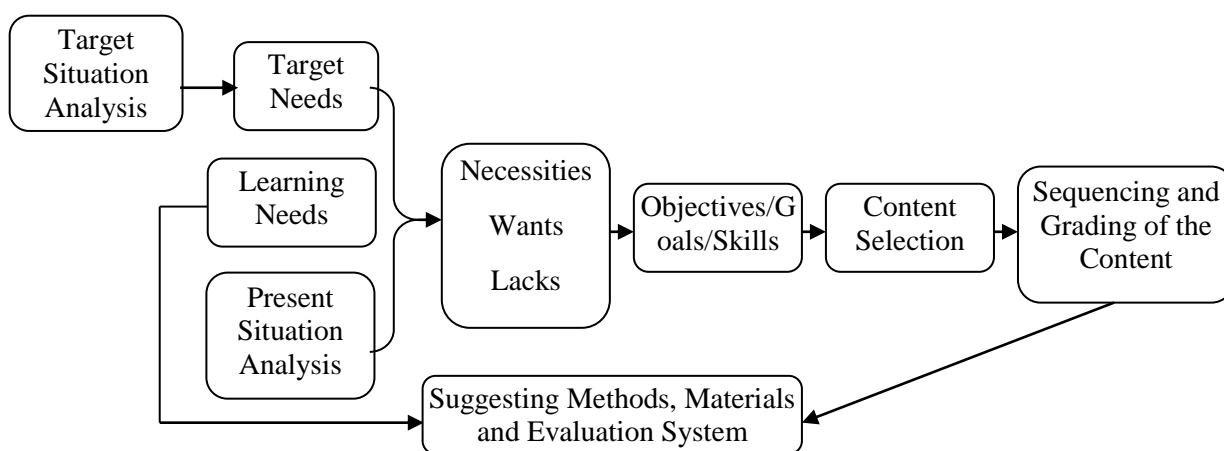
Figure 2.5: Needs –Based Syllabus Design

2.12 Target Needs Analysis

ESP curriculum is different from that of EAP in approach in the sense that it is absolutely learner centred, instead of language-centred. The needs and the preferred style

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[29] K. Hyland, *English for Academic Purpose: An Advanced Resource Book* (London: Routledge, 2006), p.73.

[30] T. Hutchinson, A. Waters, and M. P. Breen, "An English Language Curriculum for Technical Students," *Practical Papers in English Language Education*, Vol. 2, Institute for English Language Education, University of Lancaster (1979).

of learning of the learners get the maximum attention while preparing ESP curriculum. Thus, ESP curriculum is needs-based. Designing a needs-based curriculum requires a close examination of the actual needs of the trainees at first, and then the identified needs are to be transformed into goals and objectives considering the implementation sources, agents and institutional support. To set up a balanced linkage between the goals and objectives of the ESP contents and potential needs of the trainees, needs analysis is a prerequisite. Target needs analysis requires Target Situation Analysis (TSA) for preparing a profile of needs to be materialised in any educational or training programme.

For curriculum development or evaluation, NA or TSA is always necessary to discover the target needs and learning strategies of the target population.

Iwai et al have used the term 'needs analysis' to imply the activities of "gathering information that will serve as the basis for developing the curriculum that will meet the needs of a particular group of students".[31]

According to Richards, needs analysis is fundamental to planning of any kind of language curriculum. With reference of Robinson, he says that needs analysis is essential for any special-purpose programme design.[32]

Needs analysis serves multiple purposes to its stakeholders- the trainees, trainers, institutes, and government. Needs analysis may be done to identify the specific language skills that the trainees require to perform effectively in the target situation, to evaluate the relevance and effectiveness of an existing programme, to identify the factors influencing learning and to detect the gap between present level of the trainees and the expected level. It also helps to compile a demographic profile of languages and language groups, to determine the communicative abilities and formal knowledge of English, amount and qualities of daily use of it and even cultural, political and personal characteristics of trainees. Iwai et al refers to needs analysis as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of

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[31] Iwai, et al. *Japanese language needs analysis*. (Available at: http:/www.nflrc.hawaii.edu/ networks/NW13/NW13.pdf, 1999), p. 6.

[32] J.C. Richards, *The Language Teaching Matrix* (Cambridge: Cambridge University Press, 1990), p. 2.

students within the context of particular institutions that influence the learning and teaching situation."[33]

It was Munby who set the framework of needs analysis with situation and functions in *Communicative Syllabus Design*. He proposed the following model for specifying communicative competence for target learner.[34]

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                    ┌─────────────┐
                    │ Participant │
                    └─────────────┘
                           │
                           ▼
                  ┌──────────────────┐
                  │  Communication   │
                  │ needs processor  │
                  └──────────────────┘
                           │
                           ▼
                  ┌──────────────────┐
                  │ Profile of needs │
                  └──────────────────┘
                     │            │
                     │            ▼
                     │      ┌──────────┐
                     │      │ Meaning  │
                     │      │processor │
                     │      └──────────┘
                     │            │
                     ▼            ▼
              ┌──────────────┐ ┌──────────┐
              │Language skills│ │Linguistic│
              │  selector     │ │ encoder  │
              └──────────────┘ └──────────┘
                     │            │
                     └─────┬──────┘
                           ▼
                  ┌──────────────────┐
                  │  Communicative   │
                  │   Competence     │
                  │  Specification   │
                  └──────────────────┘
```
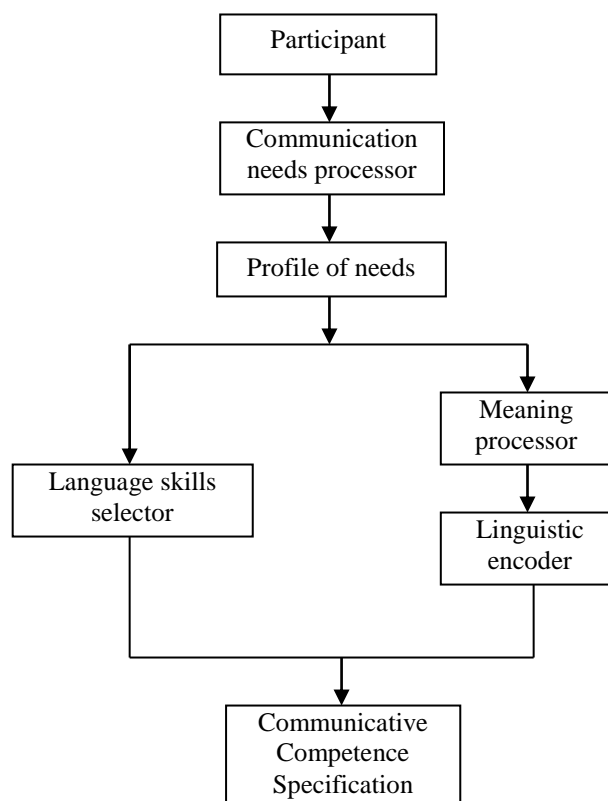
Figure 2.6: Model for Specifying Communicative Competence

Munby terms this model as Communicative Needs Processor (CNP). His Communicative Needs Processor (CNP) was the first model for Target Situation Analysis (TSA) and Target Needs Analysis. Afterwards Present Situation Analysis (PSA), Necessities, Wants, Lacks, Learning Needs, Means Analysis and learning context analysis, among other variables, came to be identified as important areas of needs analysis.

Target needs and performance are established in Munby's model after investigating the target situation. He showed in the model that arriving at an appropriate specification of communicative competence needs to take into consideration affective variables also which

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[33] Iwai, et al. *Japanese language needs analysis* (Available at: http:/www.nflrc.hawaii.edu/ networks/NW13/NW13.pdf, 1999), p. 9.

[34] J. Munby, *Communicative Syllabus Design* (Cambridge: Cambridge University Press, 1978), p. 31.

have a dynamic interlink with each other. The components of the model are participants, CNP, profile of needs, meaning processor, language skills selector, linguistic encoder and communicative competence specification. Again, the communicative competence specification has the parameters of purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event and communicative key. The model is esteemed as the instrument for finding out probable linguistic skills an ESP trainee is likely to use in different situations in his/her working environment.

Following the CNP model of Munby, Hutchinson and Waters have proposed a simpler framework of NA/ TSA with the contention that "The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process." [35] They talk about Target Needs, which is like Munby's Target Situation Analysis (TSA).

The discussion in this section suggests that TSA is, as said earlier, a prerequisite for the curriculum designer to identify the goals, and objectives of a particular programme.

2.13 Preparation of a Needs Analysis (NA) or Target Situation Analysis (TSA) Model

Wilkins, Munby, Hutchinson and Waters, and Long have presented their own models for Needs Analysis and the models have formed a strong basis for needs analysis in language education. There are scopes for construction of new models by using the methods and strategies of these models taking into consideration the needs and context of a particular learner group. However, the models of Wilkins and Munby concentrated on the 'functional' aspects of language while those of Hutchinson and Waters, and Long tried to address both objective and subjective needs of the learners. Nunan mentioned that the needs analysis model of Munby contains nine elements which are—participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event and communicative key. [36]

On the other hand, Hutchinson and Waters, and Long adopted a scheme of exploiting multiple sources such as participants, employers, instructors, experts, human resource department, and

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[35] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 1987), p. 59.

[36] D. Nunan, *Syllabus Design* (Oxford: Oxford University Press, 1988), pp. 19-20.

methods such as questionnaire, interviews, document analysis, and observation for collecting valid and reliable information concerning needs through triangulation.

2.14 Target Situation Analysis (TSA) for the Current Study

In the present study, TSA model has been based upon the frameworks of Hutchinson and Waters. According to them, a target situation analysis framework covers the following areas (i) Why the language is needed, i,e, for study, for work; (ii)How the language will be used, i,e, medium, channel; (iii) What the content areas will be, i,e, subject, level ; (iv)Who the learner will use the language with, i,e, native or non-native speakers; (v) level of knowledge of receiver, i,e, expert, layman; (vi)Where the language will be used, i,e, physical setting, human context, linguistic context; (vii)When the language will be used, i,e, concurrently with the ESP course or subsequently, frequently or seldom , in small amounts or in large chunks.[37] However, necessary modification of the model has been made to adjust with the context of the current research.

Following the above models, data have been collected through questionnaire, content analysis, document analysis, observation, and interview.
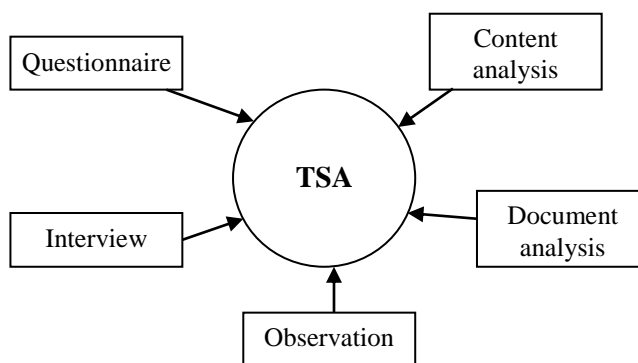
Figure 2.7: Techniques Used for Target Situation Analysis

2.15 Contexts for Curriculum: Training and Education

Posner has discussed in detail the training and educational contexts of curriculum in *Analyzing the Curriculum*.[38] He explained that the terms 'education' and 'training' are used interchangeably in everyday language. But when they are used in the curriculum discourse,

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[37] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 1987), pp. 59-60.

[38] G.J. Posner, *Analyzing the Curriculum* (2nd ed.; New York: McGraw-Hill, Inc., 1995), p.72.

they should be used more precisely. There remain fundamental differences between the contexts of 'training' and 'education'. 'Training' refers to contexts in which it can be predicted with confidence the specific situations in which the trainees will use what they learn. 'Education', on the other hand, refers to contexts in which it cannot be predicted with specificity or certainty the situations in which the learners will use what they learn.

Knowledge derived from the educational setting is mostly used associatively and interpretively in the sense that it helps to enrich the experiences of the learners. On the other hand, knowledge and skills gained from training contexts is replicable and applicable. Because of the distinction in approach of training and educational contexts for curriculum, certain curriculum features or objectives designed for one context can be inappropriate for other contexts.

Traditionally curriculum is conceived of in the educational context. Most of the educationists refer to it as a plan for learning in the schools or in the formal educational institutes, but education today is not confined only to formal academic institutions. Now education occurs in many non-academic settings. For example, public service agencies provide many kinds of training in non-school or non-academic settings. Hence, the term curriculum should be thought of in terms of its applicability to both training and educational settings.

Here in the research, curriculum as a phenomenon has been considered from the view point of training as the English language curricula of BPATC and BCSAA for the Administrators of Bangladesh are part of training activities with specific objectives.

However, English language curricula of the training institutes for the officers of BCS administration cadre belong to the category of ESP as the curricula respond to the needs and demands of a specific professional group. Philosophy, approach, contents, implementation process, and evaluation system of ESP curriculum have some distinct features which are unlike General English curriculum. A reasonable understanding about ESP curriculum is necessary for evaluation of a particular ESP curriculum. The discussion in the following section provides a brief overview of ESP curriculum.

2.16 English Language Curriculum for Professionals

English language Teaching (ELT) has undergone different changes in the last century and the process of change and development still continue because of changing realities in the use of English. It is to be noted that learning classical languages like Greek and Roman for acquiring liberal knowledge was a part of academic curriculum in Europe in the early period of foreign and second language teaching- learning. In course of time, the objectives of learning a foreign language also have changed. At present, a foreign language is learnt not only for acquiring liberal knowledge. It is also learnt as a tool for effective communication between or among individuals for many different purposes and to perform many different tasks. Emphasis has shifted from acquiring theoretical knowledge of a language to application of the knowledge in practical situations. Admitting the changed approach, ELT experts have tried different ways and methods to address the English language needs of specific group of professionals. Thus, English for Specific Purposes (ESP) curriculum has become popular in recent times as it directly addresses specific needs.

2.17 Genesis of ESP

Hutchinson and Waters[39] have outlined the reasons for emergence and development of ESP. It is noted that emergence of ESP was a result of 'enormous and unprecedented expansion in scientific, technical, and economic activity' on global scale. Advent of technology and commerce as vital forces in the world after Second World War necessitated people to learn English for particular purposes, instead of acquiring as liberal knowledge. Moreover, many people from non-English speaking countries migrated to English speaking countries for better opportunities after Second World War. They needed quick adjustment to the jobs and new contexts within a very short time. They had to learn the particular types of English which suited their jobs and survival. Thus, ESP gained developed as a distinct area of ELT in the late 1960s.

Increase of volume of knowledge in diversified fields and complex nature of economic order resulted in the birth of different professions keeping pace with the modernisation and globalisation. Different professionals from all corners of the world needed English

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[39] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 2002), p.144.

according to their necessities. In the situation, general English programme could not respond to the specific demand of the professionals. Thus, English for professional purposes emerged as a branch of ESP.

According to Swales,[40] only 'English for Science and Technology (EST)' was regarded as the ESP at the beginning. EST was almost synonymous to ESP. But in course of time, 'English for Catering Industry', 'English for Travel', 'English for Banking', 'English for Nursing', 'English for Business', and so on developed and appeared as ESP across North America and Europe. Thus, ESP has many specialised branches depending on the nature of various professions. Different branches of ESP have been shown in the following figure (Figure 2.7).
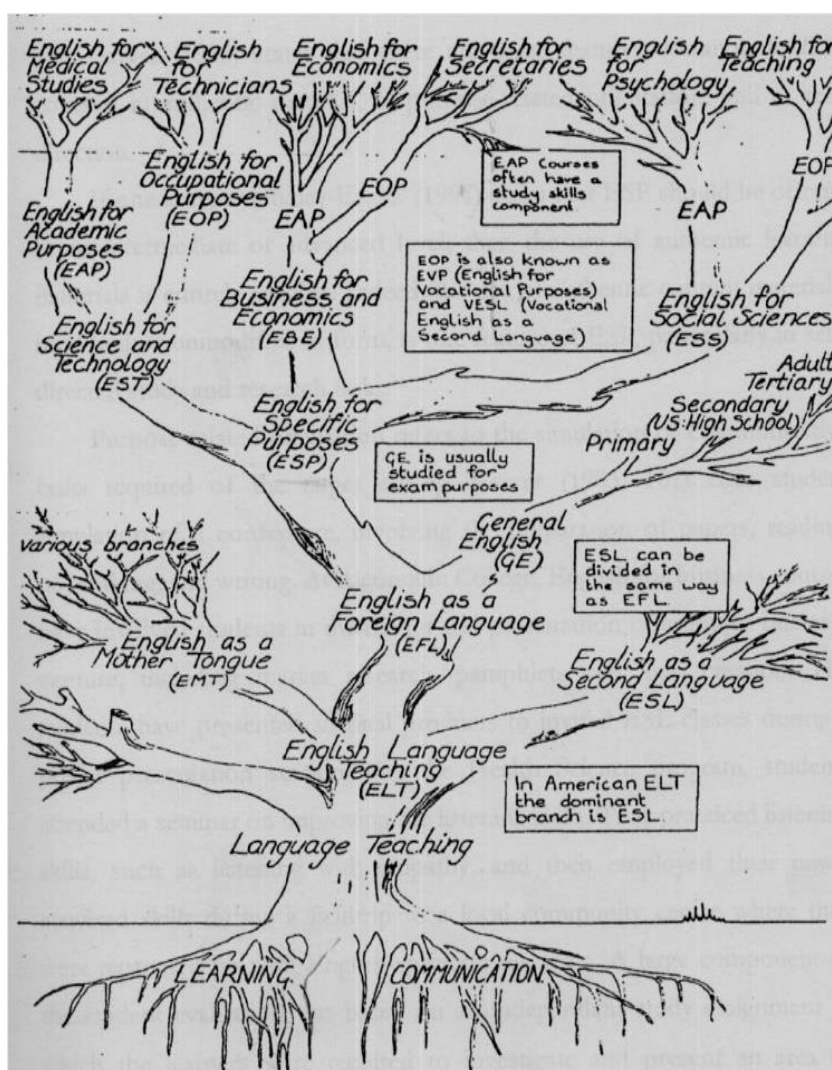
Figure 2.8: ELT Tree[41]

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[40] J. Swales, *Episodes in ESP* (London: Pergamon, 1985).

[41] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 2002), p. 17.

Widdowson has elaborated the distinction between General Purpose English (GPE) and ESP. He mentioned that ESP is designed with the aim of development of 'restricted competence'. GPE, on the other hand, serves educative function with the aim of development of 'general capacity'. He noted-

> … ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. The course, therefore, makes direct reference to eventual aims. GPE, on the other hand, is essentially an educational operation which seeks to provide learners with a general to enable them to cope with undefined eventualities in the future. Here, since there are no definite aims which can determine course content, there has to be recourse to intervening objectives formulated by pedagogic theory…. In GPE, the actual use of language occasioned by communicative necessity is commonly a vague and distant prospect on the other side of formal assessment.[42]

However, GPE and ESP are not absolutely two different disciplines. Actually, ESP is a more focused ELT programme. They differ not in product but in approach to learning English. The foundation of ESP lies mainly in the theories of ELT. For this reason, the knowledge of theories of language learning, approaches, methods, and syllabus designs of ELT is a prerequisite for understanding both GPE and ESP. The theoretical knowledge gained from the discussion will be used in the study for evaluating the English language curricula of the training institutes.

2.18 Conclusion

This chapter has discussed different aspects of curriculum development with a view to providing a foundation for proceeding to the evaluation of the English language curricula of the selected training institutes in Bangladesh. However, evaluation of any particular curriculum requires knowledge and understanding of evaluation theory and practice. The next chapter discusses the development of curriculum evaluation theory and practice.

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[42] H.G. Widdowson, *Learning Purpose and Language Use* (Oxford: Oxford University Press, 1983), p. 6.

Chapter Three
Curriculum Evaluation: Theory and Practice

3.1 Preamble

In the curriculum studies or research, curriculum evaluation occupies an important place. Curriculum evaluation ascertains the worth of a curriculum. Literature of curriculum evaluation has a good number of theories and practices. Different aspects of the theories and practices of curriculum evaluation have been discussed in the current chapter with the intention that the information will be helpful for the evaluation of English language curricula of BPATC and BCSAA in the present study.

3.2 Need for Curriculum Evaluation

Evaluation is a central component of the training programmes. Owens opines that training programmes require systematic evaluation since valuable time and resources of the organisations and participants are devoted in a training programme.[1] Bloom pertinently ranked it to be the highest mental process in the cognitive domain of knowledge.[2]

Curriculum evaluation is 'more like detective work than clerical work, more like literary analysis than taking stock inventory'.[3] It is a critical and challenging task. It is a combination of all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of a particular programme based on objective evidence and subjective observation. According to Lynch, the two common goals of programme evaluation are evaluating a programme's effectiveness in absolute terms and/or assessing its quality against that of comparable programmes.[4]

Useful information can be derived from programme evaluation so that the insiders of the programme can improve the current work and at the same time there is accountability to outside stakeholders.

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[1] PL. Owens, "One more reason not to cut your training budget: the relationship between training and organisational outcomes," *Public Personnel Management,* vol. 35, No. 2 (2006), pp. 163-172.

[2] B.S. Bloom, *Taxonomy of educational objectives: The classification of educational goals, Handbook 1: Cognitive domain* (New York: David McKay, 1956).

[3] G.J. Posner, *Analyzing the Curriculum* (2nd ed.; New York: McGraw-Hill, Inc., 1995), p. 23.

[4] B.K. Lynch, *Language Programme Evaluation: Theory and Practice* (Cambridge: Cambridge University Press, 1996).

It aims to find out whether the curriculum designed, developed and implemented is rendering or in the position to render the expected outcomes. The strengths and weaknesses of the curriculum before implementation and the effectiveness of its implementation can be highlighted with the help of evaluation. Thus, curriculum evaluation is significant as a systematic and continuous effort for curriculum improvement.

3.3   Emergence of Curriculum Evaluation

Miah mentioned that curriculum evaluation emerged as reaction to the great depression in the USA and the other parts of the world during the 1930s.[5] At that time, educational institutions of the USA had stagnated from a lack of resources and optimism. As such, there was a great demand to ensure proper utilization of the public fund that was being invested in education. Thus, curriculum evaluation as a phenomenon came into being in the western countries. Tyler innovated objectives or outcome-based evaluation and coined the term 'educational evaluation' in the early 1930s. For this reason, he is often spoken of as the father of educational evaluation. Afterwards other approaches of educational evaluation came in over the periods.

Afterwards, independence of the colonies all over the world after Second World War necessitated bringing about changes in their education systems consistent with the dreams and aspirations of the independent countries. Consequently, issues of curriculum adjustment, development and evaluation became prominent in the developing countries, and it compelled the educators of both developing and developed countries to seriously ponder over the matter. Because of the combined efforts of the educators, curriculum development and evaluation emerged as a distinct field of Education from the sixties of the last century. Now curriculum development and curriculum evaluation are two significant aspects in Education.

3.4   Definition of Evaluation

The common concept about evaluation is that it ascertains merit or worth of a programme. But many types of evaluation for example formative and implementation analyses

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[5] M. A. Wahab Miah, *Shikshakram Pranayan o Mulyayan- Curriculum Development and Evaluation* (Dhaka: Bangla Academy, 2004).

evaluations do not necessarily look into assessment of merit or worth of a programme. Evaluation is, therefore, defined as 'the process of delineating, obtaining, reporting, and applying descriptive and judgemental information about an object's value'[6] Evaluation experts understand evaluation as the systematic acquisition and assessment of information to provide useful feedback about some object. Here 'feedback' involves strengths and weaknesses of programmes, policies, personnel, outcomes and organisation.

3.5 Purposes of Evaluation

Purposes of evaluation are related to the intent of evaluation. One of the purposes is to gain insight how the activities of the programme should be arranged to attain objectives. Another purpose of evaluation is to change practice by improving the overall quality of a programme. The other purpose of evaluation is to assess effects by examining the correlation between programme activities and their consequences.

The Investors in People (IIP) initiative of UK defines three different purposes of evaluation. IIP views that organisations evaluate impact of training and development on knowledge, skills and attitudes. At the same time, the organisations evaluate the impact of training and learning on job performance. Further, the organisations evaluate the contribution of training and learning to the attainment of their targets and goals.

3.6 Goals of Evaluation

Usually goal of evaluation is to provide meaningful feedback to a number of stakeholders, sponsors, donors, administrators and other concerned constituencies of the curriculum. However, relationship between the evaluation and its impact on stakeholders is a complex one.

3.7 Dimensions of Evaluation

Evaluation has three dimensions- process, outcome and impact. Process evaluation concentrates on description and assessment of programme materials and activities. Outcome evaluation tries to ascertain immediate or direct behavioural effects on the recipients. In contrast, impact evaluation assesses the long-term even unintended effects of the programmes.

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[6] D.L. Stufflebeam, and C.L.S. Coryn, *Evaluation Theory, Models, & Applications* (2nd ed.; San Francisco: Jossey- Bass, 2014), p. 312.

3.8   Approaches of Evaluation

Stufflebeam and Coryn pointed out main approaches of evaluation. These include utilisation-focused, stakeholder-focused, goal-free, theory based, naturalistic, and strategic evaluation.[7]

3.9   Types of Evaluation

The most common types of evaluation are formative and summative. Recently concepts of confirmative and meta- evaluation have flourished. However, formative evaluation covers needs- assessment evaluation, implementation evaluation and process evaluation while summative evaluation includes outcome evaluation, and impact evaluation. On the other hand, confirmative evaluation does not limit its function only assessing the needs of learners and developers of the programme as it is done by formative evaluations. Neither it ends with monitoring whether the objectives of the programme have been achieved at the end of it. Actually, beyond the functions of formative and summative evaluations, it assesses the transfer of learning to the practical world. Meta evaluation is the evaluation of other evaluations 'to validate the evaluation inputs, process, outputs, and outcomes'.

3.10 Different Views of Curriculum Evaluation

As all educators, do not agree upon any single definition of evaluation, there remains much lack of consensus about the objective of evaluation. Scriven[8] relates evaluation with measurement of the achievement of objectives. Some educators view evaluation merely as a scientific inquiry; whereas others point out that it is essentially the function of collecting and providing information to enable decision-makers to work effectively[9] Despite divergent definitions given to the 'evaluation' by different educators, Talmage offers a well perceived of definition. According to him evaluation is the act of rendering judgments to determine value—worth and merit without questioning the important roles evaluation plays in decision making.[10] Nature of evaluation changes on the basis of various factors. Frechtling stated in this regard: "Evaluation can differ on many dimensions, among

[7] *Loc. cit.*

[8] M. Scriven, "The methodology of evaluation," *Perspectives of curriculum evaluation*, ed. by R.W. Tyler, R.M. Gagne, & M. Scriven (Series No.1, Chicago: Rand McNally, 1967), pp. 39-83.

[9] Fitzpatrick, R. Worthen, and R. Sanders, *Educational Evaluation: Alternative Approaches and Practical Guidelines* (New York: Longman, 1998).

[10] H. Talmage, *Evaluation of Programs* (New York: Free Press, 1982).

them design (experimental, quasi-experimental, regression discontinuity), intent (advocacy versus objective assessment), philosophical underpinnings (quantitative versus qualitative), and others."[11]

Tyler who was the first individual in modern Education conceptualised evaluation as a process for curriculum development. According to him, evaluation was goal or outcome oriented as he treated evaluation as a means for determination of the extent to which the curriculum had achieved its stipulated goals and objectives. Scriven[12] considered evaluation as the instrument for judging the merit or worth of curriculum. Taba, Wheeler, and Kerr extended the concept of evaluation of Tyler in their models. They opined that evaluation was not only the matter to see the extent to which the curriculum had achieved its stated goals. Evaluation was rather an issue for all time from formation to finishing of a curriculum. They refer evaluation as a continuous process.

Stufflebeam[13] regarded curriculum evaluation as an activity which affects future actions of the decision-makers. In this regard, Cronbach[14] presents a distinction among three types of decisions that are required for curriculum evaluation:

a. Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.

b. Decisions about individuals: identify the needs of the pupil for the sake of planning his instruction, judging pupil merit for purposes of selection and grouping, acquainting the pupil with his own progress and deficiencies.

c. Administrative regulation: judging how good the school system is, how good individual teachers are, etc.

In spite of differences in the concepts of curriculum evaluation, evaluation was the basis for identifying the strengths and weaknesses in the curriculum, followed by revision of planning, implementation and evaluation.[15] Similarly, many evaluation experts

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[11] J.A. Frechtling, *Logic modelling methods in program evaluation* (San Francisco: Jossey-Bass, 2007), p. 104.

[12] Op. cit.

[13] D.L. Stufflebeam, "The Relevance of the CIPP Evaluation Model for Educational Accountability," *Journal of Research and Development in Education,* No. 2(1971), pp.14-28.

[14] L.G. Cronbach, "Course improvement through evaluation," *Teachers' College Record*, No. 64 (1991), pp. 672-683.

[15] M.E. Gredler, *Program Evaluation* (Englewood Cliffs, N.J.: Merill, 1996).

mentioned that evaluation is the formal determination of the quality, effectiveness or value of a programme.

In the light of different definitions and perspectives related to evaluation, it is found that curriculum evaluation of any programme is a systematic inquiry intended to provide information to decision-makers and/or groups interested in a particular programme. Programme evaluation generally involves assessment of the following five distinct but inter-related components: (a) need for the programme (b) design of the programme (c) programme implementation (d) programme impact or outcomes, and (e) programme efficiency (cost effectiveness).

The term 'programme evaluation' and 'curriculum evaluation' are similar and often used interchangeably in the field of foreign language teaching-learning. Mackay[16] stated that in the field of foreign language teaching, the term 'programme evaluation' is used to mean a variety of activities, ranging from academic theory-driven study to informal investigation pursued in a single classroom. In this way, evaluation may touch upon many different aspects of a language programme such as curriculum design, curriculum implementation, and curriculum outcomes.

3.11 Evaluation Models

Educators designed evaluation models from different perspectives. Lewy[17], for example, classified the perspectives into three categories. These are: (a) Goals/ outcomes-oriented model (b) Merit of the programme-oriented model, and (c) Decision oriented model.

Fitzpatrick, Sanders and Worthen[18] further classified the evaluation perspectives under the categories of objectives-oriented evaluation approach, management-oriented evaluation approach, consumer-oriented evaluation approach, expertise-oriented evaluation approach, adversary-oriented evaluation approach and participant-oriented evaluation approach. But actually, objectives-oriented evaluation approach is similar to Goals/ outcomes-oriented model, management-oriented evaluation approach, consumer-

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[16] R. Mackay, "Understanding ESL/EFL programme review for accountability and improvement," *English Language Teaching Journal,* vol.48, No.2 (1994), pp. 142-149.

[17] E. Lewy, *Handbook of Curriculum Evaluation* (New York, 1977).

[18] Fitzpatrick, Sanders, and Worthen, *Program Evaluation: Alternative Approaches and Practical Guidelines* (New York: Pearson Education Inc., 1998).

oriented evaluation approach, and participant-oriented evaluation approach fall under the category of Decision oriented model, expertise-oriented evaluation approach and adversary-oriented evaluation approach fall under the category of Merit of the programme-oriented model.

Tyler[19] was the founder of goals or outcomes-oriented evaluation model. The prime consideration of the model is first to identify the goals of a curriculum or a programme and then to measure the achievements of the goals/outcomes of the curriculum or programme. It does not take into consideration the context, process of implementation and other factors related to the programme. The model is shown in the following figure (Figure 3.1):

Goals
(based on wishes of management)

↓

Organisation of Instruction

Feedback
need for reform

↓

Learning (in the training context)

↓

Evaluation (based on pre-determined goals
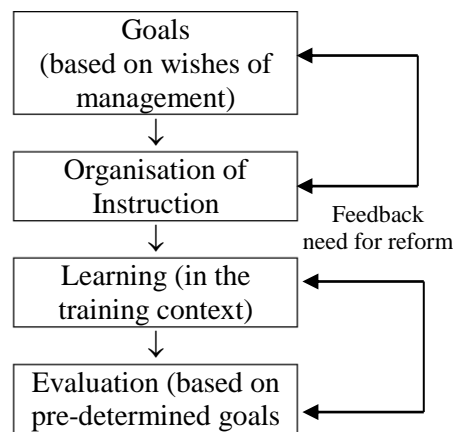
Figure 3.1: Evaluation Model of Tyler

Taba, Wheeler, and Kerr designed their own evaluation models based on the Tyler's model. In other words, their models were modified versions of Tyler's model. Scriven and other educators criticised Tyler's model on the ground that he did not deal with the occurrence of unplanned or unintended events.[20]

It has been noted that this model laid too much unnecessary importance on measurement of the achievement of outcomes of a programme and it does not give due attention to the process variables and antecedent conditions of the programme.

Decision oriented evaluation model is the modified version of goal or outcome-oriented model in the sense that it incorporates not only the measurement of the achievements of the goals/outcomes of a curriculum or programme but also the context, input, and

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[19] R. Tyler, *Basic Principles of curriculum and instruction* (Chicago: University of Chicago Press, 1949)
[20] Loc. cit.

process elements that form the formulation of the curriculum or programme. Programme planners or administrators can take necessary decisions about the programme on the basis of this kind of evaluation.

Merit of the programme-oriented evaluation model is designed not to serve any specific purpose. The purpose of this type of evaluation is to judge the appropriateness of the curriculum from neutral point of view. It is a purely scholastic endeavour from academic perspective. Hence, it is also termed as 'goal free evaluation' model. However, this kind of evaluation provides an overall judgement concerning a programme.

Among the models, outcomes/goals-oriented model, and decision-oriented model are mostly used by the educators as well as the practitioners across the world.

Evaluation models vary in approaches. The reasons for the variations depend on the evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. In the given situation, researchers are at liberty to choose the most appropriate models in terms of their purposes and conditions or they can develop a new one making use of the available ones.

3.12 Framework for Curriculum Evaluation in the Current Research

The present study evaluates the English language curricula of BPATC and BCSAA for the administrative officers of BCS Administration cadre so that the planners and administrators can know the strengths and the weaknesses of the programmes. On the basis of the findings, they may continue with the curricula or bring about changes in the light of them. In other words, the study may influence the decisions of the policy makers, planners, trainers and administrators of the programmes. In consideration of the purpose of the current study, Stufflebeam's CIPP model of evaluation has been followed with necessary modifications in the research. The first letters of each type of evaluation--- Context, Input, Process and Product—have been used to form the acronym CIPP. This model has been adopted as it is sound in comparison to other models on the ground that it enables a complete evaluation- both formative and summative. Formative evaluation provides feedback information to the persons who are engaged in developing and ensuring quality of a programme. In this way, formative evaluation serves the purpose for improvement of the programme. Summative evaluation, on the other hand, produces summative reports about overall success and failure of a programme. The findings of the summative evaluation can be used for ascertaining

accountability for successes and failures. Formative evaluation gives feedback to the developers of the programme for improvement; while summative evaluation provides feedback to the sponsors, and the clients of the programme. Thus, the CIPP Model ensures all-pervasive evaluation of a programme.

Moreover, epistemological orientation of the CIPP model is objectivist, not relativistic.[21] This epistemological position matches with the ontological and epistemological position of the research that has been mentioned in section 4.3 in Chapter Four of the research.

Another feature of the model is that it does not stress only on proving a programme success or failure. Instead, its core spirit is to improve the programme.[22] It helps the authority of a programme to take decision whether to continue the programme as it is or bring about changes in the programme for better outcomes. Thus, it is a 'decision oriented' model of evaluation. The matter of accountability of the people concerned with the programme is also implied in this type of evaluation. For this reason, the model is also considered as 'Decision-and Accountability-Oriented Studies'.[23] This approach of the model suits the objectives (1.6) of the current research.

Moreover, plenty of literature on the model has flourished as a result of its wide use in the field of evaluative education. It was found that 134 doctoral dissertations at eighty-one universities involving a total of 39 disciplines were done employing the model.[24]

All the evidences have established Stufflebeam as an "influential proponent of a decision-oriented evaluation approach" and his model is designed to help the administrators make pragmatic decisions.[25] The model is comprehensive enough to consider evaluation a continuous process.[26]

Gredler[27] viewed that Stufflebeam's approach to evaluation is based on two major assumptions: (a) that evaluations have a potential role in stimulating and planning change,

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[21] D.L. Stufflebeam, and C.L.S. Coryn, *Evaluation Theory, Models, & Applications* (2nd ed.; San Francisco: Jossey- Bass, 2014), p. 316.
[22] Loc. cit, p. 336.
[23] Loc. cit, p. 174.
[24] Loc. cit, p. 311.
[25] Fitzpatrick, Sanders, and Worthen, *Program Evaluation: Alternative Approaches and Practical Guidelines* (New York: Pearson Education Inc., 1998), p. 98.
[26] A.C. Ornstein, and F.P. Hunkins, *Curriculum: Foundations, Principles and Issues* (Englewood Cliffs, N.J.: Prentice Hall, 2004).
[27] M.E. Gredler, *Program Evaluation* (Englewood Cliffs, N.J.: Merill, 1996).

and (b) that evaluation is an integral part of an institution's regular programme. However, the four evaluation dimensions of CIPP model and the relationship among them are shown in the following figure (Figure 3.2).
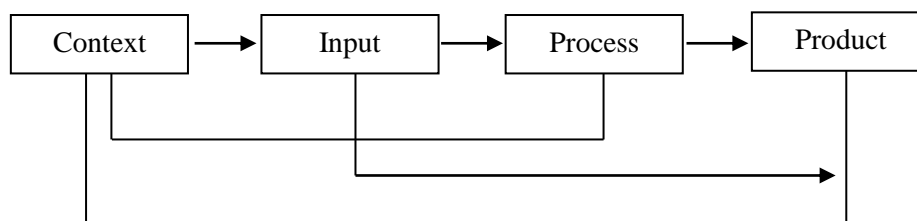
Figure 3.2: Evaluation Dimensions and their Relationship

3.13 Four Levels of Decision about Curriculum

According to Stufflebeam,[28] evaluation is a process of delineating, obtaining and providing useful information for judging decision alternatives. Gredler[29] stated that administrators require taking decision about a curriculum at four different levels: (i) decisions at planning level, (ii) structuring level, (iii) implementation level, and (iv) reaction to programme attainment level. Evaluation at any level of curriculum can be conducted independently for any particular type of decision or it can be conducted on the whole curriculum in an integrated way for all the four levels of decision.

In CIPP model of evaluation, the four components of evaluation correspond to the four levels of decision in the following way:

Context Evaluation—Planning decisions

Input Evaluation--- Structuring decisions

Process Evaluation--- Implementing decisions

Product Evaluation---- Reaction to programme attainment decisions.

The main features of four levels of evaluations have been discussed below for an overall understanding of evaluation.

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[28] D.L. Stufflebeam, "The Relevance of the CIPP Evaluation Model for Educational Accountability," *Journal of Research and Development in Education,* No. 2(1971), pp.14-28.
[29] Loc. cit.

3.13.1 Context Evaluation

Posner stated that curriculum like constitutions, treaties, and laws must be understood in terms of their historical context. Hence, context evaluation involves studying the socio-cultural milieu of the programme.[30] Ornstein and Hunkins[31] pointed out that the purpose of context evaluation is to define the relevant environment, present the stipulated and actual conditions pertaining to that environment focus on unmet needs and missed opportunities and detect the reason for unmet needs. Determining the target needs intended to be addressed by a programme helps in defining objectives for the programme. "The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes."[32]

According to Posner,[33] context evaluation intends to discover the planning elements through the following points and questions:

i.   Objectives: What knowledge, skills, or attitudes do the trainees require?

ii.   Rational or Educational philosophy behind the curriculum: Why should they learn this? What is the value of this?

iii.   Content: What content, i,e, what topics, concepts, skills, etc., should be covered?

iv.   Characteristics of target group: Who is the programme for? What are their interests, abilities and background knowledge?

v.   Activities: What should they do?

vi.   Materials: What resources will they need?

vii.   Sequencing principles: In what order, should this be done?

viii.   Schedule: How long will each part take?

ix.   Teacher training and attitudes: What do the instructors need to know, be able to do, and be committed to?

x.   Evaluation: How will success be determined? What will count as success?

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[30] Op. cit. p. 34.
[31] A. C. Ornstein, and Hunkins, F.P. *Curriculum: Foundations, Principles and Issues* Ornstein, (Englewood Cliffs, N.J.: Prentice Hall, 2004).
[32] D. L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice.* (Norwell, MA: Kluwer, 1985), p. 100.
[33] Op. cit., p. 42.

xi. Administrative structure, institutional facilities, and financial constraints: How will it be implemented in an institution?

xii. Other parts of curriculum: How will it relate to other subjects?

Context evaluation is actually a situational analysis. In other words, it is a study of the reality in which the curriculum developers find themselves and an assessment of that reality in the light of what they intend to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system. However, the social, economic, political, physical, and organisational contexts in which training or education occurs may all affect curriculum objectives and selection of areas and contents.

3.13.2 Input Evaluation

According to Ornstein and Hunkins,[34] input evaluation of a programme deals with the following questions-

Are the objectives stated appropriately?

Are the objectives congruent with the goals of the institution?

Is the content congruent with the goals and objectives of the programme?

Are the instructional strategies appropriate?

Do other strategies exist that can also help meet the objectives?

What is the basis for believing that using these contents and these instructional strategies will enable trainers to successfully attain their objectives?

The important component of analysis at this stage is to identify any constraints in the set up that may influence or impede the operation of the programme.

In the present research, 'input evaluation' has been used to indicate whether necessary inputs like supply of required logistics, human resources, and allocation of sufficient time for the English language curricula were ensured in the programmes of P63rd FTC, 114th ACAD, and 100th LAC of BPATC and BCSAA.

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[34] Op. cit.

3.13.3 Process Evaluation

Process evaluation examines the implementation activities of a programme. According to Stufflebeam and Shinkfield,[35] the following questions are involved in process evaluation of a programme.

Are programme activities on schedule?

Are they being implemented as planned?

Are available resources being used efficiently?

Do programme participants accept and carry out their roles?

Is the process appropriate and effective?

In addition, "process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participants' judgements of the quality of the effort"[36]

Process evaluation includes three strategies, "the first is to detect or predict defects in the procedural design or its implementation stage, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur".[37]

These three strategies occur during the implementation stage of the curriculum development. From such evaluation, programme decision makers obtain information they need to anticipate and overcome procedural difficulties and to make decisions.

Besides providing feedback on the extent of implementation, process evaluation serves two other functions. First of these is to provide information to external audiences who are interested in the programme, and the other is to assist programme staff, evaluators, and administrators in interpreting programme outcomes.[38]

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[35] D. L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice* (Norwell, MA: Kluwer, 1985), p.100.

[36] D. L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice.* (Norwell, MA: Kluwer,1985) p.175.

[37] A. C. Ornstein, and Hunkins, F.P. *Curriculum: Foundations, Principles and Issues* (Englewood Cliffs, N.J.: Prentice Hall, 2004), p. 345.

[38] M.E. Gredler, *Program Evaluation* (Englewood Cliffs, N.J.: Merill, 1996).

3.13.4 Product Evaluation

Product evaluation is the final stage of evaluation sequence. The main function of product evaluation is "to measure, interpret, and judge the attainments of a programme"[39] Product evaluation determines the extent to which identified needs were fulfilled as well as identify the overall effects of the programme. The evaluation incorporates both intended and unintended effects, positive and negative outcomes simultaneously. Stufflebeam and Shinkfeld[40] opine that the primary use of product evaluation is to decide whether a programme should be continued, repeated and/or extended to other settings. Product evaluation should also provide direction for modification of the programme in the required cases to better serve the needs of the trainees and to become more cost effective. Last of all, product evaluation is an essential component of "accountability report"[41]

Based on the results of the product evaluation, evaluators look back at the previous stages of the model to overview the whole change process.
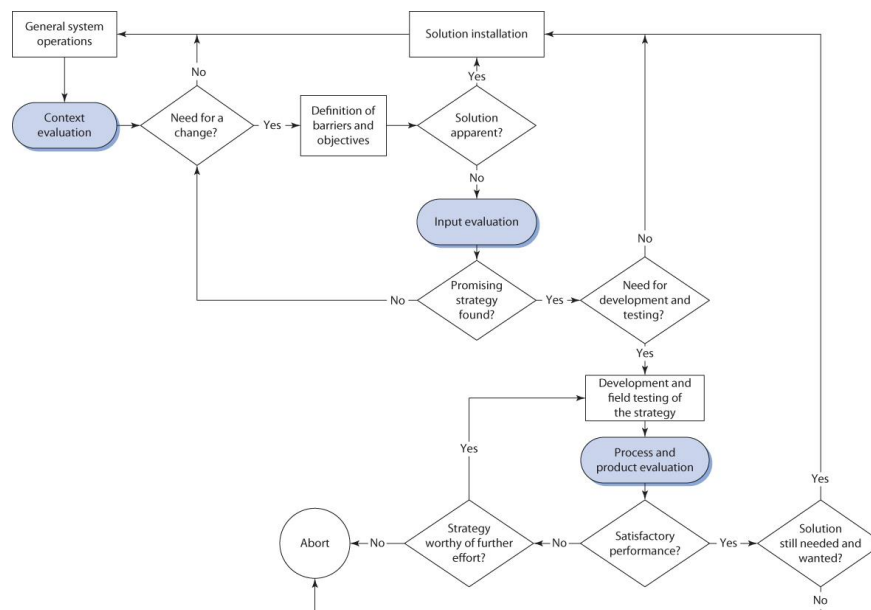
Figure 3.3: Flowchart of a CIPP Evaluation in Fostering and Assessing System Improvement[42]

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[39] D. L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice* (Norwell, MA: Kluwer, 1985), p. 176.

[40] Loc. cit., p.176.

[41] L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice* (Norwell, MA: Kluwer, 1985), p.178.

[42] D.L. Stufflebeam, and C.L.S. Coryn, *Evaluation Theory, Models, & Applications* (2nd ed.; San Francisco: Jossey- Bass, 2014), p.333.

3.14 Six Steps of Evaluation

To make the evaluation flawless, Stufflebeam proposed six steps to be followed by the evaluators for designing each type of evaluation. The sequence of the steps remains like this: Focusing the Evaluation, Collection of Information, Organisation of Information, Analysis of Information, Reporting of Information, and Administration of Evaluation.

He has also mentioned detailed issues to be taken care of at every step. The steps and the issues proposed by him are applicable for an ideal setting. All the issues mentioned against all the steps are not equally pertinent for every context. Hence, only the issues along with the steps relevant with the incumbent context of the current research have been taken into cognizance.

3.14.1 Focusing the Evaluation

i.   To identify the major level(s) of decision making to be served, for example, local or national.

ii.   To define policies within which the evaluator must operate

3.14.2 Collection of Information

i.   To specify the source of the information to be collected

ii.   To specify the instruments and methods for collecting the needed information

iii.   To specify the sampling procedure to be employed

iv.   To specify the conditions for information collection

3.14.3 Organisation of Information

i.   To provide a format for the information that is to be collected

ii.   To designate a means for performing the analysis

3.14.4 Analysis of Information

i.   To select the analytical procedures to be employed

ii.   To designate a means for performing the analysis

3.14.5 Reporting of Information

i.   To define the audiences for the evaluation reports

ii.   To specify the means for providing information to the audiences

iii.   To specify the format for evaluation reports and/or reporting sessions

3.14.6 Administration of Evaluation

To evaluate the potential of the evaluation, it is also necessary to have a design for providing information that is valid, reliable, credible, timely, and pervasive to reach all relevant stakeholders.

The in-depth discussion of the major evaluation models have suggested that Stufflebeam's CIPP model excels in merit. The model has maximum number of characteristics which fit the overall plan of the current research. The model has been adopted in the research for these advantages. Although the philosophy, approach, and ways and means of the CIPP evaluation model have been adopted in the research; necessary changes were made for adjustments with the particular context of the current research.

3.15 Conclusion

The discussion in the chapter has highlighted various elements and aspects of 'curriculum evaluation', and 'evaluation models' which would lead to critical engagement with the evaluation of the English language curricula of BPATC and BCSAA for the BCS Administration cadre officials. An appropriate research methodology has been framed based on the discussions made so far, which is presented in detail in the next chapter.

Chapter Four
Methodology

4.1 Preamble

Research is a scientific endeavour to be done by pursuing specific methodology so that the work becomes scientifically valid and credible. Actually, quality of a research depends on how meticulously its methods have been selected, planned and administered. Naturally, methodology for a particular research derives from the approach and the nature of the research. Here in this chapter, attempt has been made to start from the approach and the nature of the research, and then to proceed towards methods which match with its approach and nature.

4.2 Approach and Nature of the Research

Approaches of research are usually considered from qualitative and quantitative perspectives. Grotjahn[1] argues that the qualitative-quantitative distinction of research is an oversimplification and the approach of a research depends on the method of data collection (whether the data have been collected experimentally or non-experimentally), the type of data yielded by the investigation (qualitative or quantitative), and the type of data analysis conducted (whether statistical or interpretive). Combination and matching of the aforesaid variables provide two research paradigms. One is 'exploratory-interpretive' paradigm which pursues a non-experimental method, produces qualitative data, and delivers an interpretive analysis of the data. The second one is 'analytical-nomological' paradigm in which the data are collected through an experiment, the outcome of which is quantitative data and the data thus found are subject to statistical analysis.

The current research is a summative evaluation of the English language curricula for the Administrative officers of Bangladesh provided by BPATC and BCSAA. Naturally the research is associated with descriptive data. Moreover, the methods used for collection of data in the research generated qualitative data. Data elicited from different sources have been analysed qualitatively. Miles and Huberman[2] commented in this connection that

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[1] R. Grotjahn, "On the methodological basis of introspective methods," *Introspection in Second Language Research,* ed. by C. Faerch and G. Kasper (Clevedon Avon, England: Multilingual Matters, 1987).

[2] M.B. Miles, and Huberman, *Qualitative Data Analysis* (2nd ed.; Thousand Oaks, CA: Sage, 1994).

qualitative researches have a quality of 'undeniability' as words carry a more concrete and vivid flavour which is more convincing to the readers than pages of numbers. Actually, curriculum evaluation is a kind of 'value judgement'. Quantification of value judgement also cannot provide cent percent correct answer about the worth of a programme. Upon consideration of the facts, the outcomes of the English language curricula evaluations of the training institutes have been categorized into 'Non Performing', 'Low Performing', 'Average Performing', and 'High Performing' bands. In consideration of the methods for collection of data, the types of data and the type of analysis of data, and presentation of the outcomes of the evaluations, the research is absolutely 'exploratory-interpretive' or qualitative in approach.

It is already mentioned that the research focused on summative evaluation, and one of the ultimate targets of this sort of evaluation is to offer recommendations whether to continue or terminate or amend the programme. Here the study has forwarded suggestions about what measures can be taken to overcome the shortcomings identified in the English language curricula of BPATC and BCSAA for the Administrative officers of the country. In doing so, the research has addressed the question of accountability of the concerned individuals who were involved from planning to execution of the curricula. Moreover, the findings would be helpful for future decisions about the English language curricula of the training institutes for the BCS Administration cadre officials. Thus, the study concerns with one of the practical aspects of andragogy in the country. The nature of the research is, therefore, applied in essence.

4.3   Research Philosophy

Gray[3] opined that ontology discusses the matter of the nature of existence and what constitutes reality. For instance, positivists view that the world is independent of our knowledge of it, and, according to them, it exists '*out there*'. On the contrary, relativists view that there are multiple realities and those can be approached in more than one ways. While ontology deals with the understanding of '*What is*', epistemology interprets *'what it means to know'*. Easterby-Smith et al.[4] opined that having an epistemological stand in

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[3] D. E. Gray, *Doing Research in the Real World* (3rd ed.; London: SAGE,2014). P.19.
[4] M. Easterby-Smith, R. Thorpe, and A. Lowe, *Management Research: An Introduction* (2nd ed. London: Sage, 2002).

research is important for a number of reasons. Gray[5] mentioned that epistemological perspective can help to clarify issues of research design. Issues of research design include research tools, overarching structure of the research including the type of evidence that is being gathered, from where, and how it is going to be interpreted.

Objectivism, constructivism, and subjectivism ---three epistemological positions have emerged based on the ontology of 'being'. These positions are related to the theories of positivism, interpretivism, feminism, postmodernism, etc. In this research, objectivist epistemology has been pursued in relation to the theory of 'positivism'. It is believed that objective truth is '*out there*'. The researcher tried in this case to discover the objective truth about the effectiveness of the English language curricula of the training institutes. Throughout the research, the researcher remained alert against imposition of his personal judgement. At the same time, subjective opinions of others were interpreted dispassionately in line with the adopted epistemological view of 'objectivism'. With a view to obtaining non-biased data, more than one methods were used for collection of data. Again, different methods for data procurement were used for triangulation of the collected data.

Moreover, considering the evaluation of the existing English language curricula a case study, the study moved on 'grounded theory'[6] and proceeded to generate an inductive result.

Besides, the research evaluated the English language curricula of a specific period of time from 25 September 2016 to 1 June 2017. Thus, the time frame of the study was 'cross sectional'.

4.4   Types of Data Used

4.4.1   Data Used for Evaluation

It is evident from the review of literature (1.7) relating programme evaluation that the educationists and practitioners have enunciated different models of evaluation on the basis of the facts they encountered while evaluating specific type of pedagogical, and andragogical training programmes. Though different evaluation models vary among them from the perspectives of approach and context, there exists no fundamental difference in

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[5] Op. cit. p.19.
[6] Barney G. Glaser, and Anselm L. Strauss, *Discovery of Grounded Theory* (Chicago: Aldine, 1967)

the methods for collecting data. In all the evaluation models, methods of data collection through Questionnaire, Interview, Observation, Content Analysis, Document Analysis, Focus Group Discussion (FGD), Informal Consultations with sponsors, learners and others were used more or less at different stages of the evaluations.

Considering the purpose and feasibility of the present study, questionnaire survey, observation, document analysis, content analysis and interview methods were used for collection of data to accomplish summative evaluations of the existing English language curricula in the training institutes.

4.4.2 Data Used for Needs Analysis

In the process of the summative evaluations, English language Needs- analysis for the Administration cadre officers constituted a major part of the research. Different people belonging to different professions need different types of English. Profiles of 'learning needs', and 'learner needs' are made for particular professions based on 'Needs Analysis' (NA) or 'Target Situation Analysis' (TSA). Thus, NA or TSA is the key aspect in ELT, especially in ESP. In the current study, profiles of 'learning needs' and 'learner needs' were prepared based on the TSA model of Hutchinson and Waters. For the purpose of English language needs analysis for the Administration cadre officers, data had been collected through questionnaire, content analysis, document analysis, observation and interview. All the tools used in the current research had been widely used for needs- analysis in the earlier evaluative researches done by experts.

However, multiple methods were used in the whole research for gathering data about different objectives of the study. While each of the methods was used for collection of data as an individual instrument, all the methods were both complementary and supplementary to one another as they altogether provided the meaningful information and data on the selected issue. Moreover, the methods were not used only for collection of data; rather they also served the purpose of triangulation which helps collection of data on any issue from different sources (Easterby Smith et al.)[7] Triangulation provided scope for comparative judgment of the collected data and thus, it ensured authenticity or trustworthiness of the used data in the research. It has increased credibility of the research findings.

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[7] *Op.cit,.*

4.5   Sources of Data

The research depended mainly on primary data. All the respondents in the research were people who had direct relation with the existing curricula of the two training institutes in the form of trainee, trainer or programme manager. However, some secondary data were also used.

4.5.1   Primary Sources

It is already mentioned that primary data were collected through questionnaire, observation, content analysis, document analysis, and interview.

4.5.2   Secondary Sources

Relevant published books, articles, reports, published or unpublished theses and website information were the sources of secondary data in the study.

4.6   Data Collection Techniques

4.6.1   Primary Data Collection

4.6.1.1   Questionnaire Survey

4 sets of questionnaires were constructed and used in the research to collect primary information or data. 3 sets of questionnaires were used for the trainees of P63rd FTC, 114th ACAD, and 100th LAC programmes, and the remaining set of the questionnaire was constructed for the English language trainer of BPATC.

4.6.1.1.1   Instrument for Questionnaire Survey with the Participants

3 separate sets of questionnaires were constructed for the officers who participated in the programmes of P63rd 'Foundation Training Course' (FTC) (Appendix-2) and, 114th 'Advanced Course on Administration and Development' (ACAD) (Appendix-3) at BPATC, and 100th 'Law and Administration Course' (LAC) (Appendix-4) at BCSAA.

Each of the questionnaires had three parts with 25 questions. The questionnaires were framed following Stufflebeam's CIPP model of evaluation.

Part-I of the questionnaire was to collect personal information of the respondents. This part provided different background information, for example, academic qualification,

and length of service of the respondents. Moreover, contact details i,e, mobile number, e-mail address of the respondents were also collected so that further clarification and/ or information could be collected from them in case of necessity. In addition, the personal contacts were kept as a matter of record so that anybody interested in the research may verify the identity of the respondents. It was also thought that the authenticity of the sources of data was ensured thus.

Part-II of the questionnaire had 22 closed questions and part- iii comprised 3 open-ended questions. Questions of both part-ii and iii of the questionnaire focused on context, input, process, and product of the curricula. First ten questions in each set of the questionnaires were framed aiming at the English language needs analysis for the respondents. Needs analysis is a part of context phase of a curriculum.

Questions from 11 to 13 covered the aspects of 'input' stage of the curriculum. Questions from 14 to 19 were about different aspects of the 'process' stage of the curriculum. Questions Nos. 20 to 22 of the questionnaires were directly related to product and summative evaluations of the English language curricula. Thus, the questionnaires were employed to find out the feedback regarding the areas which covered context, input, process and product stages of the English language curricula of BPATC and BCSAA for the BCS Administration cadre officials in Bangladesh.

4.6.1.1.2 Instrument for Questionnaire Survey with the Trainer

1 set of questionnaire was prepared targeting the English Language Trainer of BPATC to elicit information on the English language curricula of P63rd FTC, and 114[th] ACAD programmes (Appendix-5). The questionnaire also had three parts and a total of 15 questions. The first part of the questionnaire was about the academic and professional qualifications of the trainer. The second part had 14 closed questions and the last part contained 1 open-ended question. However, the questionnaire enquired about the process of English language curricula design, the methodology used in the class room teaching-learning, the system of evaluation in the programmes, what logistics were available in the institute for English language teaching- learning, and so on. However, questionnaire for the trainer also centred around 'context', 'input', 'process' and 'product' phases of the curricula in congruence with the CIPP model of Stufflebeam.

It is noted that question No. 14 for the English language trainer (Appendix 7) was directly related to summative evaluations of the English language curricula of P63rd FTC, and 114th ACAD programmes.

4.6.1.1.3 Sampling of Respondents

9 officers from the P63rd Foundation *Training Course (FTC)* (Appendix-6; List of Respondents) and, 7 officers from the 114th Advanced *Course on Administration and Development (ACAD)* (Appendix 7; List of Respondents) of BPATC were randomly selected as respondents for the questionnaires. Likewise, 7 officers from the programme of 100th Law *and Administration Course (LAC)* (Appendix 8; List of Respondents) of BCSAA were randomly selected as respondents for the questionnaire. Thus, total 23 trainee officers from the three training programmes were brought within the purview of the 3 sets of questionnaires.

An officer of BPATC was engaged as the English language trainer for P63rd FTC and 114th ACAD programmes. BCSAA hired the English language trainer for the 100th LAC programme. The hired trainers declined to participate in the questionnaire survey. In this situation, questionnaire survey was made only with the English language trainer of BPATC.

4.6.1.1.4 Profile of the Respondents of P63rd FTC

There were 9 respondents for the questionnaire. Before presentation of the main findings from the questionnaire, the profile and other relevant information of the respondents are given below as these will work as background information to conceive of the main findings (Appendix 6). Moreover, the background information of the respondents is related to the context phase of the curriculum.

Respondent No. 1 belonged to section 'A' in the P63rd FTC. She was posted as an assistant commissioner in the Office of Deputy Commissioner, Jessore. She completed B.Sc. honours and M.Sc. in *Applied Physics, Electronic & Communication Engineering* from University of Dhaka, Bangladesh.

Respondent No. 2 belonged to section 'A' in the P63rd FTC. She was posted as an assistant commissioner in the Office of Deputy Commissioner, Sylhet. She pursued B.Sc.

with honours in *Agriculture*, and M.Sc. in *Agronomy* from Bangladesh Agriculture University, Mymensing, Bangladesh.

Respondent No. 3 belonged to section 'A' in the P63rd FTC. He was posted as an assistant commissioner in the Office of Deputy Commissioner, Sylhet. He completed B.Sc. with honours in *Animal Husbandry,* and M.Sc. in *Animal Breeding & Genetics* from Bangladesh Agriculture University, Mymensing, Bangladesh.

Respondent No. 4 belonged to section 'A' in the P63rd FTC. She was posted as an assistant commissioner in the Office of Deputy Commissioner, Rangpur. She had M.Sc. with B.Sc. honours in *Geology* from University of Dhaka, Bangladesh.

Respondent No. 5 belonged to section 'B' in the P63rd FTC. He was posted as an assistant commissioner in the Office of Deputy Commissioner, Madaripur. He had B.Sc. honours and M.Sc. in *Applied Physics, Electronic & Communication Engineering* from University of Dhaka, Bangladesh.

Respondent No. 6 belonged to section 'E' in the P63rd FTC at the Centre. He was posted as an Assistant Commissioner in the Office of Deputy Commissioner, Rajshahi. He obtained B.Sc. Engineering degree in *Electrical & Electronic Engineering* from Bangladesh University of Engineering and Technology, Bangladesh. He also achieved M.S. degree in *Nuclear Engineering* from the same university.

Respondent No. 7 belonged to section 'F' of the P63rd FTC. He was working as an assistant commissioner in the Office of Deputy Commissioner, Noakhali. He completed BBA with honours and MBA in *Marketing* from Chittagong University, Bangladesh.

Respondent No. 8 belonged to section 'E' of the P63rd FTC. He was working as an assistant commissioner in the Office of Deputy Commissioner, Jamalpur. He graduated in *Electrical and Electronics Engineering* from Bangladesh University of Engineering and Technology (BUET), Bangladesh.

Respondent No. 9 belonged to section 'F' of the P63rd FTC. She was working as an assistant commissioner in the Office of Deputy Commissioner, Khulna. She obtained B.Sc. honours degree in *Agriculture* from Sher-e- Bangla Agriculture University, Bangladesh.

All the 9 respondents joined BCS Administration cadre through 34[th] BCS examination. The length of their service was less than two years when they participated in the questionnaire survey.

4.6.1.1.5 Profile of the Respondents of 114[th] ACAD

In the 114[th] ACAD programme, there were total 31 participants. 2 of them were from armed services of Bangladesh. The rest of the 29 were from BCS Administration cadre. Talking over telephone, the researcher sent the questionnaires to 10 participants of the programme. Of them, 07 participants responded to the questionnaire (Appendix 7). Relevant information of the respondents is discussed first in order to provide exploratory description about them.

Respondent No.1 joined the cadre through 15[th] BCS examination. He had been in the service for about 19 years. He completed M.A. in *Islamic Studies* from the University of Dhaka, Bangladesh and did his Ph.D. in the same discipline from the same university.

Respondent No. 2 also joined the cadre through 15[th] BCS examination. She also had been in the service for about 19 years. She completed M.S.S. in *Economics* from University of Chittagong, Bangladesh, and subsequently earned Ph.D. in *Economics* from University of Canberra, Australia.

Respondent No. 3 joined the cadre through 20[th] BCS examination. He had been in the service for about 16 years. He graduated in *Mechanical Engineering* from Bangladesh University of Engineering and Technology, Bangladesh. Later he did Ph.D. in the same discipline from International Islamic University, Malaysia.

Respondent No. 4 joined the cadre through 21[st] BCS examination. He had been in the service for more than 14 years. He graduated in *Electrical and Electronic Engineering* from Khulna University of Engineering and Technology, Bangladesh. Later he completed M.A. in *Rural Management* from Thailand.

Respondent No. 5 also joined the cadre through 21[st] BCS examination. He also had been in the service for more than 14 years. He graduated in *Political Science* from University

of Dhaka, Bangladesh, and later did M.Sc. in *Project Management* from University of Bedfordshire, United Kingdom.

Respondent No. 6 also joined the cadre through 21st BCS examination. He had been in the service for more than 14 years. He completed M.A. in *Bangla literature* from University of Dhaka, Bangladesh.

Respondent No. 7 also joined the service through 21st BCS examination. He also had been in the cadre for more than 14 years. He did M.Sc. in *Geology* from University of Dhaka, Bangladesh.

It was known from the personal information of the respondents that all of them had minimum 14 years of experience in the cadre. The minimum academic qualification of the respondents was master degree. Moreover, out of 7 respondents, 3 had Ph.D. degree, and 4 had academic degrees from overseas universities.

All the facts of the profile revealed that the respondents of the questionnaire were quite matured civil servants, and they had worked in many capacities in the government of Bangladesh.

4.6.1.1.6 Profile of the Respondents of 100th LAC

There were 36 participants in the programme, and obviously all of them were from BCS Administration cadre. The researcher collected their contact numbers from the   course management of the programme. Contacting over telephone, the researcher sent the questionnaire to 12 participants of the programme, and 7 of them turned up with responses (Appendix 8). The profile of the respondents is given below:

Respondent No. 1 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Rangamati. He graduated in *Applied Chemistry and Chemical Engineering* from the University of Dhaka. He also obtained Master degree in the same discipline from the same university.

Respondent No. 2 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Gaibandha. He obtained LL.B. and LL.M. in *Law* from the University of Dhaka.

Respondent No. 3 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Sirajganj. He completed B. Sc. in *Food Engineering and Tea Technology* from Shahjalal University of Science and Technology (SUST), Sylhet, Bangladesh.

Respondent No. 4 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Jessore. She completed both graduation and post-graduation in *Mass Communications and Journalism* from Rajshahi University.

Respondent No. 5 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Chandpur. He obtained graduation in *Medicine* from Dhaka Medical College under University of Dhaka.

Respondent No. 6 was posted as Assistant Commissioner in Office of the Deputy Commissioner, Rajshahi. He completed B.Sc. and M.Sc. in *Geology* from the University of Dhaka.

Respondent No. 7 was posted as Assistant Commissioner in Office of Deputy Commissioner, Barisal. He graduated in *Mechanical Engineering* from Bangladesh University of Engineering and Technology (BUET).

The profile of the respondents revealed that all the respondents joined the cadre through 33rd BCS examination and the length of service of all the respondents was about 03 years as of June 2017. All of them were almost new entrants in the cadre. They joined the cadre with diverse educational backgrounds. All of them studied in the local universities in Bangladesh and none of them had any degree from overseas universities. They worked only in district administration, a field level unit of administration. None of them worked in the ministry, apex unit of Bangladesh Administration.

4.6.1.1.7 Profile of the Trainer

Background information reveals that the Deputy Director cum English language trainer of the programme belonged to BCS Postal cadre. He had been in the institute on deputation. He did his graduation and post-graduation degree in *English* and had his second master degree in *Public Management*. He did not have any degree or training on ELT/ ESP. However, he had been conducting English language sessions in the institute for the last15 years.

Although the trainer did not hold any designated post as English language trainer and had no specialized training in the field, he had state of the art knowledge about goings of the English language training in the institute. He was, therefore, an authentic source to elicit information about the English language training in the programme.

4.6.1.1.8 Construction of the Questionnaires

Each of the questionnaires meant for the participants of the programmes of P63rd FTC, 114[th] ACAD, and 100[th] LAC (Appendices 2, 3, 4) had 22 closed and 3 open- ended questions. Thus, there were total 25 questions in each questionnaire. It should be noted that first six specific objectives of the research were concerned with 'context', seventh specific objective was related with 'input', eighth specific objective was related to 'process', and last two specific objectives were concerned with 'product' phases of the existing English language curricula of the selected training institutes.

Of the closed questions, first ten questions in each of the questionnaires dealt with needs analysis as needs analysis is the most significant part of 'context' analysis of a curriculum. These questions concerning needs analysis referred to the specific objective Nos. ii and iii of the research. Question Nos. 11 to 13 of the questionnaires dwelt on 'input' phase of the curricula which were related to specific objective No. vii of the study. In the same way, question Nos. 14 to 19 of the questionnaires concerned with 'process' phase of the curricula which referred to the specific objective No. viii of the research. Likewise, question Nos. 20 to 22 of the questionnaires focused on 'product' phase of the curricula which indicated the specific objective Nos. ix and x of the study. Again, open ended question Nos. 23 and 24 of the questionnaires reflected 'context' phase of the curricula which were bound with specific objective Nos. ii and iii of the research. Question no. 25 of the section remained absolutely open which could be related with any of the specific objectives of the research.

Moreover, the questionnaire constructed for the English language trainer of BPATC had 14 closed and 1 open- ended questions. Sequence of 'context', 'input', 'process', and 'product 'phases of CIPP model of evaluation was also followed while framing the questionnaire. Of the close-ended questions, question Nos. from 1 to 4 of the questionnaire referred to different elements of 'context' phase of the selected curricula. It

is noted for more specification that question Nos. 1 and 3 were concerned with specific objective No. i of the research. Question No. 2 centred around the specific objective Nos. ii, and iii of the research. Question No. 4 was related with specific objective No. vi of the study. Question Nos. from 5 to 8 of the questionnaire represented 'input' phase of the curricula which were bound with the specific objective No. vii of the research. Likewise, question Nos. from 9 to 11 of the questionnaire dealt with 'process' phase of the curricula which had direct relation with specific objective No. viii of the study. In the same way, question Nos. from 12 to 14 of the questionnaire reflected 'product' phase of the curricula and the questions were consistent with the specific objective Nos. ix and x of the study. However, the open-ended question remained wide open to any of the phases of model which could touch upon any or all specific objectives of the research.

It should be mentioned here that all the specific objectives could not be covered by the questionnaires. Some of them were addressed by other data collection tools. Besides questionnaire, four other tools namely observation, content analysis, document analysis, and interview were used for collection of primary data for the present study (4.4).

4.6.1.1.9 Piloting of Questionnaires

Upon development of the first drafts of the questionnaires, the researcher consulted the supervisor. On the basis of the observations made by him, the questionnaires were reconstructed and finalized for piloting. Piloting was done on a few officers who had participated in the earlier batches of FTC, ACAD, and LAC programmes. Piloting was done with a view to checking whether the questionnaires were clear, focused and relevant with the study. Moreover, piloting of the questionnaires made them reliable and valid.

The questionnaire for the trainees of the P63rd FTC was piloted on an officer who (Mr. Faisal Haque ID. No.17453; 33rd batch of BCS Administration cadre) participated in the 60[th] FTC in 2016. He was working as an assistant commissioner in the Office of Deputy Commissioner, Rajshahi at the time of piloting the questionnaire.

The questionnaire for the trainees of the 114th ACAD programme was piloted on 3 Deputy Secretaries who took part in ACAD training in 2016 (Mr. Moyeenul Islam, ID. No. 6646; Mr. Md. Abdullah Harun, ID. No. 6693; Mr. Md. Jahirul Islam ID.No.6648). All of them belong to 20[th] batch of BCS Administration cadre. Two of the respondents

were posted in the Cabinet Division and the other one was posted in the Secondary & Higher Education Division of Ministry of Education at the time of piloting the questionnaire.

The questionnaire for the trainees of the 100[th] LAC programme was piloted on an officer who participated in the 99[th] LAC at BCSAA (Mr. Rumon Dey ID. No.17325; 34[th] batch of BCS Administration cadre). He was working as an Assistant Commissioner in Office of Deputy Commissioner, Rajshahi at the time of the piloting of the questionnaire.

However, the questionnaire for the English language trainer of BPATC could not be piloted as the researcher could not find any respondent for it.

The researcher conducted the piloting of the questionnaires in person so that consultations could be made with the respondents and direct feedback could be obtained from them. However, it was found during the piloting that the respondents could not understand the meaning of a few questions as they involved technical knowledge of ELT and ESP. The sequence of some of the questions was found somewhat defective. Moreover, there was overlapping of an issue in two questions. The outcomes derived from the piloting were duly accommodated, and the questionnaires were amended accordingly. Finally, with the consent of the supervisor, the questionnaires were finalized and the targeted respondents were approached for the questionnaire survey.

4.6.1.2 Observation

Observation is regarded as one of the best methods for collecting data for any research. Careful observation digs out the real information. It is particularly more effective in collection of data in the qualitative research. In case of observations, the researcher himself/ herself observes the things. There is hardly any way for the individuals under observation to provide any fabricated information.

Observations can be either manual or digital. Manual observation may be participant or non-participant/ naturalistic. Further, it can be overt or covert. Again, it can be structured, and unstructured.

Observation was used for data collection in the current research. The researcher himself is a member of BCS Administration cadre. He has more than 15 years of experience in

the service. He had scope for all types of observation. As a result, English language classroom observation, and observation of English language performance of the selected officers of BCS Administration cadre were made on several occasions.

Observations both manual and digital were made on a few occasions of the research for collection of data. Again, the manual observations included both overt and covert observations in the research. In addition, both structured and unstructured observations were used at different phases of the research.

Detailed field notes of the observations were kept as field notes are regarded as 'backbone of collecting and analyzing field data'.[8]

Field notes were maintained duly in every case in order to depict the true findings of the observations. Class room observations of the programmes of P63rd FTC, 114[th] ACAD, and 100[th] LAC were done on different dates at different stages of the research. English language performances of some of the officers of BCS Administration cadre were observed during their study in the UK. Moreover, English language performances of different groups of officers of the cadre were observed while they participated in the bilateral conference held at Rajshahi in Bangladesh, and when they visited India, and China. Brief descriptions of the observations have been presented below.

4.6.1.2.1 Classroom Observation in the Training Institutes

Classroom observation is very significant in curriculum evaluation. Weir and Roberts[9] rightly state that classroom observation provides direct data about implementation of curriculum in the real field. Classroom observation of the training program of P63rd FTC was made on 19 February 2017, and that of 114[th] ACAD was made on 14 May 2017 at BPATC. Classroom observation of the programme of 100[th] LAC at BCSAA was made on 7 May 2017. The observations were made so that state of the art information about teaching-learning of English language at the reported training institutes could be obtained. The observations took place on three separate days. In all the cases, overt or announced non-participant observation method was used. The observations were actually related to the implementation or process stage of the curricula.

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[8] C. A. Bailey, *A Guide to Field Research* (2[nd] ed.; Thousand Oaks, CA: Pine Forge Press, 2007), p. 80.
[9] C. Weir, and J. Roberts, *Evaluation in ELT* (Oxford: Blackwell, 1994).

4.6.1.2.2 Observation in UK

The researcher along with 4 other BCS Administration cadre officials joined a Post-Graduate Course from October 2014 to April 2015 in the University of Greenwich, United Kingdom. The researcher participated in the programme with the expectation that it would be useful for the current research. Naturally the medium of instruction of the programme was English. Moreover, the setting of the programme was multicultural. Participants of different countries from three continents took part in the programme. All the 4 Bangladeshi participants were informed at the beginning of the programme that their English language behaviours would be under observation during the programme for the purpose of the research. Thus, an overt or announced participant but unstructured observation was done in that case. The findings of the observations were related to English language needs analysis (5.6 & 5.7) for the officers of BCS Administration cadre.

4.6.1.2.3 Observation in India

The researcher joined the "Mid-Career Training Programme in Field Administration for Civil Servants of Bangladesh" in India from 27.10.2015 to 8.11.2015. The training programme was exclusively for the officers of BCS Administration cadre. There were 26 participants in the programme and the participants were of the ranks of Assistant Secretary and Deputy Secretary. The medium of instruction of the training programme was also English.

The training programme was held at National Centre for Good Governance (NCGG) in Moussori in the state of Uttarakhond in India. Part of the training was also held at Hariana Institute of Public Administration (HIPA) in the state of Hariana of the same country. Moreover, a few study tours were arranged at different states of the country as part of the programme. The participants were not informed at the beginning that their English language performance was being observed for the purpose of the research. In that sense, it was 'covert' observation. However, the matter was disclosed to them at the end of the programme and they gave verbal consent to use the findings of the observation in the research. The findings of the observation helped to figure out the English language needs of the officers of BCS Administration cadre (5.6 & 5.7).

4.6.1.2.4 Observation in China

The researcher participated in the training on 'The Hi-Tech Park/ Special Economic Zone Management Training Programme' which was held in China from 6th to 12th July 2016. The training programme was arranged by the ICT Division of Bangladesh Government. In the delegation, there were 18 officers from BCS Administration cadre, and 5 were from other cadre and non-cadre services. Thus, the total number of participants was 23. The level of administration cadre participants ranged from senior assistant secretary to joint secretary. The trainees attended sessions in Guangzhou ICT park, and Shenzhen ICT park. They were also allowed to visit Hong Kong. Obviously, English was the means of instruction and communication in the training programme. English language performances of the officials of BCS administration cadre were observed 'covertly' in the case. However, verbal permission for using the findings of the observation in the research was taken from them at the end of the training programme.

4.6.1.2.5 Observation in Bangladesh

Joint border conference between Deputy Commissioners (DC) and District Magistrates (DM) of bordering districts of Bangladesh and India is held every year either in Bangladesh or in India. It is to be noted that DC is the chief executive officer in a district in Bangladesh. S/he is an officer of BCS Administration cadre and a Deputy Secretary of the government of Bangladesh (1.2). On the other hand, DM is the chief executive officer in a district in India and s/he is a deputy secretary of the government of India belonging to the cadre of Indian Administrative Service (IAS).

Both DCs and DMs lead the delegations of their respective countries. The delegation usually comprises of a few members from different related services. The bilateral conference is conducted in English.

The joint border conference of 2015 was held at Rajshahi in Bangladesh. The researcher was involved in arrangement of the conference as an Additional Deputy Commissioner (ADC) in the Office of Deputy Commissioner, Rajshahi. Moreover, he was one of the rapporteurs in the conference. In addition, he was involved in preparing the minutes which was signed by DC, Rajshahi, Bangladesh, and DM, Murshidabad, West Bengal, India as leaders of their respective delegations.

However, the observation of English language behaviour of the target population was covert and partly participant in this case. All the events of the conference, from beginning to end, were kept on video by the district administration, Rajshahi. The video was collected from the district administration for the purpose of the research, and it was duly analysed to observe the English language behaviours of the participating officers of BCS Administration cadre (Appendix-9; Video). Moreover, English language behaviours of the Indian delegates and other participants of the conference were also taken into notice for the purpose of comparison with those of the officers of BCS Administration cadre. However, transcription of the video has not been made as language behaviour includes the non-verbal elements like gesture, posture, and so on. The non-verbal elements of language behaviours cannot be reflected well in the form of transcription. Thus, the digital observation came to be used in the research**.** Later on, verbal permission was taken from Deputy Commissioner, Rajshahi to use the findings of the observations in the research. The findings of the observations were used to identify the English language needs of the officers of BCS Administration cadre (Chapter Five).

 It should be made clear that traditional 'human observation' method was used in the classroom observations of the training institutes in Bangladesh, and the University of Greenwich in the UK. Obviously in both the cases, 'language behaviours' were observed in terms of the use of English language. While classroom observations at the training institutes in the country were done with particular focus on the 'process' stage of the curricula; classroom observations at the University of Greenwich were done to identify the 'learner needs' of the BCS Administration cadre officials. As stated earlier, detailed field notes were taken during the observations.

During the visits to India and China, and in case of the DC-DM joint boarder conference in Bangladesh, English language behaviours of the selected Administration cadre officers were observed 'covertly'. In addition to observation of both 'learning' and 'learner' needs of the participants, 'competency of inter-cultural communications' of the officers was also observed in all the three cases. The same was also observed during class room observations at the University of Greenwich, UK.

As stated previously, as a member of BCS Administration cadre (4.6.1.2), the researcher could observe English language behaviours of many officers of the cadre on many other occasions. Thus, besides these structured observations, unstructured observations of English language behaviours of the officers of BCS Administration cadre had also been employed on various occasions from the very initial stage of the research.

4.6.1.3 Content Analysis

Content analysis, as a method, is used to study the common document within the area of research.[10] In the era of globalization, it is a common phenomenon that states need to maintain international relationship with other countries in order to ensure their mutual development and progress. The states, therefore, arrange Memorandum of Understanding (MoU) and contracts with each other and usually these instruments are in English. Besides, many other documents are also prepared in English because of their international implications. MoUs, contracts, and other kinds of documents done in English by different ministries of the government of Bangladesh, content of a concept paper prepared by the Economic Relations Division, Ministry of Finance, (Appendix-10) , a legal document construed by the Power Division, Ministry of Power, Energy and Mineral Resources (Appendix-11), a project proposal prepared by Road Transport and Highways Division, Ministry of Road Transport and Bridges, proceedings of a bilateral meeting (Appendix 12), and website contents of different ministries were analysed to understand the nature and kind of English the officers of BCS Administration cadre need. Analysis of the contents of the documents also helped to find out the standard of English language which the administrators in Bangladesh need to maintain.

It has already been noted earlier (1.2) that BCS Administration cadre officers exclusively hold most of the vital posts in the ministries. Information of the activities of different ministries are regularly uploaded in their respective websites. The websites are mostly constructed and maintained in English though documents written in Bangla are also uploaded. Website of MOPA was analysed as a sample to understand the type of English the administrative officers need.

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[10] K. Krippendorff, *Content analysis* (London: Heinemann, 1980), p. 21.

4.6.1.4   Document Analysis

Analysis of the documents related to any specific curriculum is regarded as a valid source for evaluative information. Curriculum documents contain many information about a curriculum. These documents are part of written or official curriculum (2.5.1). All the information contribute to the evaluation of the particular curriculum. In case of the current research, course guidelines for the programmes of P63rd FTC, 114th ACAD, and 100th LAC were consulted for necessary data or information about the English language curricula of the programmes. In addition, documents of evaluation and research section of the concerned training institutes were also perused for the purpose of the research.

4.6.1.5   Interview

Interview is used as an exploratory device in research. Generally, interviews are of two types- structured and semi-structured. Gray[11] holds that structured interviews are often used in quantitative analysis as they need pre-prepared questionnaires and standardized questions. In such cases, all the interviewees are approached with the same questions. He further added that semi-structured interviews are non-standardised, and these are often used in qualitative analysis. In case of the semi-structured interviews, the order of questions may change depending on the situation. Even some additional questions may be asked in specific situations. It was stated previously in 'Approach and Nature of the Research' (4.2) that the current research pursued qualitative method in data analysis. In congruence with the stated method of data analysis, semi-structured interviews were used in the research. However, the value of interview in the qualitative research is unparallel as it can elicit in-depth information from the interviewee. Interviews were arranged with the Joint Secretary (Training) of the Ministry of Public Administration, MDS (P&S) of BPATC, Director (Training) of BCSAA, English language module director for the   programme of 100th LAC of BCSAA, and a senior lecturer as well as course leader for the post graduate programme in *International Human Resource Management* (IHRM), University of Greenwich in UK.

Joint Secretary (Training) of Ministry of Public Administration is the key person who looks after the training policies for the officers of BCS Administration Cadre. S/he

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[11] Op. cit, p. 385.

coordinates the training activities of BPATC and BCSAA on behalf of MOPA. A deputy secretary and two senior assistant secretaries/ assistant secretaries help him/ her in discharging his/ her functions. S/he reports to the secretary of the ministry through additional secretary, Career Planning and Training (CPT). However, Joint Secretary (Training) of MOPA had already completed 25 years of service in the BCS Administration cadre on 12 March 2017 when he participated in the interview. He was holding the current post for the last 07 months till the date of interview. The Deputy Secretary and the Senior Assistant secretary of the wing were also present at the time of interview. Both of them had been working in the training wing for more than two years. They helped him in giving answers to the questions (Appendix 13**;** Interview schedule for JS, MOPA).

MDS (P&S) is the key person in formulation and execution of training curriculum at BPATC. The researcher met the MDS (P&S) for the interview on 5.4.2017 (Appendix-14; Interview schedule for MDS). He was a Joint Secretary to the government. He was also a member of BCS Administration Cadre. He had more than 25 years of experience in the service.

In the same way, Director (Training) is the key person in dealing with the training programmes in BCSAA. Under general supervision of the rector of the institute, s/he coordinates the training activities of the institute. The researcher approached him for interview on 13 March 2017. He was a Joint Secretary to the government with about 25 years of experience in the service. (Appendix 15; Interview schedule for Director).

MDS (P&S) of BPATC, and Director (Training) of BCSAA were interviewed for data about the strengths and weaknesses of their training institutes in terms of English language teaching- learning. They were also asked about different relevant issues of the English language curricula for the officers of BCS Administration cadre.

English language module in the programme of 100[th] LAC was conducted by the trainers of British Council. The trainers declined to participate in the questionnaire survey. In the given situation, the researcher opted to go for interview of the English language module director for the programme of 100[th] LAC of BCSAA to elicit information about various aspects of the module with particular emphasis on implementation processes of the curriculum (Appendix 16; Interview schedule for Module Director).

The researcher along with a few other officers of BCS Administration cadre joined a post graduate diploma programme in *International Human Resource Management* (IHRM) in the University of Greenwich, UK. A Senior Lecturer, native English speaker and course leader for the post graduate programme in the university, was interviewed for her opinion about the English language behaviours of the Bangladeshi administration cadre participants in the programme. It was supposed that her observations would be useful in understanding the present level of English language proficiency of the officers of the cadre in Bangladesh.

The discussions with the interviewees except Greenwich university teacher were held in Bangla. Detailed notes were recorded in writing while the discussions were being held. Later these were translated into English by the researcher.

4.6.2 Secondary Data Collection

The relevant printed materials were the main source of secondary data and for this purpose extensive library work was done. Web browsing was also done for the purpose.

4.7 Sample Size and Sampling Method

4.7.1 Sampling for Questionnaire Survey

Gray[12] mentions that "In qualitative research, sample sizes should be not too large so that it is difficult to extract thick, rich descriptions and not too small that it becomes difficult to achieve data saturation, theoretical saturation or informational redundancy." His opinion was followed as guideline for determination of sample sizes in the current research.

It was found that BPATC conducted the P63rd FTC from 25 September 2016 to 23rd March 2017. Total participants of the course were 350, and of them 42 were from BCS Administration cadre, and the rest of the trainees were from other services. For the purpose of the research, 9 out of 42 participants of BCS Administration cadre officers were selected randomly as respondents for the questionnaire survey which formed 21.42 per cent of the population.

BPATC also conducted the 114th ACAD programme from 5 February to 5 April 2017. There were 31 participants in the programme. Of the total trainees, 29 were from BCS

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12 *Op. cit,* pp. 231-232.

Administration cadre, and rest 02 was from Bangladesh Armed Forces. In this case, 7 out of 29 BCS Administration cadre trainees were randomly selected for the questionnaire survey which was 24.13 percent of the population.

It is noted that a total of 71 BCS Administration cadre officers participated in the last FTC, and ACAD training programmes at BPATC and 16 of them were selected as samples for the questionnaire survey which amounted to 22.53 percent of the total number of participants.

BCSAA conducted 100th LAC from 1 January 2017 to 1 June 2017. The number of participants in the programme was 36. 7 out of 36 were selected randomly as respondents for the questionnaire survey from this batch of LAC, which was 19.44 percent of the total participants.

It was found that a total of 107 (42+29+36) officers of BCS Administration cadre participated in the P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes. From the 107-targeted population, total 23 (09+07+07) of them were selected as respondents. On an average, 21.49 per cent of the target population was selected for the questionnaire survey. However, numerical percentage for sampling is not mandatory in qualitative research. Sample percentages have been mentioned here just to show that the samples taken in the research were quite representative even in terms of percentage of the total population.

It should be made clear that officers from Assistant Secretaries to Deputy Secretaries were within the purview of the questionnaires. They had been working under different ministries both at field and central levels in various capacities while they were approached with the questionnaires. Selections of the samples in all the categories were made randomly.

An official of BPATC acted as the English language trainer in both P63rd FTC and 114[th] ACAD programmes of the institute. In this case, it became inevitable to approach the officer cum trainer of the institute to collect data on both the programmes. On this consideration, the officer cum trainer of the institute was included purposefully in the questionnaire survey of the research.

It is noted that trainees were not asked to participate in the questionnaire survey while they were in the training programmes. Instead, they were approached with the questionnaires after they had finished their training programmes. It was done with the understanding that they would be in a position to judge how well the programmes met their needs when they completed the programmes. Moreover, the current trainees might not provide the true picture of the teaching learning of English language in the training institutes thinking that any adverse reply might bring bad impact on their results in the programmes.

4.7.2 Sampling for Interview

Joint Secretary (Training) of the Ministry of Public Administration (MOPA), MDS (Programmes & Studies) of BPATC, and Director (Training) of BCSAA were interviewed to collect data about various aspects of the English language training curricula for the officers of BCS Administration cadre. It should be noted that Joint Secretary (Training) of MOPA is responsible for coordination of the training programmes of both the training institutes-BPATC and BCSAA. Likewise, MDS (P&S) of BPATC and Director (Training) of BCSAA are responsible for delivery of the training programmes at organizational levels. All of them had substantial roles in development and implementation of the existing English language curricula in their respective training institutes. Selection of the samples in the cases was, no doubt, purposeful in order to elicit relevant data.

In case of BCSAA, English language module in the programme of 100th LAC was conducted by two trainers of British Council Bangladesh in consequence of the contract made between the institute and British Council Bangladesh. Both the trainers of British Council Bangladesh declined to participate in the questionnaire survey on the ground that they were not allowed to do so without prior permission of their concerned authority. In the given situation, an official of the institute who worked as English language module director in the programme was approached for the interview in order to elicit relevant data for the research. Obviously, the English language module director of the programme was purposefully selected for the interview.

Interview of a native English-speaking teacher of the University of Greenwich, UK was conducted for data about her observations on various aspects of English language

competency of the BCS Administration cadre officials in Bangladesh as she had been teaching them post graduate courses in the university over the last few years. Her opinions were considered important for analysis of the English language needs for the officers of the cadre. Selection of sample for interview in this case was also purposeful (Appendix- 17; List of Interviewees).

Details of the respondents selected for data collection are presented below in Table 4.1:

Table 4.1: Details of Respondents

SL. No	Category of Respondents	Total Respondents	Mode of Data Elicitation
1	BPATC Officers participated in FTC-09 Officers participated in ACAD-07 BCSAA Officers participated in LAC-07	23	Questionnaire (3 sets of questionnaires- 1 set for each group)
2	Trainer of BPATC	01	Questionnaire
3	Joint Secretary (Training), MOPA MDS (P&S), BPATC Director (Training), BCSAA Module Director, BCSAA Greenwich University Teacher	05	Interview
Grand Total:		**29**	

4.7.3   Sampling for Observation

It is mentioned in the preceding discussion that observation has been used as an important method of data collection in this study. A number of observations were made at home and abroad in the research.

4.7.3.1   Sampling for Observation in Bangladesh

Four observations were made in Bangladesh. One of them was DC-DM joint border conference held in Rajshahi. Deputy Commissioners of Rajshahi, Chapai Nawabganj, Kustia, Chuadanga, Narail, and Maherpur districts, Divisional Commissioner, Rajshahi Division, and a few other Administration cadre officers were involved in the conference. All the activities of the conference were video recorded. Both physical and digital observation demonstrated that a total of 21 BCS Administration cadre officers, ranging from Assistant Secretaries to Additional Secretaries, directly interacted with the Indian delegates. In this case, English language behaviours of the 21 officers were observed.

The three other classroom observations were made in two training institutes. Two of them were done at BPATC, One in the P63rd FTC programme and the other in the 114[th] ACAD programme. Another class room observation was made in 100[th] LAC programme at BCSAA. There were altogether 107 trainees in the three classes conducted by 3 trainers. The observations were mainly done to collect information or data about the process stage of the programmes.

4.7.3.2 Sampling for Observation Overseas

Overseas observations were made in UK, India and China. Samplings for the observations are described below:

4.7.3.2.1 Sampling for Observation in UK

 The researcher joined a post graduate diploma programme with 4 other officers of BCS Administration cadre at the University of Greenwich,UK from September 2014 to April 2015. All the officers were Senior Assistant Secretaries of the government. The medium of instruction of the programme was English. English language behaviours of the 4 officers were observed in this case.

4.7.3.2.2 Sampling for Observation in India

The researcher participated with 34 participants in the 22[nd] Midcareer Training in Field Administration at National Centre for Good Governance (NCGG), Mussori, India from 27[th] October to 08[th] November 2015. There were 32 Senior Assistant Secretaries, and 2 Deputy Secretaries. English was the medium of instruction in the programme. English language behaviours of 34 officers were observed in this case.

4.7.3.2.3 Sampling for Observation in China

The researcher joined a training programme with 11 other Administration cadre officers on 'the Hi-Tech Park/ Special Economic Zone Management Training Programme' held in China from 6[th] to 12[th] July 2016. Among them, there were 2 Joint Secretaries, 3 Deputy Secretaries, and 6 Senior Assistant Secretaries. English was the medium of communication in the programme. English language behaviours of 11 officers were observed in this case.

4.7.4   Sampling for Content Analysis

Administration cadre officers in Bangladesh have to do a lot of things in English. These include writing concept papers, legal documents, and proceedings of meetings. In order to know what types of English are necessary for them, a concept paper; a legal document; and proceedings of a bilateral meeting prepared by different officers of Administration cadre were analysed.

4.7.5   Sampling for Document Analysis

Analysis of concerned documents is necessary to analyse needs of the learners or trainees and focus on those areas in their curriculum. For the purpose of this research, course guidelines for the existing English language curricula of the three programmes were analysed. A good number of other documents related to the curricula were also selected for analysis. In addition, websites of the concerned training institutes and ministries were analysed to gather data about the curricula under investigation.

4.8   Administration of Questionnaire Survey and Interview

E-mail address and mobile phone number of the participants of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes were collected from the concerned authorities of BPATC and BCSAA. Personal approaches were made to some of the respondents. Questionnaires were randomly sent to many of them through email. Later, contacts were made with them over phone. They were persuaded to answer the questionnaires. A few of the respondents of the FTC and the LAC programmes informed of facing some problems in understanding some items of the questionnaires. Things were explained to them over phone. Finally, 9 from the FTC (Appendix-6), 7 from the ACAD (Appendix-7), and 7 from the LAC programmes (Appendix-8) responded to the questionnaires.

In case of interview, the researcher approached the respondents personally for their consent. Time and place for interview with each respondent was finalized through consultation over telephone.

4.9   Data Analysis

Data, pertinent for qualitative research, were procured in the study with relevance to its stated approach (4.2). However, data themselves are of no use unless they are analyzed

appropriately having congruence with the aims and objectives of the study. The data were analysed with great care. They were classified and analysed keeping the objectives in mind.

Meticulous care was taken while analysing the data of the research. Data collected from various sources were analyzed qualitatively keeping in mind the objectives (1.6) and methodology of the research.

It has been discussed in the literature survey of this study that Stufflebeam's CIPP model of evaluation with necessary modification has been adopted   in the research. CIPP is a system-based evaluation model. It follows four definite phases namely 'context', 'input', 'process', and 'product' while evaluating a programme. Questionnaires constructed for the current research followed this sequence of the model.

In the first instance, data collected from different methods were analysed in the light of literature of needs analysis to identify 'learning' and 'learner' needs of English language for the BCS Administration cadre officials. Thus, the profile of needs was prepared for the officers of the cadre (Chapter Five). Making profile of needs is an important part of 'context' of a curriculum.

Subsequently, data derived from all the methods were categorized into 'context', 'input', 'process', and 'product' phases according to CIPP model of evaluation as the objectives of the current study (1.6) were set following the model.

It is worth mentioning here that the general objective of the research (1.6) is summative evaluation of the existing English language curricula of BPATC and BCSAA for promoting English language proficiency of the officers of BCS Administration cadre. A number of specific objectives were framed in this study for an overall judgment about the effectiveness of the English language curricula. In this regard, as stated in the "Approach and Nature of the Research" (4.2), the outcomes of the English language curricula evaluations of the training institutes were categorized into 'Non Performing', 'Low Performing', 'Average Performing', and 'High Performing' bands.

It is mentioned in the section of 'Questionnaire' (4.6.1.1.1) that question Nos. 20 to 22 of the questionnaires for the respondents of P63rd FTC, 114[th] ACAD, and 100[th] LAC

programmes (Appendices 2, 3 & 4) were directly related to summative evaluation of the English language curricula. In the same way, question No. 14 for the English language trainer of BPATC (Appendix 5) was also directly related to summative evaluations of the English language curricula of P63rd FTC and 114[th] ACAD programmes. Four options were given to the respondents for answering each of the closed questions about summative evaluation in all the 4 sets of questionnaires. The four options given for each of the questions included 'Not at all', 'To a limited extent', 'To a great extent', and 'Fully' which corresponded to the four bands of programme outcomes namely 'Non Performing', 'Low Performing', 'Average Performing', and 'High Performing' (4.2). Moreover, comments of the respondents involving summative evaluations of the curricula in the open-ended questions in all the four sets of questionnaires were interpreted in consideration of the connotation of the comments, and they were categorized in such a way that they fit in any of the four performance- indicator bands of the research.

Following the same procedure, English language module director for the programme of 100[th] LAC of BCSAA was interviewed with the following question, "If you are given four options like 'not at all', 'to a limited extent', 'to a great extent', and 'fully' to express your degree of satisfaction about the overall achievement of English language training in the 100[th] LAC, which of the options are you likely to choose?" (Appendix 16; Question No. 9). Reply given by the module director was analysed with a view to accommodating it into any of the four performance indicator bands.

In the same way, data collected from all other methods were also analysed qualitatively in congruence with the performance indicator bands (4.2). To ensure internal and external validity of the collected data or information, there were checks and cross checks of them in the process of triangulation.

4.10 Conclusion

There are many different methods for application in research depending on the nature of the research project. All the methods are not equally suitable for all types of researches. Considering the nature of the research and other practicalities, a few appropriate methods were selected for the incumbent research and they have been discussed in some detail in this chapter.

Programme evaluation starts with context evaluation according to CIPP model of Stufflebeam. Needs analysis is an important component of context phase of a curriculum. Although context evaluation has other elements too, needs analysis is the most significant of all of them. Because of the fact, needs analysis for the target group of a curriculum is done at the beginning of all evaluative researches regardless of the model of evaluation. Objectives and methodology of a curriculum derive from the analysis of needs for the target people, and that is why English language needs analysis for the officers of BCS administration cadre in the country was considered important. The next chapter presents the English language needs of the B.C.S. Administration cadre officers found in the study. Afterwards, the relevant aspects of the existing English language curricula of the training institutes would be matched with the findings from the needs-analysis.

Chapter Five
Analysis of the English Language Needs in Administration in Bangladesh

5.1 Preamble

Needs analysis for the target group of people is a prerequisite for development or evaluation of a curriculum. No curriculum can be suggested for the learners without prior 'Needs Analysis'. It (needs analysis) finds out the 'learning needs' first and then prepares the profile of 'learner needs' to be offered in the curriculum. The role of needs analysis is very crucial in any training situation as the trainings are arranged to address specific professional needs within a definite time frame. Moreover, the matter becomes even more important when the training programmes involve L2 teaching learning as languages are arbitrary by nature. If needs analysis is not done properly, it is impossible to specify objectives and select content of any language curriculum for any particular learner group. On these considerations, this chapter has been devoted to English language needs analysis for the officers of BCS Administration cadre in Bangladesh.

The needs identified would afterwards be compared with the existing list of items or the curriculum contents of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes to see whether the contents are related to the needs of the officers. This comparison would help largely to determine the worth of the existing English language curricula under investigation.

It has already been mentioned in the Methodology chapter (4.4.1) that observation, content analysis, document analysis, questionnaire survey and interview methods were used in the research for collecting data about English language needs for the officers of BCS Administration cadre. Data obtained from the methods were put together to form the TSA in the research. However, the TSA was based on the model of Hutchinson and Waters (Figure 5.1).
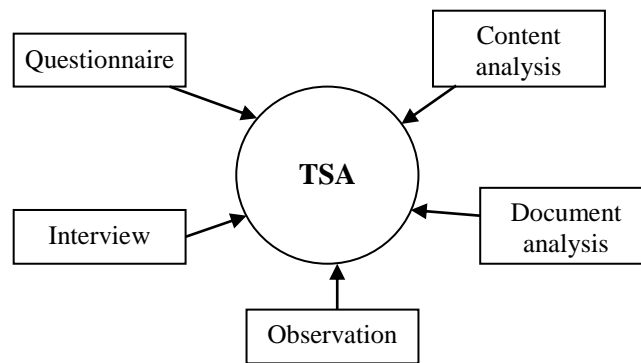
Figure 5.1: Techniques Used for Target Situation Analysis

Now the findings from the concerned methods are discussed below for preparation of profile of English language needs for the officers.

5.2   Observation

Structured and unstructured physical observations overtly and covertly were made for identification of English language needs. Moreover, digital observation in a specific case was made for the same purpose. In the research, there were 7 cases of structured observations. The observations included class room observations of P63rd FTC, 114[th] ACAD, 100[th] LAC programmes, and Post-graduate programme at the University of Greenwich in UK. Moreover, observations were made in 2 more cases when some officers of BCS Administration cadre participated in overseas tour in India and China. One more observation was done when some of the officers of the cadre attended a bilateral border conference in Bangladesh. The observations were made both inside and outside Bangladesh. Class room observations of P63rd FTC, 114[th] ACAD, 100[th] LAC programmes, and observation of the bilateral border conference took place in Bangladesh; while class room observations of the Post-graduate programme, and the visits to India and China took place overseas. Inevitably, English language behaviours of the selected officers were observed in all the cases.

Details of the observations are presented below in two categories namely -Observations in Bangladesh and Observations Overseas.

5.2.1   Observations in Bangladesh

5.2.1.1   DC-DM Joint Border Conference

The DC-DM joint border conference between Bangladesh and India was held at Rajshahi in Bangladesh from 24th to 26th November in 2015. DCs of Rajshahi, Chapai Nawabganj, Kustia, Chuadanga, Narail, and Maherpur districts represented Bangladesh side while DMs of Nadia and Murshidabad districts, West Bengal represented India. Concerned officers from other services of Bangladesh also attended the conference to assist DCs, and in the same way, Superintendents of Police (SPs) of Nadia and Murshidabad districts, West Bengal, India accompanied their respective DM.

DC, Rajshahi district was the host of the conference on behalf of the government of Bangladesh. As a member of BCS Administration cadre, the researcher was directly involved in arrangement of the conference since he was then posted as ADC in the Office of Deputy Commissioner, Rajshahi. Moreover, he was assigned to work as one of the rapporteurs of the conference. In addition, he was involved in preparing the minutes of the conference which was signed by DC, Rajshahi district, Bangladesh, and DM, Murshidabad district, West Bengal, India as representatives of their respective countries.

Besides BCS Administration cadre officers, many other officers of different services of Bangladesh were involved with the conference. DMs and SPs of Nadia and Murshidabad districts, West Bengal, India took part in the conference from Indian side. From among the participating officers, language behaviours of the BCS Administration cadre officials were observed particularly for the purpose of the research. However, language behaviours of all other Bangladeshi and Indian officers were also observed to form a comparative judgement about the English language competence of the BCS Administration cadre officers.

Video was taken by the Rajshahi district administration from beginning to end of the programme in order to keep record of the events. Upon examination of the video (Appendix 9) of the conference, it was found that a total of 21 BCS Administration cadre officers directly interacted with the Indian delegates. The rank of the officers ranged from Assistant Secretary to Additional Secretary of the government.

The summary of the events of the conference is sequentially presented in the following table (Table 5.1).

Table 5.1: Programme Sequence

Date	Event
24.11.2015	i. Arrival and reception of Indian delegates at Sonamosjid land port, Chapai Nawabganj, Bangladesh in the morning. ii. The delegates reach Rajshahi district at noon iii. River cruise for the delegates iv. Visit of Varendra Research Museum, Rajshahi University, Rajshahi by the delegates
25.11.2015	i. Main conference takes place at 10 AM. ii. Press Briefing after the conference in the afternoon iii. Cultural programme and Dinner in the evening iv. Signing of proceedings of the conference after dinner v. Exchange of mementos
26.11.2015	Departure of the delegates at 10 AM

It is seen from the video (Appendix 9) that from arrival to departure of Indian delegates, BCS Administration cadre officers had to work very closely with them. Each of them was assigned with particular task during the conference. Naturally, both verbal and non-verbal communications were necessary for interactions with the Indian delegates. Moreover, Divisional Commissioner, Rajshahi (Additional Secretary to government), and 6 DCs of selected districts participated in the main conference. Divisional Commissioner, Rajshahi delivered inaugural speech while DC, Rajshahi district gave welcome speech in the main session of the conference. Both of them had their speeches written earlier by others and they just read out those in the conference. On the other hand, their Indian counterpart delivered extempore speech.

It was observed that some of the BCS Administration cadre officers used 'Hindi' language, one of Indian national languages, instead of English to interact with the Indian officers. Later it was found upon query that lack of confidence in communication in English compelled them to take refuge in 'Hindi'. It is to be noted here that many Bangladeshis come to learn Hindi through television and other social media.

Upon physical and digital observations of the verbal and non-verbal language behaviours of the BCS Administration cadre officers, it was found that some of them were capable of effective communication in English. On the contrary, a few of them were found very weak or even incapable of communicating in English. Lack of confidence in some of them was

also explicit from both verbal and non-verbal language behaviours. Despite the given scenario, the communications between the two counterparts were comparatively easy because both the parties belonged to the south Asian culture. No gap in intercultural communication was noticed while the parties interacted with each other.

It is known by this time that both human and digital observations were deployed in this case. However, the observation of the language behaviours of the participants of the conference was covert in this case. Later, verbal permission was taken from DC, Rajshahi district to use the findings in the research.

5.2.1.2   Classroom Observation at BPATC and BCSAA

The researcher observed two English language sessions of P63rd FTC and 114[th] ACAD programmes at BPATC. The session of P63rd FTC programme was observed on 19 February 2017, and that of ACAD was observed on 14 May 2017. He also observed one English language session of the 100[th] LAC programme at BCSAA on 7 May 2017. All the observations were of non-participant and covert. During the observations, it was found that the trainers were speaking mostly in all the 03 sessions. The sessions were heavily trainer dominated. There was scarcely any interaction with the trainees in the classes. Basically, the observations helped to know about the process of implementation of the English language curricula at the institutes. The observations had no direct relevance to the identification of needs for the officers of the cadre.

5.2.2   Observations Overseas

5.2.2.1   Observation in UK

The researcher joined post graduate diploma programme at the University of Greenwich in UK from September 2014 to April 2015. 4 other members of BCS Administration cadre also participated in the same programme with the researcher (Appendix-18; List of Participants). All of them were Senior Assistant Secretaries at the time of the programme. There were total 26 participants in the class from across 12 countries and 3 continents. Of the Bangladeshi participants, participants Nos. 1, 3 and 4 were found very weak in communication in English. The colleagues of other countries could hardly understand their English accents. Their written skill was also not satisfactory. Even they shared with the researcher on several occasions that they could not follow the lecture of

the teachers as they had to struggle to grasp their accents. On the other hand, participant No. 2 was found comparatively well at written communication. His accent was also intelligible. But in case of conversation with colleagues of other countries, he often missed the contextual link and for this reason, participants of other nations sometimes failed to receive his message. However, the participating officers except participant No.4 could gradually overcome linguistic limitations to a reasonable extent. He had to stay in the UK two semesters more than schedule to complete the diploma.

The findings of the observation revealed that one of the participants (Participant No.2) was quite good at English, two of them (Participant Nos. 1 and 3)   were mediocre in English, and one of them (Participant No. 4) was very weak in English. The observations implied that the members of BCS Administration cadre were not equally good at English. Their English language proficiency varied significantly. The findings of the observations also suggested different types of 'learner needs' for the officers of the cadre.

It was also observed that accents of the people of different regions of the world vary to a large extent, which suggests that the B.C.S. Administration cadre officers should be exposed to different varieties of English in their English language training programmes.

5.2.2.2   Observation in India

The researcher participated with 34 participants in the 22[nd] Midcareer Training in Field Administration at National Centre for Good Governance (NCGG), Mussori, India from 27[th] October to 08[th] November 2015. Among the participants, there were 32 Senior Assistant Secretaries, and 02 Deputy Secretaries. The training comprised theoretical sessions, visits to districts, and heritage sites. There were a team leader and a deputy team leader from among the participating officers. The team leaders were given selection according to seniority in the service. According to the rule, senior most Deputy Secretary became the team leader and the other one was appointed deputy team leader of the group. The participants were divided into 6 small groups for the training sessions. Each day each of the groups was vested with the responsibilities to give vote of thanks to the speakers and the following day it needed to recapitulate the gist of the sessions. Thus, every member had to speak during the training sessions in the process of the training. Moreover, training sessions were interactive. Participants needed to engage in conversations with the speakers during the training sessions. Field visit to district

administration was also interactive. The leader and the deputy leader also needed to give vote of thanks on the occasions outside the class sessions. The Leader also had to face interview of the journalists of print and electronic media during the field visit to district administration. Heritage visits were also interactive with faculty members and staff of NCGG. However, the training did not require reading and writing skills. It required only speaking and listening skills.

The researcher made participant covert observations of the language behaviours of the trainee officers. Before going to make comments about general English language performance of the officers, some of the mentionable anecdotes have been discussed first.

On one occasion, one of the participants wanted to ask one of the staff of NCGG if he (the staff) was angry at him. He asked, "Any angry?". On another occasion, a trainee officer, who needed to recharge balance in his mobile phone, asked the service provider "I am flexy." instead of "I need flexi load."

A lady faculty member of NCGG, who hailed from the north-west region of India, accompanied the participants to one of the field visits. While on the way to the destination, one of the participants was joking with reference to her husband. Although the participant was doing so with good intention, she (faculty member) became helpless as she could not appreciate the connotation of the joke. Actually, communication failed in that case because cultural contexts of the two persons did not match.

However, performance of the participants except a few ones was very frustrating in terms of their speaking efficiency. They had faulty accent with local tones, for example- Clear/ kilear, three/ thiri. Lots of grammatical mistakes were also observed in their sentences. They felt shaky and inertia in speaking as they suffered from lack of confidence. They also did not have knowledge about intercultural aspects of communication. Combination of all the limitations resulted into poor language performance of most of the officers.

5.2.2.3 Observation in China

The researcher joined a training programme on 'the Hi-Tech Park/ Special Economic Zone Management Training Programme' which was held in China from 6th to 12th July 2016. Government Order (G.O.) was issued for 23 officers of different services for the programme.

But only 18 officers joined the tour. Out of them, 12 including the researcher were from BCS Administration cadre. Of the 12, 2 were Joint Secretaries, 3 Deputy Secretaries, and the rest were Senior Assistant Secretaries. The delegation visited 'Tus Parks' or IT parks in Guangzhou and Shenzhen. It also visited Hongkong.

A Chinese government officer looked after the team during the visit. Another person was given appointment as the tour guide for the team. The first had her graduation in English from Beijing University, China, and M.A. in English language from New York State University, USA while the other had his M.A. in English Language from Shanghai University, China.

Though the latter had an M.A. degree in English, his English accent was heavily characterized with Chinese local tone. Most of the participants from Bangladesh could not follow him. On the other hand, English accent of the first one was standard and intelligible.

As senior members of the team, Joint Secretaries were the spokesmen for the team. The other members of the team also had to communicate on other formal and informal occasions. It was observed on several occasions that the Chinese government officer could not understand the Joint Secretaries because of their substandard accents. Moreover, their command over English grammar was found to be frustrating. In addition, constraints in the knowledge of intercultural communication were found on both sides, and it also hindered effective communication between the participants from two different cultural settings.

The overall assessment about the English language behaviours of the BCS Administration cadre officers in the team was that most of them had faulty accents with local tones. They had inertia while communicating in English. One common feature found in the English language behaviours of the officers was that they were not aware about intercultural communication.

Naturally, job nature of Public Administrators has become globalised in the context of massive globalisation. As one of the major stakeholders of Bangladesh public administration, the officers of the cadre require to deal in various capacities at

multicultural set up. Clyne points out in this regard, "Inter-cultural communication breakdown occurs at the discourse and pragmatic levels, rather than being caused by phonological, lexical and morphosyntactic questions".[1]

Holmes elaborates that problems arise with culturally specific assumptions about proper ways of apologising, complaining, refusing, complementing, giving instructions, and with making small talk.[2]

In this regard, Hymes elaborates 'communicative competence' saying that competence does not consist of only knowing to formulate grammatically correct sentences. But it also requires a knowledge of 'when to speak, when not…what to talk about with whom, when, where, in what manner.'[3]

In the same way, Chartered Institute of Personnel and Development (CIPD) has pointed out a few qualities that individuals working in an international context need to be competent in. The quality of interpersonal skills with particular reference to cultural empathy occupies the first position in the list of the qualities. Again, the sense of cultural empathy relies on the knowledge of cultural differences across the globe.[4]

Thus, it comes out that knowledge of intercultural communication is an integral part of communicative competence for a modern individual. Officers of BCS Administration cadre must require cultural intelligence to overcome the barriers for effective communications with counterparts from different cultures.

5.3   Content Analysis

Content analysis is an important method of needs analysis in the field of ESP. Keeping congruity with the stated methodology for the present research, contents of a number of documents, both printed and electronic, related to the job of the officers of BCS Administration cadre were analysed in the study.

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[1] M. Clyne, *Inter-cultural Communication at work* (Cambridge: Cambrige University Press, 1994), p. 211.

[2] J. Holmes, "When small talk is a big deal: Sociolinguistic challenges in the workplace," *Second Language Needs Analysis*, ed. by Michael H. Long (Cambridge: Cambridge University Press, 2005), pp. 344-368.

[3] D. Hymes, "On Communicative Competence," *Sociolinguistics,* ed. by J.B. Pride, and J. Holmes (London: Penguin, 1972).

[4] Chartered Institute of Personnel and Development (CIPD), *Globalising HR* (London: Chartered Institute of Personnel and Development, 2002).

Analysis of printed documents included 1 concept paper, 1 legal document, 1 project proposal, and 1proceedings of a bilateral conference. Websites of MOPA, and other government organisations in Bangladesh comprised analysis of electronic contents.

5.3.1 Concept Paper

Concept paper or concept note is a preliminary blue print containing necessary precise information which works as the basis for discussion in a formal meeting. It is a must for fruitful participation in a meeting.

The concept paper (Appendix10) was prepared by a senior officer of BCS Administration cadre in Economic Relations Division, Ministry of Finance, Government of Bangladesh for the purpose of *High-level Multi-Stakeholders Strategy Forum Scaling-up Global Support for South-South and Triangular Co-operation in the Context of the Post-2015 Development Agenda* which was held from 25-26 August 2015 in Macau, China.

In the first portion of the paper, necessary information about the meeting were provided point wise. The last portion of the paper formed the annotated description of the schedule.

The subject matter of the meeting was regional economic cooperation in the context of present global scenario. The topic was invariably related with issues like Development Economics, International Trade, and International Relations.

The setting of the meeting was multicultural as representatives from different nationals took part in it.

The finding from the analysis of the documents revealed that the preparation of the paper needed sound knowledge on the topics like International Relations, International Trade, and Development Economics. English language vocabulary related to the topics such as International Relations, International Trade, and Development Economics were used in the paper. In line with the topics of the meeting, the paper needed writing of critical thinking, and above all, the situation demanded English of the highest standard.

5.3.2 Legal Document

Power Division, Ministry of Power, Energy and Mineral Resources, Government of Bangladesh formed a public limited company titled *LNG POWER COMPANY BANGLADESH LIMITED* in 2015. A copy of the unsigned final draft of the company document was collected from one of the concerned officers of the ministry (Appendix 11). It is already known that officers of BCS Administration cadre occupy most of the posts in the ministries of the Government of Bangladesh (1.2). In the situation, they need to draft almost every document for the ministries of the government. In this case, the document of the company was analysed to obtain information about what type of English language knowledge the officers required in writing the instrument.

However, the document was analysed from three perspectives. The first perspective of the analysis was the 'form' of the document. Any company document is a particular type of document which has its own 'form' of construction. The second view was to consider it from the perspective of its 'content'. The third one was to see the type of English used to describe the 'content' explicitly.

Different types of legal documents have their own forms of construction. In the same way, the document under analysis was constructed following the format of a company document. It followed the sequence of a standard legal document.

As a legal document, the content or topic of the document was Law. Because of the nature of the document, it needed a distinct kind of language. A number of 'legal terms' and 'legal jargons' were found in use throughout the document.

English legal terms have their special connotations and often differ from the general meaning. For example, the terms 'Article', 'Person', 'Masculine', and 'Singular number' have been used in the document. In ordinary English, 'Article' may mean a 'thing'/ 'material', or 'a', 'an', and 'the' in grammar. The term 'Person' may mean 'any person' male or female in the ordinary English. In the same way, the term 'Masculine' means 'male species' of an animal or any masculine image in ordinary English language. Likewise, 'Singular Number' means 'single' entity of anything in ordinary English. But the term 'Article' means 'a section' of the Articles of Association of the Company in the document instead of 'article' used in ordinary English. In the same way, the term

'Person' means and includes 'bodies, corporate or unincorporated, and the government, and also any ministry or division of the Government of Bangladesh' in the document. Here it is seen that 'person' means any 'legal entity' instead of 'living human being'. Likewise, 'masculine' term 'he' means and includes 'feminine' term 'she' in the law. But in ordinary English 'masculine' term only means 'masculine' entity. Again, 'singular' term means 'singular' entity in ordinary English but in law it means both 'singular' and 'plural' numbers.

In addition, the company is a public limited company, and because of the fact, it contains vocabulary of trade and commerce. The scrutiny of the document expresses that *LNG POWER COMPANY BANGLADESH LIMITED* is a public company limited by shares. The authorised share capital of the company is BDT. 6000000000/- only which is divided into 60000000 ordinary shares of BDT. 10/- only. The phrases like 'share capital', 'share certificate', 'lien', 'call on and forfeiture of shares', 'joint holder', 'transfer and transmission of shares', 'alteration of capital', 'qualification shares', and 'dividend and reserve' have been used throughout the document. All the phrases or terminologies used in the company document are found in the literature of Finance, Trade and Commerce. Thus, it is found that the document is based on the topics of Finance, Trade and Commerce.

Another perspective highlighted that the convention of writing of the document is different from ordinary ones. Many of the sentences used in the document are very big with less use of punctuations.

5.3.3 Project Proposal

A project proposal is the comprehensive document which contains detailed information about the goals, expenditure, implementation process and time schedule for implementation of the project.

Government of Bangladesh like all other governments in the world undertakes many projects every year for development of the country. Actually, it is a continuous process in the current system of governance in the world. Often officers of BCS Administration cadre have to prepare project proposals for various development projects. They also need to

examine the project proposals prepared and forwarded by their junior officers. However, project proposals are usually called Development Project Proposal (DPP).

The DPP of *Construction of Dhaka Elevated Expressway* was analysed. This was a project of Ministry of Road Transport and Bridge, Government of Bangladesh. The DPP was drafted in 2015. It is found that writing project proposal needs to follow a set of techniques or a particular format. The DPP contained the name of the project, name of the sector of the project, name of Department/ Division/ Ministry, name of implementing agency, location of the project, estimated cost of the project, background of the project, objectives of the project, project scope, and implementation period.

In writing the DPP, knowledge on *Development* and *Finance* was needed on the one hand; and skill of critical writing also was needed on the other.

5.3.4   Proceedings of Bilateral Meeting

Officers of BCS Administration cadre regularly take part in bilateral or multilateral meetings on different occasions. The proceedings of the meetings have to be written and signed by the concerned parties. Then the outcomes of proceedings of the meeting become a legal document and it attaches legal liability upon the counterparts. For this reason, writing of proceedings of a meeting is very important.

The proceeding of joint border conference held in 2013 in West Bengal, India between the selected DCs of Bangladesh and DMs of West Bengal, India was collected to analyse for the purpose of the research (Appendix 12).

The proceeding was written in the passive form. Vocabulary was selected very carefully to express the subtle issues of boarder crimes like smuggling and human trafficking. Different issues of the conference were written in such a way that it did not hurt the dignity of any individual and country as well. The tone of the proceedings was very soft. Actually, diplomatic language was used in the proceedings. It needed writing skill of high standard along with insights of the issues.

5.3.5   Content Analysis of Websites

All the ministries, directorates, and other field level offices of the Government of Bangladesh have their own websites. Most of the websites are bilingual. For the purpose

of the research, the researcher browsed many websites of the ministries. Documents concerning involvement of international organisations and foreign countries are mandatorily written in English. The website of the Ministry of Public Administration (www.mopa.gov.bd) was perused particularly for the purpose of the research. The findings indicate that the ministry needs to write government orders (G.O.) in English when the orders involve any overseas tour (Appendix 19). The writing of G.O. for overseas tour involves the topics like Office Management, Service Rules, and Finance Rules of the government. This also requires techniques of legal writing.

5.4   Questionnaire

4 sets of questionnaires were constructed for the research. 3 sets were used for the trainees of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes, and 1 set was used for the English language trainer of BPATC. The questionnaires were constructed with a view to evaluating the English language curricula of the training institutes as a whole. However, all the questions of the questionnaires for the trainee officers were related to different stages of Stufflebeam's Model of curriculum evaluation. Needs analysis occupies an important position in the context evaluation in his CIPP model. Hence, identification of needs for the target population and to examine whether the needs were properly addressed in the curriculum under investigation became very significant in curriculum evaluation. For this reason, certain number of questions in each of the questionnaires was about the English language needs of the officers of BCS Administration cadre.

The questionnaires for the trainees of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes had 3 parts. Part-I of the questionnaires was for necessary background information of the respondent officers. Part-II of the questionnaires consisted of 22 closed questions, and part-III of them had 3 open-ended questions. There were a total of 25 questions in part II and III of the questionnaires. Question Nos. 1 to 10 of part-II, and 23 and 24 of part-III were directly related to English language 'needs' of the officers. Question Nos. 1 to 9 in part-II of the questionnaire were on the English language needs of BCS Administration cadre officers and they were based on observations and contents analysis. Question Nos. 23 and 24 in part-III of the questionnaires were open- ended. By answering the question No. 10 of part-II, respondents had the scope to agree or disagree

with the list of English language needs prepared for their profession. Moreover, they had opportunity to add further points as their English language needs while answering the open-ended question No. 23 in part-III. In addition, they were asked to identify their 'learner' needs by answering question No. 24 of the same part.

However, the questionnaire for the English language trainer of BPATC was not meant straight for needs analysis for the trainees. It covered other aspects of CIPP.

5.4.1   Responses of the Trainees

All the 9 respondents of P63rd FTC, 7 respondents of 114[th] ACAD, and 7   respondents of 100[th] LAC programmes 'fully agreed' with the English language needs listed in questions 1 to 9 of the questionnaires. No respondent added any point about their further English language needs in response to question No. 23 of part-III of the questionnaires. Moreover, the issues such as speaking, listening to native speakers, legal English, intercultural communication, transliteration were found common as their 'learner' needs when they responded to question No.24.

5.5   Interview

Multiple methods were used to collect information about English language needs for the officers of BCS Administration cadre in Bangladesh. Interviews of Joint Secretary (Training) of MOPA, Member Directing Staff (Programmes &Studies) of BPATC, Director (Training) of BCSAA, and module director of English language module for the 100[th] LAC programme of BCSAA were conducted in this regard. Moreover, interview of a senior lecturer of the University of Greenwich in UK was also conducted for the same purpose.

JS (Training) of MOPA, MDS (P&S) of BPATC, and Director (Training) of BCSAA opined that officers of BCS Administration cadre must be excellent in English. They did not mention any particular English language needs for the officers of BCS Administration cadre. On the other hand, the concerned module director did not talk of English language needs for the officers of BCS Administration cadre. She was asked mainly to talk about the implementation process of the English language curriculum in the programme. But the senior lecturer in Business School and course leader M.A./ PGD in *International Human Resource Management*, the University of Greenwich, London, UK was asked on 13[th] April 2015 to comment on the English language proficiency of the

participating officers in the diploma programme. She declined to make any specific comment on individuals, but made general comments about their English language proficiency. She felt that overall English language proficiency of the student-officers was not up to the mark for study at post graduate level in U.K. She said that written competency of the participant officers was somehow better than those of speaking and listening. She also opined that probably for cultural reason, the participants kept reticent in the class.

5.6   Profile of Learning Needs

According to the literature of Needs Analysis, needs of a learner are of two types. The first one is 'Learning Needs', and the second one is 'Learner or Target Needs'. The researcher tried to find out both types of English language needs for the officers of BCS Administration cadre. At first, the 'learning needs' for the officers of BCS Administration cadre have been discussed.

The researcher identified the areas where English is required to be used by the officers of the cadre through observation, and content analysis. The outcomes of the observations, and contents analysis were set sequentially in the questionnaires for the participants of P63rd FTC, 114th ACAD, and 100th LAC programmes. There were 9 respondents from FTC, 7 respondents from ACAD, and 7 respondents from LAC programmes. All the respondents of the FTC, ACAD, and LAC 'fully' agreed to the 'list of the needs' mentioned in the questionnaires. None of them added anything about English language needs in the open- ended portion of the questionnaires.

The learning needs identified through observations and content analyses by the researcher were triangulated by the questionnaires. All the 23 respondents from FTC, ACAD, and LAC programmes 'fully' agreed with the English language needs mentioned in the list of question No.23. Nobody added further needs to the list of needs. Thus, the findings of the English language 'learning needs' derived from observation, content analysis, and questionnaire were confirmed. The list of 'learning needs' found by using these methods is mentioned in the following table (Table 5.2):

Table 5.2: Profile of Learning Needs

Skills (Sub-skills)	Functions, and Tasks	Topics/ Content
Reading (quick reading of letters, reports, trade publications, and legal documents for specific information and key points)	Introductions, small talks, welcoming a visitor, telephone conversation, offering praise, making complaints, asking permission, asking advice; presentations, persuading, clarifying, interrupting, making suggestions, negotiations, summarising, translation, transliteration, revising and editing.	Public administration, office management, project management, law, finance, trade, information technology, development issues
Listening (listening to native English speakers, non-native English speakers; and listening for main idea and key points	---	---
Writing (writing application; taking notes on talks; writing memos, and E-mails; writing business letters, reports, project proposals, and concept papers; writing for legal correspondence with Higher courts in Bangladesh;	---	---
Speaking (Public speaking in meeting, and seminar; Interviewing and facing interview; pronunciation)	---	---
knowledge of intercultural communications	---	---

5.7 Profile of Target or Learner Needs

It is explicit from observation; content analysis; interview; and questionnaire survey that officers of BCS Administration cadre need to use all the skills of English language with excellent proficiency. They need to deal with a number of topics related to various functions of their professional life. They require performing tasks on the topics ranging from ordinary to critical level. They need to use the language at home and abroad in various contexts on both formal and informal occasions. They need to use the language with both native and non-native English speakers. However, the frequency of usage of the language by the officers may vary case by case. But every officer needs to use English language while s/he is in the cadre.

However, the findings from the 'personal information' part of the questionnaires indicated that people join BCS Administration cadre with diverse academic background. Again, it was revealed that all of them studied in the universities of Bangladesh before joining the

cadre service. Teaching learning in the universities of the country is mostly held in the vernacular language, Bangla. Most of the officers did not have adequate exposure to English language during their studies in the universities. For this reason, most of the officers from academic disciplines other than English were not found well oriented in English. Though English is a compulsory subject of 100 marks in the BCS examination, the pass mark is only 40. Moreover, recruitment in the cadre services in Bangladesh is not absolutely merit based, but predominately quota based. 55% of the posts are filled in from different quotas, and only 45% of them are filled in on the basis of merit. All the facts suggest that it is possible to get selection for the BCS Administration cadre without having sound competence in English language, and consequently many of the officers joined the cadre with poor English language proficiency.

The observations of English language behaviours of a substantial number of officers of BCS Administration cadre during the joint border conference in Bangladesh, study in the UK, tours in India, and China suggested that English language competencies of the officers of the cadre vary significantly for many practical reasons. It is difficult to identify 'Target or Learner needs', specially the lack for such a diverse group of officers. Many skills and sub-skills of English language which may appear to be 'learner needs' for an officer or a group of officers may not be 'learner needs' for another officer or the other group of officers.

However, question No.24 of the questionnaires for the respondents of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes was set for the purpose of identification of their 'Target or Learner needs'. Responses given by the respondents in this regard were accumulated, and thus, a list of 'Target or Learner needs' was prepared for them. The researcher divided the needs into three categories, and the categories are presented in the following table (Table 5.3):

Table 5.3: Profile of Learner Needs

Skills (Sub-skills)	Functions, and Tasks	Topics/ Content
Speaking (Pronunciation; Inertia)	Transliteration	Legal English
Listening to native English speakers	---	---
Intercultural Communication	---	---

It was further examined whether the 'target or learner needs' found in the research had enough authenticity. In this regard, the results of analysis of the language behaviours of the selected officers were considered. The findings revealed that most of the officers of the cadre suffered from lack of confidence in speaking English, and their English accents were highly localised. Moreover, it was found in case of the post-graduate study at Greenwich university of UK that the participating officers of the cadre had to struggle to follow the accents of the native English speakers.

Transliteration requires higher level of English language skill. Usually the skill remains unmet to the officers of Bangladesh as they seldom deal with this issue in their student life.

Content analysis (5.3) showed that 'legal English' requires Greek and Roman vocabularies. The vocabularies are uncommon to the ordinary users of English language. Moreover, construction of legal sentences is of particular nature. For this reason, it is difficult for graduates from disciplines other than Law to deal with complex sentences of legal documents. In the given situation, weakness in legal English remains a common 'learner needs' for the officers of the cadre.

Personal information part of the questionnaires revealed that all the officers joined the cadre with graduation from inside Bangladesh. They did not have exposure to multicultural contexts. It was also observed on different occasions at home and abroad that most of the officers of the cadre had no formal knowledge of intercultural communication. The issue of intercultural communication is a common 'learner need' for all the officers of the cadre.

However, the table of the 'learner needs' made in the research does not mean that these needs are final. Actually, 'target or learner needs' are very much subjective of the officers. These needs change case by case. Actually, both the 'learning needs' and the 'target or learner needs' sorted out in the research gives a general idea about the needs of the officers of the cadre.

5.8 Conclusion

Based on the theoretical concepts of 'Needs Analysis' and other information gathered through observation, content analysis, questionnaire, and interview; a general outline for

both 'learning' and ' target or learner needs' for the officers of the cadre was designed. Now the contents of the English language curricula of the selected training institutes would be evaluated against the profile of needs.

By this time, discussion about ESP curriculum, curriculum evaluation, and needs analysis have been done. Now using the findings of the discussions as background information, attempts would be made to evaluate the English language curricula of P63rd FTC, and 114[th] ACAD programmes of BPATC, and 100[th] LAC programme of BCSAA in the following chapters.

Chapter Six
Evaluation of the Existing English Language Curricula of BPATC

6.1 Preamble

It has been stated in section 1.5 in Chapter One that the current research is being carried out based on the evaluation model of Stufflebeam. The model is also known as CIPP model of evaluation. The model has four stages, namely 'Context', 'Input', 'Process', and 'Product'. Details of the stages have been discussed in chapter three (3.13.1- 4) of the study. It is a system-based model which evaluates all the stages of a curriculum in a programme. It serves the purpose of both formative and summative evaluations of the curriculum.

At this point, an attempt is made for evaluation of the English language curricula of Bangladesh Public Administration Training Centre (BPATC) for the officers of BCS Administration cadre. BPATC conducts two training programmes for the officers of BCS Administration cadre where English language curricula are included. The names of the two training programmes are 'Foundation Training Course' (FTC), and 'Advanced Course on Administration and Development' (ACAD). The FTC programme is arranged for the new entrants in the cadre services in the country. Newly appointed Assistant Commissioners/ Assistant Secretaries of BCS Administration cadre along with new officers of other cadres participate in the FTC programme. On the other hand, ACAD programme is offered to the Deputy Secretaries and their equivalents of the government.

The first stage of the CIPP model is context evaluation of a curriculum. As BPATC conducts both FTC, and ACAD training programmes, many of the contextual factors remain common to the English language curricula of both the programmes. To avoid repetition of the discussion about infrastructure, and organogram of the institute, a general overview of the institute is provided in Section One of this chapter. The issues like infrastructure and organogram of the institute have implications for context analysis of the English language curricula of both the programmes.

For convenience of the presentation, the current chapter has been divided into three sections. The first section presents an overview of the institute to provide contextual realities for both the curricula. The second section contains the evaluation of the English language curriculum of P63rd FTC programme, and the third section deals with the evaluation of the English language curriculum of 114[th] ACAD programme.

Section One

6.2   Overview of BPATC

6.2.1   Introduction

According to the information provided by the website of BPATC (www.bpatc.org.bd), and course guidelines of the selected programmes, it is the apex training institute in Bangladesh. All BCS cadre officials and many other non-cadre officers from different departments of the government attend various training programmes in the institute. Moreover, officers from a number of autonomous, semi-autonomous and non-government organisations in the country also participate in different training programmes in the institute.

It was established in 1984 as an autonomous organization merging a number of former training institutes. It is located 28 kilometres away from Dhaka, capital city of Bangladesh. It has four regional centres located in Dhaka, Chittagong, Rajshahi and Khulna.

It is a body corporate which enjoys substantial autonomy in the matters of both finance and administration.

6.2.2   Organogram of the Institute

The institute is headed by a rector. Usually a secretary to the government is given posting as rector of the institute. The rector is supported by six Member Directing Staff (MDS) who are Additional/Joint Secretaries to the government and their equivalents. Six MDS lead six divisions. Each division consists of a number of departments headed by a director of the rank of deputy secretary or equivalent. Deputy Directors, Assistant Directors, Librarians, Medical Officers, Assistant Systems Analyst, Computer Programmers, Assistant Programmers, Publication Officers, Research Officers, Evaluation Officers and other support staff work under the guidance of the directors.

However, rector runs the institute in accordance with the policy suggested by the Board of Governor (BoG) of the institute. The thirteen-member BoG is chaired by a senior minister of the government. The other members of BoG include high officials of government and academics who are expert in Public Administration.

6.2.3 Vision of BPATC

It aims at being a centre of excellence for developing patriotic, competent and professional civil servants dedicated to public interest.

6.2.4 Mission of BPATC

In congruence with the vision, it has set the following activities as its mission. First of all, it works to develop competent and professional human resources by imparting quality training and development activities. It is also committed to conduct research, publish books and journals, and extend consultancy services for continuous improvement of public service delivery system. Further, it makes attempt to establish effective partnership with reputed institutions of home and abroad for developing organizational capacity, and above all, it works to promote a culture of continuous learning to foster a knowledge- based civil service.

6.2.5 Training Programmes of BPATC

BPATC conducts three kinds of training programmes, namely core courses, short courses, and special training courses.

Foundation Training Course (FTC). Advanced Course on Administration and Development (ACAD), Senior Service Course (SSC), and Policy, Planning and Management Course (PPMC) are the core courses offered by the institute.

Short training programmes titled *Project Management*, *Communicative English, Environment Management*, *Financial Management*, and *Efficiency Enhancement* are conducted by the institute. Lunch time/Dinner time seminar/workshop for the secretaries to the government on different contemporary policy issues are also offered at times.

It arranges special foundation training programmes on request from both public and private sector organisations of the country. However, core courses are delivered regularly

following annual training calendar of the institute; while short and special training courses are held occasionally as and when required.

6.2.6   Other Activities of BPATC

It carries out research in the areas related to public service management. It delivers consultancy services to the government as and when necessary. It publishes journals, periodicals and research reports. It organizes joint programmes in collaboration with other training institutes, academics and universities of home and abroad. It also organizes international seminars/ workshops and exchange programmes.

6.2.7   Infrastructure of BPATC

BPATC has a large campus stretching over 54.24 acres of land. It has 8 classrooms. Each of them can accommodate around 60 trainees. It has a language laboratory where 60 trainees can work at a time. It has a three-storied library building with around 20 million reading resources. It has 2 auditoriums. The big one can accommodate 700 people while the small one can contain 300. It has 5 dormitories for male and female trainees. 489 participants can stay in the dormitories at a time. It has 4 dining rooms. It has a good quality guest house. In addition to indoor and outdoor sports facilities, it has a medical centre with 4 physicians.

6.2.8   Planning of Curriculum of BPATC

BPATC is mandated to plan and develop its training curriculum. Curriculum committee of the institute headed by MDS (P&S) plans and develops outlines of curriculum for the training programmes under direct supervision of the rector. Depending on the purpose and other remaining factors of the particular training programme, subjects or areas of training are determined by the committee. The committee determines marks distribution for the selected training areas, training methods and evaluation systems. They divide the training areas into convenient segments or modules for the convenience of implementation. Content outlines for the modules are made at this stage. Rector of the institute appoints course advisor, course director, and course coordinators for each of the training programmes well ahead of the beginning of the programmes. Course adviser holds meetings with all concerned officers of the institute on how to implement the training programme. S/he appoints module director for each of the modules. Usually

officers with module related academic background or training are given selection as module directors. Module directors select speakers or trainers for the particular modules. They can invite guest speakers/ trainers if required. However, number of guest speakers/ trainers depends on the availability of budget for the purpose. Following the general instructions of the course management, module directors arrange training sessions on the specific modules.

The interview of the Joint Secretary (Training) of MOPA also confirmed that BPATC is a 'body corporate' in its status and it is almost independent in making and execution of training curricula for its trainees. In the sense, it enjoys liberty in making and execution of English language curricula of FTC, and ACAD programmes for the participating officers.

6.2.9 Concluding Remarks

The overview of BPATC including its vision, mission, infrastructure, organogram and operational system has been briefly discussed in this section of the chapter. The information will be used for evaluation of the English language curricula of P63rd FTC, and 114[th] ACAD programmes.

Section Two

6.3 Evaluation of the English Language Curriculum of P63rd FTC Programme

6.3.1 Introduction

Based on the theoretical discussions on different aspects of curriculum done in earlier chapters of the study, and the overall information about BPATC provided in the preceding section of the present chapter (Section 6.2)), English language curriculum of P63rd FTC programme was evaluated and findings are presented in this section of the chapter.

It is stated in 'Objectives of the Research' (1.5), 'Approach and Nature of the Research' (4.2), and 'Data Analysis' (4.8) sections of the study that the main objective of the research was divided into ten specific objectives and the specific objectives were related with the four phases of CIPP model of evaluation. Information or data gathered on the specific objectives by using different tools were clustered according to the four phases of

the model. It is a system-based evaluation model which provides both formative and summative evaluation simultaneously. The first three phases of the model namely context, input, and process deliver formative evaluation of a curriculum. The product phase provides summative evaluation of the curriculum. Beginning with phase by phase evaluation of the English language curriculum of the programme, conclusion was made with reference to the effectiveness of the programmes, I,e, whether the curriculum was high performing, average performing, low performing or non performing (4.2, 4.8). Before moving to CIPP evaluation of the curriculum, necessary information about the programme has been presented below:

6.3.2 Basic Information about the Programme

FTC is the basic training programme on public service management and development in the country. It is mandatory for all new entrants to Bangladesh Civil Service as per *Bangladesh Civil Service Recruitment Rules 1981*. Moreover, new judges of subordinate courts of Bangladesh judiciary also undergo the training as per Judicial Service Rules. The duration of the course is 6 months or 180 days. Out of 180 days of the course, the participants stay 124 days at BPATC and 56 days in field attachment outside the institute. No leave is granted to the participants during the course. Around 350 trainees can participate at a time in FTC in the institute. However, there were exactly 350 participants in the P63rd FTC according to the record of the course management of the programme. It was also known that the trainees of the FTC were divided into six sections for delivery of the training. P63rd FTC programme lasted from 25 September 2016 to 23 March 2017.

6.3.3 Objectives of FTC

"To create a set of skilled, innovative minded, proactive and well- groomed civil servants committed to the welfare and development of people in an ever changing national and global context"[1] is stated in the course guideline as the general objective of the programme. In addition to the general objective, a few specific objectives were also set for the programme. These were as follows:

Participants would be able to develop an insight into the national goals and objectives through analyzing socio-cultural, political and economic development issues, strategies

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[1] Course guideline for P63rd FTC. Dhaka: BPATC

and processes realistically. They would be capable of translating essential laws, basic service norms, rules, policies and procedures into practice. They would be able to identify the real needs of the backward societies and realize their problems and adopt proper way outs. They would also be able to understand the real problems of different backward sections of the society and take initiatives for probable solutions. They would be able to utilize information and Communication Technology in public service management. They would be adroit in preparation of research papers, reports and other documents professionally. They would be competent in communication in English with accuracy and reasonable fluency. They would also be able to foster spirit de corps, empathy, common perception and understanding among diverse stakeholders; and finally, they would be aware of the importance of maintenance of physical fitness and ethical values to meet emerging challenges.

6.3.4 Schedule of Daily Activities

The course guideline also presented the following schedule of daily activities for the period of training (Table 6.1).

Table 6.1: Table of Daily Activities

Time	Activities
05:30- 06:30	Physical Exercise*
07:30- 08:15	Breakfast
08:30- 09:30	Classroom Session
09:40- 10:40	Classroom Sessions
10:40-11:05	Tea Break
11:05- 12:05	Classroom Session
12:15-13:15	Classroom Session
13:15-14:15	Prayer and Lunch
14:15- 15:15	Classroom Session/ Library Work/Lab Work, etc.
16:30- 17:30	Games and Sports*
19:15-21:15	Extension Lecture/ Library Work/Film Show
20:30- 21:30	Dinner*

However, activities with asterisk marks were subject to change according to sun rise and sun set.

6.3.5 Course Management Team

There is a course management team in the institute for conducting each FTC. The course management team comprises course adviser, course director, and 8 course coordinators

(CCs). One of the MDSs of the institute is assigned as course advisor; while course director is chosen from the directors of the institute. ADs and DDs of the institute work as course coordinators (CC) in the programme.

Course director is in charge of the overall responsibility of the programme. S/he supervises and guides the course coordinators on the one hand and consults with the course advisor on various issues of the programme on the other. Each of the CCs supervises one of the six sections of the trainees. The main function of the CC is to ensure implementation of academic, extra-academic and administrative activities of her/ his section. The remaining two CCs are primarily responsible for coordination of the whole training programme, budget management, maintenance of overall discipline, and preparation of schedules.

In addition, course director appoints one of the trainers as module director for each of the modules. Module director is held responsible for overall activities of the module.

6.3.6   Training Methods

According to the course guideline for the P63rd FTC programme, different training methods such as lecture and discussion, groupwork, reading assignment, library work, case study, syndicate work, seminar, workshop, film show, study tour, field study/ field attachment, extension lecture, role play, etc. are adopted to implement the training programme.

6.3.7   Medium of Instruction

It is mentioned in the course guideline that the institute encouraged the participants to become proficient in oral and written skills of English language. Because of the fact, the medium of instruction is English in the programme. However, Bangla, vernacular language, could be used in special circumstances to make the deliveries more stimulating, interactive and participatory.

6.3.8   Evaluation Method

There is two -way evaluation method in the institute. The participants are evaluated by the course management and the participants evaluate the speakers/ trainers, course administration and other aspects of the programme.

FTC comprised various academic and extra-academic modules which carried weightage of 1200 marks in total. Participants were supposed to be evaluated on the total marks.

Assessment of each module is done by the respective module director. S/he checks the scripts or gets those checked by concerned trainer and send the corresponding marks to the evaluation department.

6.3.9 Grading System

The course guideline mentions that assessments in the FTC is based on a quantitative scale and the grading system is presented in the table 6.2 below:

Table 6.2: Table of Grading

Serial No.	Percentage of Marks	Grading
1	90 and above	AA (Outstanding)
2	80- <90	A+ (Very Good)
3	70- <80	A (Good)
4	60- <70	B+ (Above Average)
5	50- <60	B (Average)
6	<50	Failed

It is noted that qualifying marks in each of the modules is 50 percent of the total marks.

6.3.10 Overview of Modules

P63rd FTC programme consisted of 25 modules. Details of the modules are put in the following table. Many abbreviations have been used in the table. Descriptions of the abbreviations are given first for easy understanding of the table (Table 6.3).

CMT= Course Management Team; IA= Individual Assignment/ Assessment; ICA= Individual Conduct Assessment; IE= Individual Exercise; IP= Individual Presentation; IR= Individual Report; GA= Group Assignment; GE= Group Exercise; GP= Group Presentation; GR= Group Report; OE= Overall Evaluation; WE= Written Examination.

Table 6.3: Details of Modules

Module No.	Name of Module	Evaluation Method		Marks
		Individual	Group	
1.	Bangladesh: History, Society and Culture	IA (25)	GA (25)	50
2.	Village Study	---	GA (50)	50
3.	Poverty Reduction and Rural Development: Bangladesh Perspective	WE (25) + OE (10)	GA (15)	50
4.	Field Attachment	IA(15)+ ICA(25)	GA+GP(35)	75
5.	Fundamentals of Foundation Training Course	WE (25)	---	25
6.	Organisation and Human Resource Management	WE (25)	GR (25)	50
7.	Important Statutory Service Laws in Bangladesh	WE (50)	---	50
8.	Modern Office Management	WE (50) + IA (25)	---	75
9.	Important Statutory Financial Management	WE (25) + IE (25)	---	50
10.	Government System and Essential Laws	---	GA+GP (50)	50
11.	Public Service Management	IA (25)	GR (25)	50
12.	Child Rights, gender and Development	---	GE (25)	25
13.	Integrity in Public Administration	WE (50)	---	50
14.	Macroeconomic Management	WE (25)	GA (25)	50
15.	Economic Development: Bangladesh Perspective	WE (25)	GA (25)	50
16.	Environment and Disaster management	WE (25)	---	25
17.	Project Management	IR (25)	GE (25)	50
18.	Procurement Management	---	GE (25)	25
19.	Basics of Social Research	WE (25)	GR (25)	50
20.	Contemporary Important Issues	IR (25)	---	25
21.	**Language Skill**	WE (25) + IE (25)	---	50
22.	Art of Reviewing	IR (25) + IP (25)	---	50
23.	ICT and E-Governance	WE (25) + PT (25)	---	50
24.	Physical Conditioning and Games	IE (10) + IA (15)	----	25
25.	Evaluation by CMT	Attendance (50)	---	50
26.	Evaluation by CMT	Overall Evaluation (50)	---	50
	Total	**825**	**375**	**1200**

6.3.11 Module on Language Skill

The module on *Language Skill* in the P63rd FTC programme consisted of two languages-Bangla, and English. As the aim of the current research is to evaluate the English language curriculum of the FTC, it is pertinent to know the details of the module for the purpose of the evaluation.

According to the course guideline, one of the deputy directors of the institute was made the module director for the language module. The module carried weightage of 50 marks. Evaluation methods in the module were written examination (WE), and individual examination (IE). 25 marks were allocated for each of the modes of evaluation.

The module had two objectives. The first one was 'To improve Bangla spelling, syntax and pronunciation norms', and the other one was 'To improve English listening, speaking, reading and writing ability'. The details of the topics of the module are presented in the table below (Table 6.4):

Table 6.4: Details of Language Module

Code	Hours	Topics	TM (Teaching Method)	Instructor
21.01	2	Bangla Spelling	L&D	GS
21.02	1	Use of Correct Bangla	L &E	GS
21.03	1	Practice of Bangla Writing	L&D	GS
21.04	1	Techniques of Developing English Vocabulary	L&D	GS
21.05	2	IELTS Listening Skills: A brief Introduction	Exercise	Amir
21.06	2	IELTS Listening Skills: Practice Sessions	Exercise	Amir
21.07	1	IELTS Reading Skills: A brief Introduction	L&E	Amir
21.08	1	IELTS Reading Skills: Practice Sessions	L&E	Amir
21.09	2	IELTS Speaking Skills: A Brief Introduction	L&E	Amir
21.10	2	IELTS Speaking Skills: Practice Sessions	L&E	Amir
21.11	2	IELTS Writing Skills: A Brief Introduction	Exercise	Amir/GS
21.12	2	IELTS Writing Skills: Practice Sessions	L&E	Amir/GS
21.13	2	The Phonetic Symbols and The Rules of Pronunciation	L&E	Amir
21.14	1	Enhancing Presentation Skills	L&E	Shohel
21.15	1	Official Writing	L&D	Faculty/ GS
21.16	2	Common Mistakes in English	L&D	GS
21.17	10	Debate Competition (Bangla & English)	P	Faculty
21.18	5	Extempore Speech	P	Amir

6.3.12 Reference Books in the Library

The course guideline for the programme contained a list of books on English language curriculum available in the library of the institute. The list of the books has been presented below (Table 6.5):

Table 6.5: List of Reference Books

Title and Details of Text	Author
Cambridge IELTS (2007-2008). Cambridge: Cambridge University Press	**---**
The New Preparation for IELTS Academic Modules (2004-2005). Sydney NSW: In search UTS.	Cameron, Ponny & Todd, Vanessa
IELTS to Success, Preparation Tips and Practice Tests. 2002. Australia: John Willey & Sons Australia Ltd.	Hawthorn
Oxford Advanced Learner's Dictionary. 2006. Oxford: Oxford University Press.	Hornby, A.S.
IELTS Test builder. 2003. Oxford: Macmillan Publishers Limited.	McCarter, Sam & Ash, Judith
IELTS Preparation and Practice. 2002. Oxford: Oxford University Press.	Sahanaya, Weady & Hughes, Terri

6.3.13 CIPP Evaluation of the Programme

The methodology of the research (4.4.1) outlined document analysis, observation, questionnaire, and interview to be the adopted methods in the current research for the evaluation of the existing English language curriculum of P63rd FTC programme. The findings derived from use of each of the methods are discussed below for evaluation of the English language curriculum of the programme.

The general objective of the research was divided into ten specific objectives (1.5). First six specific objectives were about 'context' phase of the selected English language curriculum of the programme. Seventh specific objective was set to evaluate the 'input' phase of the curriculum while the eighth objective focused on its 'process' phase. Remaining two specific objectives highlighted the 'product' phase of the curriculum. Different data collection tools were engaged to gather information about the stated objectives of the research.

As stated in the 'Data Analysis' section (4.8) of Methodology, the findings of the study were planned following the CIPP evaluation model of Stufflebeam. Thus, findings on the English language curriculum of the P63rd FTC programme from the various methods of data collection were the variables of CIPP Model related to context, input, process and product phases of the curriculum. The findings on different objectives were put in the CIPP framework for evaluation of the English language curriculum of the P63rd programme.

However, all the data collection instruments were not used in every case for collection of data about context, input, process and product phases of the curriculum, rather instruments suitable for specific phases were selected for the purpose.

Keeping the overall objective and the adopted evaluation model of the research in mind, evaluation of the English language curriculum of the programme was done following the procedure discussed in the 'Methodology' chapter (4.2, 4.8).

6.3.13.1 Context Evaluation

Document and content analysis, interview, and questionnaire survey methods of data collection were found convenient for gathering data on the context phase of the

curriculum. Two sets of questionnaires- one for the trainees and the other for the trainer were used in this case. The findings from the methods have been discussed below to evaluate the context of the curriculum.

6.3.13.2 Findings from Document Analysis

The course guidebook for P63rd FTC programme documented the infrastructural condition of the institute. It outlined the rich infrastructural facilities of the institute. It mentioned 8 classrooms, 1 big library, 1 language laboratory, 5 dormitories for the trainees, 1 guest house, and 1 medical centre.

It also reported that there were 350 participants in the programme and 42 of them were from BCS Administration cadre.

It further mentioned English as the medium of instruction in the training programme. Bangla, vernacular language of the trainees was supposed to be used only in special cases in the programme.

Moreover, it provided detailed marks distribution for different modules. It was revealed that 50 marks was allocated for the *'Language Skill'* module out of total 1200 marks for the programme. The course contents of the *'Language Skill'* module were also available in the book. The course contents of the module contained topics on both English and Bangla languages. English language course contents were based on IELTS. The total number of hours for the module is 40, and number of hours for English is only 29 hours approximately. There are only a few books on English in the library. The course content does not relate to the target needs of the officers at all. This suggests that the course content needs to be significantly revised for effective English language training of the officers of B.C.S. Administration cadre.

6.3.13.3 Findings from Interview

Interview as a data collection tool occupies a significant role in the research. Some of the outcomes of interview of JS (Training) of MOPA and MDS (P&S) of BPATC had relevance with the context phase of the curriculum (Appendices 13 and 14).

JS (Training) of MOPA informed that BPATC is almost independent in planning and execution of its training programmes and it enjoys the status of a 'body corporate' organisation. It is not a direct subordinate organization of MOPA.

JS (Training) of MOPA, and MDS (P&S) of BPATC opined in the interviews that both MOPA, and BPATC considered good competency in English a mandatory quality for the officers of BCS Administration cadre.

MDS (P&S) of BPATC informed that highest level of importance on English language training was given in the P63rd FTC programme. He also informed that experienced faculty members of the institute developed the English language curriculum for the programme.

However, he admitted that there was no co-ordination between BPATC and BCSAA about English language training to the officers of BCS Administration cadre.

6.3.13.4 Findings from Questionnaire Survey

2 sets of questionnaires were constructed for the purpose of collecting feedback on the English language curriculum in the programme. One was for the participants and the other was for the trainer. Findings from questionnaire survey on the trainees and the trainer are discussed sequentially.

6.3.13.4.1 Findings from the Trainees

The English language needs identified for the officers of BCS Administration cadre were put in the questions from 1 to 9 of the questionnaire. Each of the questions from 1 to 9 of the questionnaire had two sub-parts. The first portion of the questions contained different English language needs for the officers of BCS Administration cadre identified through observations, documents analysis, and interviews. Obviously, the English language needs were identified in relation to both the four basic skills of language- reading, listening, writing, and speaking, and job requirements of the officers. The second portion of the questions were set to know whether and / or to what extent the English language curriculum of P63rd FTC covered the stipulated needs. Question No. 10 was meant to know whether and to what extent the respondents agreed with the English language needs that were mentioned in questions from 1 to 9 of the questionnaire. Question No. 10 was incorporated for the purpose of triangulation of the identified needs by the respondents.

All the 9 respondents agreed 'fully' with the needs when they responded to question No. 10 of the questionnaire. At the same time, almost all the respondents informed that the needs namely *public speaking, interviewing and facing interviews, pronunciation, listening to native English speakers, listening to non-native English speakers, listening for main idea and key points, introductions and small talks, telephone conversations, offering praise, making complaints, asking permission, asking advice, presentations, persuading, clarifying and interrupting, making suggestions, doing negotiations, summarizing, translation, transliteration, revising* and *editing* were 'Not at all' covered by the English language curriculum. Further, most of the respondents informed that topics like *public administration, office management, project management, Law, Finance, Trade, Information Technology,* and *Development Issues* were 'Not at all' covered by the English language curriculum. Moreover, they informed that the issue of *'intercultural communication'* was 'Not at all' covered in the programme.

6.3.13.4.2 Findings from the Trainer

The trainer informed in response to question Nos.1 and 2 that English language curriculum of the P63rd FTC programme was developed by the trainer of the institute after survey of needs analysis. In response to question No. 3, he said that there was no link or coherence between the English language curricula of P63rd FTC and 114[th] ACAD programmes though BPATC conducted both the programmes. He further replied in response to question No. 4 that there was no coordination between the two similar institutes BPATC and BCSAA while developing English language curricula for the officers of BCS Administration cadre.

While answering to the open- ended question No.15, he made a good number of comments. The comments unfolded many aspects of the English language trainings in the institute (Appendix- 20). He said that "Curriculum should be designed taking expert opinions from the specialists in the line", "English language is not emphasized at all in the training institute", and "There is a negative attitude of most of the faculty members regarding holding sessions on English language module" reflected the limitations at the 'context' stage of the English language curriculum in the programme.

6.3.13.5 Analysis of the Findings

The interviews of JS (Training) of MOPA, and MDS (P&S) of BPATC revealed that both of them considered good competency in English a mandatory quality for an officer of BCS Administration cadre. MDS (P&S) of BPATC expressed that the institute emphasised much on enhancement of the English language proficiency of its trainees. The course guidebook for the P63rd FTC programme also reported that the medium of instruction in the institute was English. Thus, it appeared that the authority claimed that high priority was given to English language training in the programme. On the contrary, the institute had no post for English language trainer. Thus, the gap between promise and reality came out.

Further, the course guideline mentioned improvement of English language skills to be one of the specific objectives of the FTC programme. P63rd FTC programme comprised 1200 marks, and there were 24 modules in the programme. But, there was no separate module for English language in the programme. The *Language Skill* module was meant for training of both English and Bangla languages. English language curriculum was just a part of the module. In addition, the module was allocated only 50 marks. Half of the marks of the module were allocated for English language. Thus, only 25 marks are allocated for the English language curriculum in the programme. The fact reflects severe weakness in the context phase of the English language curriculum in the programme.

Findings from the interview of MDS (P&S) and questionnaire for the English language trainer of the institute revealed that the institute had no co-ordination with BCSAA, a similar type of institute, while developing and implementing English language curriculum for the officers of BCS Administration cadre.

Literature of needs analysis suggested that officers of different cadres and services need different types of English. But the course management of P63rd FTC did not conceive of the matter. They offered same curriculum to all the participants from different cadres and services which denied the notion of specificity. The notion of specificity is regarded as an inevitable feature of any ESP curriculum. There were 42 participants from BCS Administration cadre in the programme. They could easily be given English language training in a separate group. But instead, the participants were distributed to different groups. If the trainees of BCS Administration cadre could be provided English language training in an exclusive group, the specific needs of the trainees could have been addressed.

Needs analysis of the target group of people forms a major component of 'context' for any training curriculum. Objectives of a programme derive from needs analysis. Though the English language trainer in the programme claimed that the English language curriculum was developed upon survey of needs of the trainees, the profile of needs prepared in the research for the trainees (5.6 & 5.7) suggested that actually there was no scientific needs analysis for the trainees. Had there been any proper needs analysis, the objectives of the English language curriculum for the officers of BCS Administration cadre could not be so simple as "to improve English listening, speaking, reading and writing ability". The objective of the programme was too simple and general. It was also too insufficient. It did not match the concept of ESP. It was also revealed from the questionnaire survey that proper English language needs analysis for the target population was not made at the context phase. Both the target needs and the learner needs for the trainees remained unidentified. Thus, the English language curriculum in the programme did not follow the appropriate approach of language teaching.

Finally, the comments made by the Deputy Director cum English language trainer in the programme (Appendix 20) uncovered a grim scenario about the context of English language training. His comments "English language is not emphasized at all in the training institute", and "there is a negative attitude of most of the faculty members regarding holding sessions on English language module" revealed the gap between promise and reality about English language training in the programme.

According to the course guideline, English was the medium of communication and instruction in all the modules of the programme as the course management intended to enhance English language skills of its trainees through the programme. Vernacular language Bangla was reported to be used only in special circumstances during the programme. This position assumed that the course management had full commitment for improvement of English language proficiency of the participants. However, the promise yielded no result as the issue of enhancement of English language skills of the participants was not taken seriously. Because of the reason, there was no separate and individual module for English language training.

The findings from different methods also indicated no internal co-ordination and coherence among the English language curricula of FTC and ACAD programes for the

officers of BCS administration cadre. Above all, there existed no communication and coordination about English language training between the two similar institutes BPATC and BCSAA though both the institutes provided English language training to the officers of BCS Administration cadre.

Thus, the overall findings on the first six specific objectives about P63rd FTC present a grim picture concerning the context phase of the programme.

6.3.13.6 Input Evaluation

Data collection instruments like document analysis and questionnaire survey were used for procurement of data on input phase of the curriculum. Findings from the methods have been presented below.

6.3.13.6.1 Findings from Document Analysis

According to the course guideline, English was supposed to be treated as one of the very important areas of learning in the programme. Contrary to the fact, there was no post for English language trainer in the organogram of the institute.

Reference books are regarded as invaluable source for learning any foreign or L2 language. The course guideline for the programme revealed that there are only 6 reference books on English in the library of the institute. However, all the 6 books were on IELTS for general academic purpose. If the books are judged in the light of the 'learning' and 'learner' needs of the trainees of BCS Administration cadre, they seemed to have little relevance with their needs. Actually, they did not cover the needs of the trainee officers as shown in the profile of needs (5.6, 5.7).

6.3.13.6.2 Findings from Questionnaire Survey

As questionnaire survey was conducted on both the trainees and the trainer, the findings on input phase of the curriculum are discussed categorically in the following paragraphs.

6.3.13.6.2.1 Findings from the Trainees

All the respondents informed while answering question No. 11 that there was a language laboratory in the institute, but subsequently they reported in response to question No. 12 that the laboratory was not well equipped to serve their purpose for English language training.

They also unanimously reported in connection with question No. 13 that sufficient time was not allocated for their English language training.

6.3.13.6.2.2 Findings from the Trainer

The trainer reported in response to question No. 15 that there was no expert pool of English language trainers to facilitate the sessions on English language (Appendix 20).

He also replied in response to question No.05 that sufficient time was not given for English language training in the reported FTC programme.

To avoid digressions, and to be specifically objective-oriented, course books are much helpful for both the trainers and the trainees in a training programme. It was known from the trainer that there was no course book or detailed list of contents for English language in the programme.

6.3.13.6.3 Analysis of the Findings

All the trainee and the trainer respondents unanimously informed that sufficient time was not allocated for the English language curriculum in the programme.

Currently well-equipped language laboratory is regarded as an integral part of teaching-learning of any language. It is much more necessary in case of L2 teaching-learning. Language laboratories provide opportunities for practices of the target language in a controlled situation. Teaching-learning of any L2 requires adequate practices. Both the trainee and the trainer respondents of the programme confirmed that there was no well-equipped language laboratory for English language training in the institute.

Though the institute had a rich collection of reading materials in its library, there were almost no relevant reading materials for the English language curriculum, except IELTS practice tests. At the same time, there was no readymade coursebook for the curriculum which could enhance effectiveness of the training programme.

All the findings about specific objective No. vii (1.6) revealed that English language curriculum of P63rd FTC suffered from severe lack of input in terms of logistic support and allocation of time.

6.3.13.7 Process Evaluation

Document analysis, observation, and questionnaire survey tools were used for collection of data on process phase of the curriculum. Findings from the methods have been discussed in the following section:

6.3.13.7.1 Findings from Document Analysis

The concerned course guideline provides general information about the process of implementation of the reported FTC programme. But it does not provide specific implementation process for any of the particular modules in the programme.

6.3.13.7.2 Findings from Observation

With verbal permission of the course director, the researcher observed 01 English language session of section 'A' of P63rd FTC programme on 19 February 2017. The observations were non-participant. Neither the trainer nor the participants could feel that the sessions were under observation from behind the door. Although there was not a clear view of the lecture room, there was no problem of hearing the session.

In observation, it was focused that there were total 59 participants in section 'A' from different cadres. 6 of them were from BCS Administration cadre. All the 59 participants of the section were found present in the session. The session was being held on the topic of 'IELTS Writing Skills: A Brief Introduction'. The session was of 2 hours with a short break in the middle. The session was mostly lecture based theoretical presentation. Interactions on the part of the participants were not found much in the session. Only 2 of the participants interacted with the trainer during the session. Even a few of the participants were also found sleeping in the session.

It was quite a large class for L2 training. The session was trainer dominated and mostly knowledge oriented instead of being both knowledge and   practice oriented.

6.3.13.7.3 Findings from Questionnaire Survey

Findings about process phase of the curriculum from questionnaire survey on the trainees and the trainer are discussed below:

6.3.13.7.3.1 Findings from the Trainees

The responses of the trainees show that no 'diagnostic' or 'screening' test was arranged at the beginning of the English language sessions in the programme. Trainees with varied capabilities in English were put together in the same class.

Classroom sessions are supposed to be interactive in language classes for effective training. But most of the trainees reported that the English language sessions in the programme were trainer dominated.

Ideally an L2 training session should be a combination of both knowledge and practice of the target language. But the English language sessions in the programme were mostly knowledge oriented, instead of being both knowledge and practice oriented.

The respondents informed that the evaluation did not cover all the four skills of the language. The evaluation covered only writing skill of English. No test was held on reading, speaking, and listening skills of the language.

6.3.13.7.3.2 Findings from the Trainer

The trainer of English language in the programme admitted that no screening or diagnostic test was arranged to identify the trainees with similar English language proficiency. Rather trainees with heterogenous capacities were put in the same session.

He further informed that there was less scope for error correction in the sessions (Appendix 20)**.** At the same time, he admitted that no scientific evaluation system existed for English language in the programme.

6.3.13.7.4 Analysis of the Findings

The course guideline should have accommodated implementation process for every individual module in the programme. Implementation process of a programme should be explicitly stated in a curriculum for expected learning outcome in the respective module. Besides being time bound, on- the- job- training is always target oriented. It is unlike general education. In order to achieve objectives of this sort of programme, detailed implementation process should be determined beforehand. No such attempt was found in

case of the English language component of the programme. As a consequence, process phase of the 'Language Skill' module in the programme suffered badly.

In classroom observation, it was found that there were 59 participants in the English language session of the programme. Management of such a large English language class in the training situation was unscientific from the ESP perspective, because it is impossible to pay individual attention to the trainees.

The background information provided by the respondents in the questionnaire revealed that the officers joined the cadre with diverse academic backgrounds. As mentioned earlier, recruitment in the cadre was not fully merit based, only 44% of the officers got selection on the basis of merit, and the rest 56% were given selection on the basis of different quotas. Naturally it was a mixed ability group of learners. The level of their English language proficiency varied. Consequently their 'needs' were different. In such case, it was necessary to divide them into small clusters according to their level of proficiency in English by holding 'screening' or 'diagnostic' test in the beginning of the English language sessions. But both the trainees and the trainer reported that provision for 'screening' or 'diagnostic' test was not in practice in the programme.

Classroom observation and trainees' responses confirmed that the English language sessions in the programme were trainer dominated. The mode of training was mainly knowledge oriented which did not reflect the proper language teaching approach. Scientific language teaching approach advocates for combination of both knowledge and practice-oriented teaching instead of only knowledge-oriented one.

Evaluation is a significant component in any curriculum. It helps to assess the achievement of the participants, and at the same time, it shows how well the curriculum is implemented. But evaluation was not taken seriously in the programme. Evaluation was held only on 'writing skill' of the trainees. The other three skills, reading, listening, and speaking remained outside the evaluation. Thus, English language evaluation in the programme was not valid. Even the English language trainer opined that evaluation in the programme was done as a formality (Appendix 20). Actually, the type of evaluation used in the module had no 'validity' as it did not cover all the areas which were supposed to come within evaluation. 'Validity' is one of the three main features of any academic evaluation.

Thus, all the facts and findings about specific objective No. viii (1.6) suggested that proper training methods for implementation of the English language curriculum were not employed in the programme. As a result, the process phase of the curriculum was found quite deficient from pedagogic point of view.

6.3.13.8 Product Evaluation

Document analysis, interview, and questionnaire survey for the trainees and the trainer were employed for gathering data on product phase of the curriculum. The findings have been discussed in the following subsections.

6.3.13.8.1 Findings from Document Analysis

The course guideline for the P63rd FTC programme provides information about grading system for all the modules of the training programme. But detailed outline and instruction about evaluation of '*Language Skill*' module has not been mentioned in the course guideline. The course guideline entrusted the module director with the responsibility of evaluation of the *'Language Skill'* module.

6.3.13.8.2 Findings from Interview

Along with a number of outcomes, the interview of MDS (P&S) of BPATC had specific reflection on product evaluation of the curriculum. He informed in this regard that the institute did not have any provision to assess the post training impact of English language curriculum on the trainees.

6.3.13.8.3 Findings from Questionnaire Survey

Relevant findings from the questionnaire survey on the trainees and the trainer about product phase of the curriculum have been assembled so that they can contribute in the process of product evaluation of the curriculum.

6.3.13.8.3.1 Findings from the Trainees

While responding to question Nos. 20 to 22 of the questionnaire, all but one of the trainee respondents were found to be satisfied 'to a limited extent' with the performance of the English language trainer in the programme. One of the respondents said that he was satisfied 'to a great extent' with the performance of the English language trainer in the programme.

All the respondents informed that the English language curriculum of the programme met their expectation 'to a limited extent' to promote their overall English language competence in terms of their job requirements.

All of them were also found satisfied only 'to a limited extent' with overall mode of training of English language in the programme.

6.3.13.8.3.2 Findings from the Trainer

The English language trainer confirmed that the institute did not have any provision for assessing the post training impact of English language curriculum on the trainees. He also reported that he was satisfied only 'to a limited extent' with overall mode of training of English language in the programme.

6.3.13.8.4 Analysis of the Findings

The trainees as well as the trainer reported that there was no 'diagnostic' or 'screening' test on English language for the trainees at the beginning of the programme so that the results of the test could be compared with the achievements recorded at the end of the programme. The fact suggested non-existence of the mechanism for product evaluation of the curriculum in the programme.

However, the outcomes of the study of English language needs for the officers of BCS Administration cadre presented in Chapter Five (5.6 & 5.7) of the research, and the responses of the trainee participants (6.3.13.9.3.1) revealed that the English language curriculum of the programme addressed the English language needs for the officers of BCS Administration cadre only 'To a limited extent'.

All but one of the respondents were found to be satisfied 'To a limited extent' with the performance of their English language trainer. The trainee respondents also reported that their English language curriculum met their job-related needs only 'to a limited extent'.

In addition, both the trainer and all the trainee respondents stated that they were satisfied only 'to a limited extent' with overall mode of training of English language in the programme. This indicates that the curriculum is 'low performing' (4.9).

The findings accumulated from cross sections of stakeholders of the programme along with insights gained from theoretical discussions of different aspects of curriculum generate frustrating result about the outcome of the programme. All the data of the research indicate that English language curriculum in the programme is 'low performing'.

6.3.13.9 Summative Evaluation

Individual discussion on the four phases of the English language curriculum has been furnished in the preceding sections. The discussion has given ideas about formative evaluation of the four phases of the English language curriculum of P63rd FTC programme. However, the summative evaluation of the curriculum is the main objective of the study. Hence, a summative evaluation of the curriculum is presented below:

JS (Training) of MOPA, and MDS (P&S) of BPATC claimed in their interviews that the institute emphasised much on the enhancement of the English language proficiency of its trainees. They considered good competence in English a mandatory quality for an officer of BCS Administration cadre. According to the course guideline for the programme, the medium of instruction in the institute is English. Thus, it appeared that the authority of BPATC gives high level priority for English language training in the programme. But subsequent findings show that the reality was quite different as there was no post for English language trainer in the organogram of the institute.

The course guideline mentions improvement of English language skills to be one of the specific objectives of the FTC programme. However, this specific objective was not demonstrated in P63rd FTC programme. The programme comprised 24 modules and 1200 marks, but there is no separate module for English language in the programme. English language curriculum was made just a part of the *Language Skill* module along with Bangla. Further, the module was allocated only 50 marks. Thus, only 25 marks, half of the total marks for the module was allocated for English language in the programme. The fact reflects weakness of the English language curriculum.

Literature on needs analysis suggests that officers of different cadres and services need different types of English. But the course management of P63rd FTC did not conceive of the matter. They offered same course content to all the participants of different cadres and services which denied the notion of specificity. The notion of specificity is regarded as an inevitable feature of any focused training programme. There were 42 participants from BCS

Administration cadre in the programme. They could easily be given English language training in a separate group, and in this way the specific needs of the officers could be addressed.

Needs analysis of the target group of people forms a major component of 'context' for any training curriculum. Objectives of a programme derive from needs analysis. Though the English language trainer in the P63rd FTC claimed that the English language curriculum in the FTC was developed upon survey of needs of the trainees, the profile of needs prepared on the basis of the survey and presented in 5.6 & 5.7 suggest that actually there was no scientific needs analysis for the trainees. Had there been any proper needs analysis, the objectives of the English language curriculum for the officers of BCS Administration cadre could not be so simple as "to improve English listening, speaking, reading and writing ability". The objective of the programme was too simple and general. It was also too insufficient. It did not match the needs of the officers of B.C.S. Administration cadre. Both the learning needs and the learner needs of the trainees remained unidentified. Thus, the English language curriculum in the programme did not follow the appropriate approach of language teaching for the Administration cadre officers.

The course contents of English language curriculum given in the course guideline show that the contents were of ordinary type. The contents were not outcome of needs analysis. They did not reflect the nature of ESP curriculum. ESP curriculum is learner-centred, and specific to the needs of the professionals.

Finally, the comments made by the trainer of English language (Appendix 20) uncovered a lot of facts about the context of English language training. He commented that "English language is not emphasized at all in the training institute", and "there is a negative attitude of most of the faculty members regarding holding sessions on English language module." These comments revealed the gap between promise and reality about English language training in the programme.

The analysis of the findings about input stage of the programme revealed limitations of the instructors, reference books, course book, language laboratory, and allocation of time for the English language curriculum in the programme.

The process stage of the English language curriculum was also beset with a number of limitations. There was no separate group for the trainees of BCS Administration cadre in

the English language sessions. The class comprised 60 trainees which was very large for L2 training. Moreover, trainees with heterogeneous capabilities in English were put together in the same class without going for any diagnostic or screening test. It was also found that appropriate training approach was not pursued in the English language sessions of the programme. The sessions were mostly trainer oriented instead of being interactive. In addition, the sessions were knowledge-oriented, not practice-oriented. Even evaluation of the language course in the programme was very defective as it did not cover all the four language skills of the trainees. Thus, the evaluation lacks 'validity' which is regarded as the principal feature of any academic evaluation.

The discussion indicates many- fold limitations in the English language curriculum of the P63rd FTC programme. Serious problems were detected at context, input, and process stages of the curriculum. Actually, experts in ESP curriculum were not engaged in designing and implementation of the English language curriculum of the programme. Because of absence of subject experts in the institute, English language needs analysis for the trainees was not done properly. Necessary inputs were also not provided for the curriculum in the programme. In addition, process of implementation of the curriculum was not very supportive.

There was no arrangement for either formative or summative evaluation of the curriculum in the programme. The issue of product evaluation absolutely remained out of plan in the curriculum. Actually, the four stages, context, input, process, and product of a curriculum are interwoven with one another. Limitation in any stage of the curriculum has a negative impact on the product phase of the curriculum.

As a consequence of the limitations in the formative stages, the English language curriculum of P63rd FTC programme resulted in poor performance. The major stakeholders I,e, trainees and trainer were not satisfied with the curriculum.

6.3.14 Concluding Remarks

It can be concluded based on the triangulated evidence of the research that the English language curriculum of the P63rd FTC programme was 'low performing' whereas it was ideally supposed to be 'high performing'. The overall achievement of the curriculum was not at all satisfactory as it failed largely in providing expected level of outcome.

Section Three

6.4 Evaluation of the English Language Curriculum of 114th ACAD Programme

6.4.1 Introduction

Using the theoretical discussion of chapter two and three, and the overall information about BPATC provided in section one of the present chapter, English language curriculum of 114th ACAD programme has been evaluated in this section of the chapter.

It is seen in 'Objectives of the Research' section 1.5 of the study that the main objective of the research was divided into ten specific objectives and the specific objectives were set to represent the four phases of CIPP model of evaluation. Information or data gathered on the specific objectives by using different tools were clustered according to the four phases of the model. It is a system-based evaluation model which provides both formative and summative evaluation simultaneously. The first three phases of the model - context, input, and process help to do a formative evaluation of a curriculum. The product phase provides a summative evaluation of the curriculum. A phase by phase evaluation of the English language curriculum of 114th ACAD programme is followed by concluding remarks about the performance level of the curriculum and discusses whether it is a high performing, average performing, low performing, or Non-performing curriculum (4.2, 4.8). Before moving to CIPP evaluation of the curriculum, necessary information about the curriculum are presented below.

6.4.2 Basic Information about the Programme

Course guideline for the 114th *Advanced Course on Administration and Development (ACAD)*[2] programme provided detailed information about the programme. According to the course guideline, ACAD programme is on offer for the Deputy Secretaries of the government, and equivalent officers from defense services. It is a 60-day training programme. It is absolutely a residential programme and trainees must stay in the dormitories of the institute during the training. Around 35 officers can participate in the programme in a batch. With a view to fostering healthy civil-military relationship for steady growth and development of the country, defense officers are also allowed to participate in the programme.

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[2] Course guideline for the 114th ACAD. Dhaka: BPATC.

However, it was found from the records of the research and evaluation section of the institute that over the last 5 years, more than 90 per cent participants of the programme were the Deputy Secretaries to the government and rest of the percentage of participants were majors or equivalent officers from defense services of the country. However, there were 31 participants in the 114[th] ACAD programme, and of them, 29 were Deputy Secretaries belonging to BCS Administration cadre. It means 93.54% of the participants in the programme were from BCS Administration cadre. The 114[th] ACAD programme lasted from 16[th] April to14th June 2017.

6.4.3 Necessity of the ACAD

It is outlined in the course guideline that the role of mid-level officers, i.e. Deputy Secretaries and their equivalents, is very important in the overall business of the government. Deputy Secretaries are mid-level officers in the bureaucratic set up of the government. They help the senior officers in the process of policy making for the government. At the same time, they groom up their junior officers in doing different types of job in the government. For these reasons, they need to be equipped with the necessary skills and knowledge that were vital for the dynamism of the government machinery in the country.

6.4.4 Course Modules

As mentioned in the course guideline, the programme offered the following 16 modules.

Behavioral Governance; *Seminar Paper; Governmental Business Process; Public Service Management; Development Economics and Gender Issues; Poverty Reduction: Bangladesh Perspective; Public Project Management; Procurement Management; Environment and Disaster Management; Conflict Management and Negotiation; Improving Language Skills; ICT & E-Governance; Physical Conditioning and Games; Field Attachment Programs; Contemporary Issues;* and *Foreign Exposure Visit.*

Other than the above-mentioned modules, there was another module concerning punctuality, table manners and dress, manners and etiquette, overall conduct and discipline, and class attendance.

Total marks for all the 17 modules were 1000. However, there was no separate and individual module for English language in the programme. The English language curriculum was a part of the Module titled *'Improving Language Skills'.*

6.4.5   Objectives of the Programme

The general objective of the programme was to develop leadership competencies of the participants for managing their own organization strategically.

Besides the general objective, there were 5 specific objectives of the programme. It was expected that upon completion of the training programme, the participants would be able to facilitate apex authority of public organisations in policy making process after analyzing the socio-economic contexts of the national and international arena, and implement, monitor and evaluate those public policies in a professional way. They would also be able to formulate strategic plan after analyzing internal and external environments of the organization they work in using different tools and techniques and implement those plans effectively and efficiently. Further, they would be able to assess and review the existing public service delivery system of the country, and devise simple, innovative, effective and efficient ways of service delivery for the service seekers. It was also added that they would be able to use ICT for innovation in public service delivery as required. Moreover, they would be able to identify and analyse the issues of development priorities of the government and to design development projects, implement and manage them properly. Finally, it was expected that they would be able to build intra vis a vis inter-institutional networks and deal trans-border trade and aid negotiation effectively for upholding organizational and national interests.

The last objective which emphasized on effective dealing of trans-border trade and negotiations involved the necessity of improving English language competency of the officers of BCS Administration cadre.

6.4.6   Expected Results from the Programme

According to the course guideline, the programme was designed to achieve a few expected results. It was told that it would increase the capacity of the participants to analyse the relationship of institutions, systems and processes of social, political, economic, cultural and environmental dynamics. It would improve problem solving,

decision making and communicative skills of the participants. It would enhance the capacity of the participants to deal with decision makers and other key stakeholders. It would improve the capacity of the participants to effectively deal with issues of intellectual discourse enhanced. Finally, it would change the attitudes of the participants towards innovativeness in governance.

The second expected result which concerned improvement of communicating skills of the participants was directly related to the English language training. It is already known that training on English language was a sub-module or part of the module titled *Improving Language Skills* in the programme.

6.4.7 Training Methods

Lecture and Discussion, Exercise, Workshop, Role Play, Case Study, Group Work, Panel Discussion, Field Visit, Foreign Exposure Visit, Film Show, Reading Assignment and other experiential learning methods were reported to be used in the training sessions.

6.4.8 Foreign Exposure Visit

There was a provision for foreign exposure visit for participants of the ACAD programme to give them exposure to management strategies of the officers of other countries as well as to their ways of providing services to citizens. The participants were required to prepare a group report on assigned topics, and supposed to make a presentation in a feedback session at the institute after return from the foreign exposure visit.

6.4.9 Medium of Instruction

English is the stated medium of communication and instruction in all the modules of the programme. Participants are expected to interact in English during sessions as well as in other activities of the programme. The report and seminar paper also must be written in English.

6.4.10 Evaluation Method

There was a two- way evaluation system in the programme. In the system, CMT evaluated the activities of the participants. Participants also had to evaluate the trainers and CMT, and other aspects of the programme. Participants' activities were evaluated based on their individual performance and their role in the group activities.

6.4.11 Distribution of Marks

Detailed marks distribution for the modules in the programme was shown in the course guideline. Extract from the guideline is presented below (Table 6.6):

Table 6.6: Distribution of Marks of Modules

SL. No.	Title of the Module	Evaluation Methods		Marks
		Individual	Group	
1	Behavioural Governance	50	---	50
2	Writing Seminar Paper	100	---	100
3	Governmental Business Process	50	25	75
4	Public Service Management	75		75
5	Development Economics & Gender Issues	25	50	75
6	Poverty Reduction: Bangladesh Perspective	---	75	75
7	Public Project Management	---	50	50
8	Procurement Management	---	50	50
9	Environmental and Disaster Management	---	50	50
10	Conflict Management and Negotiation	---	50	50
11	**Improving Language Skills**	**25**	---	**25**
12	ICT & E-Governance	25	25	50
13	Physical Conditioning and Games	25	---	25
14	Field Attachment Programme	---	50	50
15	Contemporary Issues	50	---	50
16	Foreign Exposure Visit	----	50	50
17	Evaluation by CMT i. Punctuality (10) ii. Table Manners and Dress (10) iii. Manners and Etiquette (15) iv. Overall conduct and Discipline (15) v. Class Attendance (50)	100		100
Grand Total:		**525**	**475**	**1000**

The weightage of the module titled *Improving Language Skill* was 25 out of a total of 1000 marks. However, this module included training on both English and Bangla languages. No division of marks for the two languages was shown in the course guideline. Evaluation of the module was reported to be made on the basis of individual performance.

6.4.12 Grading

The course management had a prescribed grading system for the trainees in the programme. Details of grading for assessment of the trainees are shown below in the table (Table 6.7).

Table 6.7: Details of Grading

Percentage of Marks	Grading
90 and above	AA (Outstanding)
80 to 89	A+ (Very Good)
70 to 79	A (Good)
60 to 69	B+ (Above Average)
50 to 59	B (Average)
Less than 50	Fail

6.4.13 CIPP Evaluation of the Curriculum

To reach a summative evaluation about the curriculum of the programme, it was necessary to analyse the findings from different methods. Instruments like content and document analysis, interview, observation, and questionnaire survey were used to collect data on the English Language curriculum of the Programme. However, all the data collection instruments were not necessarily used in every case for collection of data about context, input, process and product phases of the curriculum, but the selected instruments were used for the purpose as and when required.

Different types of information were collected keeping in mind the objectives of the research (1.6). From the findings of 'Needs Analysis' presented in Chapter Five, classroom observation, analysis of documents, interviews of concerned individuals, questionnaire survey with the participants and the trainer provided data on the context, input, process and product phases of the English language curriculum of the training programme. Findings from use of various methods were categorized in terms of context, input, process, and product phases of the CIPP model of evaluation. The findings were analysed according to these categories, and in doing so, data analysis methodology stated in sections 4.2 and 4.9 was used.

6.4.13.1 Context Evaluation

The specific objectives from i to vi (1.6) dealt with different aspects of context phase of the English language curriculum of the 114[th] ACAD programme. Document analysis, interview, and questionnaire survey for both participants and trainer were used to collect data on various aspects of context phase of the curriculum.

6.4.13.1.1 Findings from Document Analysis

The course guideline for the programme was an authentic document about contextual information of the curriculum. The course guideline stated that the medium of instruction in the programme was English. Bangla, the national language of the country, was supposed to be used only in special circumstances. All the information reflected a strong positive view towards English language training in the institute.

Information collected from record and evaluation section of the institute showed that in the earlier batches of the ACAD programme, separate and individual modules were allocated for English language curriculum. Records of the institute also revealed that there was a module on English language skills in the Senior Service Course (SSC) which is offered to the Joint Secretaries and their equivalents.

6.4.13.1.2 Findings from Interview

Both JS (Training) of MOPA, and MDS (P&S) of BPATC opined in the interviews that good proficiency in English is a mandatory competence for the officers of BCS Administration cadre (Appendices 13 and 14). MDS (P&S) of the institute further informed that English language training was given highest emphasis in the institute. He also stated that experienced faculty members of the institute designed the English language curriculum for the 114[th] ACAD programme. At the same time, he admitted the necessity for exclusive English language trainers in the organogram of the institute. He denied having any link between BPATC and BCSAA about English language training of the officers of BCS Administration cadre though both the institutes provide English language training to them.

6.4.13.1.3 Findings from Questionnaire Survey

2 sets of questionnaires were constructed for the purpose of collecting data on the English language curriculum of the programme. One of them was for the participants, and the other was for the English language trainer of the programme (Appendices 3 and 5).

6.4.13.1.3.1 Findings from the Trainees

All the 7 respondents unanimously agreed with the English language needs mentioned in the first nine questions in the questionnaire. The needs are as follows:

Speaking on occasions such as Public Speaking while conducting and participating in Meetings, Seminars and Workshops; *Interviewing, and Facing Interviews*; *English pronunciation*; *Writing on occasions such as Taking Notes on Talks, Writing Memos, Messages, Emails*; *Applications, Business Letters, Reports, Legal Correspondence with Higher Courts in Bangladesh, Concept Papers, and Project Proposals, writing for higher study and research*; Reading skills such as *Quick reading of Letters, Reports, Trade publications, and Legal documents for specific information and key points*; *Listening skill such as Listening to Native English Speakers, Listening to Non-Native English Speakers, Listening for Main Idea and Key Points*; *Functions such as Introductions, Small talk and welcoming a visitor, Telephone Conversation, Offering Praise, Making Complaints, Asking Permission,* and *Asking Advice*; Tasks such as *Presentations, Persuading, Clarifying and Interrupting, Making Suggestions, Negotiations, Summarising, Translation, Transliteration, Revising and Editing*; Topics such as *Public Administration, Office Management, Project Management, Law, Finance, Trade, Information Technology, and Development Issues;* and *'intercultural communication'*

All the 7 respondents agreed 'Fully' with the list of needs required for their professional purpose provided in the questionnaire. But many of them mentioned the issues such as speaking, listening to native speakers, legal English, intercultural communication, transliteration as their 'target or learner needs' when they answered question No.23 of the questionnaire.

The respondents ticked 'Not at all' against all the needs when they were asked how much of the things they need were covered in their curriculum.   Only a few of the needs were covered 'To a limited extent'.

6.4.13.1.3.2 Findings from the Trainer

BPATC conducted both FTC and ACAD training programmes. Keeping the fact in mind, the same set of questionnaire was made for the English language trainer with options to facilitate information on the English language curricula of both the programmes. Here the findings relevant with 114[th] ACAD programme have been highlighted.

The trainer informed in response to the question Nos. 1 and 2 that English language curriculum of the 114[th] ACAD programme was developed jointly by the trainer of the institute and experts from outside upon survey of needs analysis for the trainees. He also stated in response to question No. 3 that there was no relation and coherence between the curricula of the FTC, and the ACAD in the institute though officers of BCS Administration cadre participate in both the training programmes. He further said in response to question No. 4 that there was no coordination between BPATC and BCSAA while developing English language curriculum for the officers of BCS Administration cadre.

While replying to the open- ended question, he made a few observations about different aspects of the ACAD programme. He opined that English language was not emphasized at all in the institute and sufficient time was not allocated for the English language curriculum. Moreover, there was a negative attitude of most of the people in the institute towards English language training.

6.4.13.1.4 Analysis of the Findings

The findings from interviews and document analysis gave the notion that English language training was given particular attention by the management of the institute. But the reality was that English language training was not treated with that positive attitude in 114[th] ACAD. The English language curriculum in the programme was not given the status of an independent module. It was a part of the module titled *Improving Language Skills*. The module comprised both Bangla and English. Total marks allocated for the module was only 25. Thus, it appeared that only 12.5 marks were allocated for the English language curriculum. Allocation of only 12.5 marks for English language out ofa total of 1000 marks of the programme clearly indicates that English language training was not actually given importance in the programme. Moreover, the negative attitude of most of the people in the institute towards English language training as reported by the

English language trainer corroborated the fact that English language training did not get due priority in the programme.

Information collected from record and evaluation section of the institute further showed that in the earlier batches of the ACAD programme, separate and individual modules were allocated for English language curriculum. Records of the institute also revealed that there was a module on English language skills in the SSC programme for the officers of joint secretary and equivalent. At present no module on English language is offered in the SSC programme. All the facts indicate that the matter of English language skills development lost importance in the 114[th] ACAD programme.

In the course guideline, it is stated in section 6.4.6 that 114[th] ACAD programme had 5 specific objectives. One of the objectives is to enable the participants to deal with trans-border trade and aid negotiation effectively for upholding organizational and national interests. It is also mentioned in the course guideline that the programme was designed to achieve 5 expected results against the 5 objectives. One of the expected results was to improve the 'communicating skills' of the participants. Obviously, communications involving trans-border trade and negotiations are to be done in English. Thus, dealing with trans-border trade and aid negotiation for attaining organizational and national interests had clear connection with 'communicating skills of the participants'. In this regard, it was seen that one of the expectations of the ACAD programme as a whole was to enable the trainees to "communicate in English with accuracy and reasonable fluency" so that they can deal with trans-border trade and aid negotiations for attaining organizational and national interests. Actually, highest degree of English language proficiency is needed to perform these types of jobs. But the objective about English language of the module titled *'Improving Language Skills'* in the current programme read simply "to improve English listening, speaking, reading and writing ability". The objective of the module was thus too insufficient to conceive of the actual needs of the trainees.

All the respondents reported while responding to the questionnaire that the curriculum did not cover their 'target or learner' needs.

As part of 'context evaluation', the researcher conducted an English language needs analysis for the officers of BCS Administration cadre through observation, content

analysis, questionnaire, and interview (Chapter Five). Based on the findings, he prepared the lists of 'learning needs' (5.6) and 'target or learner needs' (5.7) for the officers of the cadre. By putting the learning and learner needs as found in chapter Five, and the English language contents of 114[th] ACAD programme side by side, it is seen that most of the needs were not addressed by the English language curriculum of the programme. Thus, the fact suggested that there was no formal needs analysis for the English language curriculum of the programme. Actually, the contents of the English language curriculum of the programme were selected based on preconceived perceptions about English language needs for the officers of the cadre. Thus, 'Needs- Analysis' is a fundamental prerequisite for any effective language curriculum, but it was not done properly in the English language curriculum of the programme.

To achieve the objectives of a programme, it is necessary to break the training contents into different modules. Objectives of each of the modules in a programme are supposed to be subordinate to the overall objectives of the programme. One of the general objectives of the 114[th] ACAD programme was to enable the participants in effective dealing of trans-border trade. Thus, the objective of the programme suggested teaching learning of legal English on trade, and international relations in the '*Improving Language Skills*' module. But the objective of the module merely aimed at acquiring competence in general English. If the overall objective of the programme, and the specific objective of the module of '*Improving Language Skill*' are compared, one can see that the objective of the module did not derive logically from the general objective of the programme. The objective of '*Improving language Skill*' module was too simple and vague, and it had no consistency with the overall objective of the programme.

The English language trainer claimed that the curriculum of English language of the programme was prepared jointly by the trainers of the institute and experts from outside. But he suggested later in the open-ended part of the questionnaire that experts in ELT should be engaged in development of English language curriculum of the programme. This created a contradictory proposition on the part of the trainer. In the given situation, the researcher investigated the matter for clarification and it was known that no formal provision was there to invite ELT/ ESP expert in the process of development of English language curriculum for the programme. However, the trainer made an informal

consultation with a university professor while he developed the English language curriculum for the programme.

Different inconsistencies happened at the context stage of the curriculum as the course management failed to understand the importance of English language training. Moreover, there was no systematic needs analysis for the trainees of the programme though the English language trainer claimed it.

All the findings on the specific objectives concerning context phase of the curriculum suggested severe drawbacks at this stage of the curriculum.

6.4.13.2 Input Evaluation

The specific objective No. vii (1.6) of the research was meant to examine whether proper logistic support and human resources were provided for implementation of the English language curricula in the selected programmes. Findings on this specific objective unfolded the input phase of the curriculum of the programme. Document analysis and questionnaire survey were used as tool for collection of data regarding the phase. Different aspects of input in the English language curriculum of the programme have been critically weighed in the following paragraphs.

6.4.13.2.1 Findings from Document Analysis

The course guideline was a reliable document which contained information about input phase of the curriculum. It mentioned that there are only 8 books on English available in the library of the institute.

6.4.13.2.2 Findings from Questionnaire Survey

The findings from questionnaire surveys on input phase of the curriculum were put together to evaluate this phase of the curriculum.

6.4.13.2.2.1 Findings from the Trainees

All the 7 respondents replied in response to question Nos. 11 and 12 that there was a language laboratory in the institute but it was not well-equipped to meet their purpose for the English language training. In answering the question No. 13, all of them informed that sufficient time was not allocated for their English language curriculum. A few of the

respondents also mentioned in response to the open-ended question No. 25 of the questionnaire that only 4 sessions were held on English language in the programme.

6.4.13.2.2.2 Findings from the Trainer

In response to question No. 5, the respondent said that sufficient time was not allocated for the English language curriculum in the programme. In response to question Nos. 6 and 7, he informed that there was a language laboratory in the institute for the trainees but it was not well-equipped to serve the purpose for them. In response to question No. 8, he said that there was no 'course book' or 'detailed outline' for the English language trainer to follow in the programme.

6.4.13.3 Analysis of the Findings

The training institute had necessary number of classrooms, and other physical facilities for the trainees of the programme. It had also an English language laboratory. But the trainer informed that the laboratory was not well equipped to serve the purpose of English language curriculum of the programme. Observation by the researcher also confirmed the opinion of the trainer. The language laboratory was found quite poor in terms of availability of training resources though language laboratory with modern supportive resources is very useful for language learning. Uses of CDs and videos made from real life situations can provide exposure to authentic listening tasks from native speakers. It was learnt that the trainees of the programme were not even taken to the laboratory.

The English language sessions in the programme had 31 participants which was quite large for the training situation. However, the class size was somehow manageable in overall consideration of the programme.

It was seen that the training institute has a big library with adequate facilities. The library housed a huge number of books on different field of study, but the collection of reference books on English language was meager. According to the course guideline for the programme, there were only the following 8 books on English language (Table 6.8).

Table 6.8: List of Reference Books

Name, and Details of Text	Name of Author
Public Speaking: A Process Approach. 2000. Thomson Wadsworth: USA.	Deanna D. Sellnow.
An Introduction to the Pronunciation of English (Fourth Ed.). 1989. ELBS: London	Gimson, A.C.
A Comprehensive Grammar of English Language. 1985. London	Greenbaum
Oxford Advanced Learner's Dictionary of Current English.2009. OUP: Oxford	Hornby, A.S.
Guide to presentations. 2000. Pearson: Delhi	Munter, Mary, & Russel, Lynn
Public Speaking.2000. Houghton Mifflin Company: USA	Osborn
Teaching Foreign Language Skills.1968. University of Chicago press: Chicago	Rivers, Wilga M.
Write Better, Speak Better: Reader's Digest	**---**

Moreover, most of the books of the list were not reference books in the literal sense as they did not respond to the needs of the trainees of the programme. In fact, they were just a few ordinary books on general English.

The training programme should be designed to cater for the particular needs of a target group. It requires specific study resources which are not found readymade. Compilation of required study resources in the form of a course book is of paramount importance in such cases. Trainers can benefit from the course book in two ways. They can get module related readymade training resources from the course book. At the same time, the course book can provide information on methods and techniques for implementation of the curriculum. Moreover, the course book helps maintaining centrality of the subject matter preventing the trainers from going to diverse directions. Although there was a need for a course book on English language in the programme, it was not prepared and served.

No effective training can be delivered without properly trained instructors. But there was no designated English language trainer in the programme. This appeared as a serious limitation at the input stage of the programme.

The content that were meant to be provided as input did not relate to the profile of needs presented in chapter Five. All these show limitations at the input stage of the English language curriculum of the programme.

6.4.13.4 Process Evaluation

Specific objective No. viii (1.6) was included with the intent to investigate whether proper training methods were pursued to implement the English language curricula in the selected programmes. This objective focused on the process phase of the curriculum. Observation and questionnaire survey were engaged in this case for collection of data. Findings from the use of the methods have been discussed below.

6.4.13.4.1 Findings from Observation

With the verbal permission of the course director, the researcher observed an English language session of the programme on 14 May 2017. The observation was of non-participant type. The trainer and the participants were not aware that the session was being observed from outside. The observation was made from outside the classroom, but the activities of the classroom could be seen clearly, and the voice of the trainer also could be heard well as he used microphone.

All the 31 participants including the 29 officers of BCS Administration cadre were present in the session. The trainer was holding the session on preparation for IELTS. The mode of delivery in the session was lecture. Very few of the participants were seen interacting with the trainer.

It was also noticed that the English language session did not take place in accordance with the schedule published by the course management. The scheduled time for the session was substituted by another module. Later the researcher came to know that schedule of the English language sessions fluctuated most of the times as sessions of other modules used to be inserted in the schedule.

6.4.13.4.2 Findings from Questionnaire Survey

Findings of questionnaire survey on the trainees and the trainer about process phase of the curriculum have been presented here for further analysis.

6.4.13.4.2.1 Findings from the Trainees

All the respondents informed in response to question No. 15 that no screening or diagnostic test on English language was held at the beginning of the English language sessions to form homogeneous learning group. While answering question No. 16, 5 of

the respondents opined that the nature of the English language sessions in their training was interactive; there was trainee-trainr interaction in the class. However, 2 of them said that the nature of the English language sessions in the training was not interactive and the sessions were trainer dominated. All the respondents informed in response to question No. 17 that the type of their English language sessions in the programme was knowledge oriented. All the respondents also informed in response to question Nos. 18 and 19 that no evaluation test was held at the end of the English language sessions.

6.4.13.4.2.2 Findings from the Trainer

The trainer said in response to question No. 09 that no screening or diagnostic test was arranged at the beginning of the English language sessions to make groups of the trainees with similar capabilities in English. While answering question No. 10, he informed that sessions were 'not' conducted on all the four skills of English in the programme. In response to question No. 11, he said that there was no evaluation test on all the four language skills of English in the programme.

In response to the open-ended question, he added that there was little or no scope for error correction in the English language sessions. He also added that evaluation of English language curriculum was done just as a matter of formality.

6.4.13.4.3 Analysis of the Findings

Even with good contextual support and favourable condition at input stage, no training programme can be successful unless proper implementation is ensured at process level. Implementation of the curriculum is held at process stage. ELT methodologies mostly come to use in practice at this stage. For evaluation of the process stage, the implementation process of the 114[th] ACAD curriculum was observed closely and critically. The class size was found a little too large for language lessons. Moreover, both the trainer and the trainees informed that there was no screening or diagnostic test of English at the beginning of the programme to identify strengths and weaknesses of the participants. All the 31 participants were trained in a single group without taking into consideration of their particular 'learner needs'. It was, thus, a large group with heterogeneous 'learner needs'.

The trainer added that there was less scope for error correction in the sessions due to time constraint since sufficient time was not allocated for the English language curriculum in the programme.

In observation, it was found that sessions on English language did not take place on time as per routine. Other modules were given more importance than English. For this reason, sessions of other modules were held in the time scheduled for English language. As a consequence, schedule of the English language sessions fluctuated most of the times.

Although the session was found interactive, it was predominantly lecture oriented. No practical task for the participants was in the session.

While answering question No. 11 of the questionnaire, the trainer himself reported that no evaluation test on English language was held in the programme. When contacted further over phone, the trainer informed that marks in English were awarded to the participants on the basis of their performance during the sessions. The trainer also mentioned in response to the open-ended question No.15 that 'evaluation is done as a formality' (Appendix 20) in the institute. He also verbally shared that course management always wanted to find that all the participants passed in English language evaluation tests. They did not want to see any of the participants unsuccessful in English language. There was always an indirect pressure from the course management on the trainer to show all the participants successful in the English language evaluation tests. All the findings on the particular objective indicated severe flaws at the process level of the curriculum in the programme.

6.4.13.5 Product Evaluation

The last two specific objectives of the research (1.6) concerned with the overall or summative evaluation of the English language curriculum. Specific objective No. ix aimed at assessing the effectiveness of the English language training curriculum on the trainees relate to the product phase of the curriculum. Document analysis, interview, and questionnaire survey were the instruments for collection of data on this phase of the curriculum. The findings are as follows:

6.4.13.5.1 Findings from Document Analysis

The course guideline mentioned evaluation test and grading system for the modules of the programme. However, the researcher came to know from the casual discussions with the trainer as well as some of the trainees that no evaluation test was held on English language in the programme.

6.4.13.5.2 Findings from Interview

MDS (P&S) of BPATC informed that there was no provision for evaluation of post training impact of English language on the trainees (Appendix 14).

6.4.13.5.3 Findings from Questionnaire Survey

6.4.13.5.3.1 Findings from the Trainees

Question Nos. 20 to 22 of the questionnaire were related with the product phase of the curriculum. All the 7 respondents informed in response to question No. 20 that the English language curriculum of the programme covered their professional needs only 'To a limited extent'.

In the same way, it was revealed from responses to question No. 21 that 6 out of 7 respondents were satisfied 'to a limited extent' with the performance of the English language trainer while only 1 of the trainees was found to be satisfied 'To a great extent' with the performance of the trainer.

In response to question No.22, all the respondents expressed their view that the English language curriculum of the programme improved their overall competence in professional English only 'To a limited extent'.

6.4.13.5.3.2 Findings from the Trainer

Like as the trainees, the English language trainer also informed in response to question No. 14 that he himself was satisfied 'To a limited extent' with the overall mode of training of English language to the officers of the cadre in the institute.

6.4.13.5.4 Analysis of the Findings

Any training programme is held with some specific objectives in mind. If appropriate objectives are not set, all the next arrangements for the programme become futile. It

appeared from the discussion of the context stage of the curriculum of the 114[th] ACAD programme that there was no English language needs analysis to chalk out the relevant objectives in the programme.

ESP curriculum should follow functional approach to language teaching (2.8.1). The English language contents in the programme were found to match with the structural view of language. The approach is not relevant for the professional needs of the officers.

It was found that sufficient time was not allocated for English language training in the programme. Only 4 sessions were held on English language which was undoubtedly insufficient.

It was also found that English language training sessions were held for all the 31 participants. The class size was rather large for taking particular care of the individual needs of the participants. Moreover, participants with varied level of English language competencies were trained together which made things difficult for the trainer to address their different needs.

Though the provision for holding evaluation test at the end of the *'Improving Language Skills'* module was mentioned in the course guideline, no test was in fact arranged. All the participants were shown successful in English without any evaluation test.

All the respondents of the programme informed in response to question No. 20 of the questionnaire that the English language curriculum of the programme covered their professional needs only 'To a limited extent'.

6 out of 7 respondents were satisfied 'To a limited extent' with the performance of the English language trainer. Only 1 trainee was satisfied 'to a great extent' with the performance of the trainer.

All of them also informed in response to question No.22 of the questionnaire that the English language curriculum of the programme improved their overall competence in professional English only 'to a limited extent'.

The English language trainer also informed in response to question No. 14 of the questionnaire for the trainer that he himself was satisfied 'to a limited extent' with the overall

mode of training of English language to the officers of the cadre. There existed no mechanism to assess the post-training impact of English language on the trainees.

However, feedbacks from the major stakeholders relating product evaluation of the English language curriculum in the programme have been presented in the 'Product evaluation table' 6.9 below:

Table 6.9 : Product Evaluation Table

SL. No.	Name of Stakeholder	Issue of Satisfaction	Degree of Satisfaction
1	Participants	Enhancement of English language competence	To a limited Extent
2	Trainer	Overall mode of training of English language	To a limited Extent

The two major stakeholders of the curriculum namely the trainees, and the trainer were found to be satisfied 'To a limited extent' with the English language curriculum of the programme. Satisfaction 'To a limited extent' indicated that the English language curriculum in the programme was 'low performing'. As a number of problems were identified with context, input and process stages of the English language curriculum, it was natural that outcomes of the programme would be minimum.

6.4.14 Summative Evaluation

Individual evaluations of context, input, process, and product phases of the curriculum delivered formative evaluations. But the main objective of the research is to form a summative evaluation about the curriculum. At this stage, attempt has been made to reach a summative evaluation about the curriculum based on the findings of the formative evaluations.

Serious problems at context, input, process, and product stages of the curriculum were detected from the evaluative discussions of the English language curriculum of the programme. It was implicit from the conversation with the English language trainer as well as Deputy Director of the Institute that English language training gradually lost its preference in the institute. The course guidelines of the previous ACAD programmes also disclosed that English language curriculum was offered in separate and individual modules with more weightage in the previous batches. But, in case of the reported

programme, English language curriculum was only a part of the *'Improving Language Skills'* module with little weightage.

The research also revealed that English language curriculum of the 114th ACAD programme was not prepared based on any formal needs- analysis. Thus, both 'learning' and 'learner' needs of the trainees were not identified. Consequently, appropriate objectives could not be set for the programme. Discussion of the organogram of the institute (6.2.2) revealed that there was no designated post for English language trainer in the institute. Responsibility of holding English language sessions was imposed on a Deputy Director of the institute as he had an M.A. degree in English. But the Deputy Director had no training for being an English language trainer. Naturally, the English language needs for the target group of people in the programme were prepared based on his superficial ideas; instead of a proper needs-analysis.

Proper inputs for English language curriculum were not provided in the programme. Consequently, there was no professional English language instructor in the programme. There is no substitute for professional trainer. Actually, it is the instructor who turns the planning of a curriculum into reality. All attempts will go in vain if there is no qualified and professional instructor in the institute.

In the same way, no course book for English language was available in the programme. A coursebook could guide the instructor in regarding the course contents. It was far more necessary in case of the English language curriculum as there was no professional instructor at all.

Moreover, it is very important that appropriate time should be allocated for any course of study according to the course load. Otherwise, stipulated objectives of the course may not be achieved. A few of the respondents mentioned in response to the open-ended question No. 25 of the questionnaire that only 4 sessions were held on English language in the programme. The English language trainer of the programme also shared the same notion admitting that time allocated for the English language curriculum in the programme was very inadequate.

Insufficient reference books in the library and absence of a state-of-the-art language laboratory in the institute also show the limitations of the input stage.

Process stage of the curriculum was also marked by many limitations. Insufficient number of sessions was held on English language. Moreover, sessions were not held as per schedule. Evaluation test on English language was not administered at the end of the curriculum. Further, there was no mechanism in the institute for the post training impact assessment of impact of the English language curriculum on the trainees.

Above all, no arrangement for either formative or summative evaluation existed in the whole planning of the curriculum of the programme. Accountability is one of the fundamental features of ESP curriculum. Mechanisms for formative and summative evaluations work as means to ensure the accountability of any ESP curriculum. On the basis of the findings of evaluations, the curriculum developer and the authority should take necessary decisions to refurbish the curriculum.

6.4.15 Concluding Remarks

All the limitations of context, input, and process stages of the English language curriculum resulted into poor learning outcome of the participants in the programme. The curriculum failed to generate expected results for the trainees of the programme. It could improve English language competence of the trainees only 'to a limited extent'. The fact indicated that English language curriculum of the programme was 'low performing' (4.9).

6.5 Conclusion

Major limitations were found in planning and execution of the English language curricula of both P63rd FTC and 114th ACAD programmes of the institute. Four performance indicator bands namely 'Non Performing', 'Low Performing', 'Average Performing' and 'High Performing' (4.9) were set as criteria for evaluation of the programmes. English language curricula of both the programmes were found 'Low Performing' in overall consideration of CIPP evaluation model. This suggests that the curricula need significant improvement.

The next chapter examines how effective the English language curriculum of 100th LAC programme of BCSAA was.

Chapter Seven
Evaluation of the Existing English Language Curriculum of BCSAA

7.1 Preamble

The aim of the current research is to evaluate the existing English language curricula of the training institutes for the officers of BCS Administration cadre. Bangladesh Civil Service Administration Academy (BCSAA) conducts a number of training programmes for the officers of the cadre. LAC programme is one of the core training programmes that the institute conducts for them. It is mandatory for the officers of the cadre to attend the training programme. Development of English language skills of the participants of the programme is one of the main goals of the programme.

It has already been mentioned in the preceding chapter that the main objective of the research was segmented into ten specific objectives (1.5). The specific objectives were aligned with the CIPP model of evaluation. First six specific objectives are related to evaluation of the context phase of the curriculum. The seventh specific objective intended to evaluate the input phase, the eighth specific objective attempted to investigate the process phase and the last two specific objectives were set to evaluate the product phase of the curriculum. A number of methods were employed to collect data about the objectives. Data collected were analysed according to the adopted method of data analysis (4.8). Final evaluation was made to see whether the English language curriculum of the 100th LAC programme was high performing, average performing, low performing or non performing.

Before starting the evaluation of the English language curriculum of the programme, it is necessary to have a general idea of the institute which conducted the programme.

7.2 Legal Status of the Institute

Bangladesh Civil Service Administration Academy (BCSAA) is the core training institute for the training and development of the members of BCS Administration cadre.

It is an attached body of MOPA. It is pledge bound to impart training to the newly recruited civil servants of the cadre services. The institute came into being in its present identity in 1987. Earlier, it delivered training to different groups of civil servants, and was known as the Gazetted Officers' Training Academy (GOTA), and Civil Officers' Training Academy (COTA).

7.3   Location of the Institute

The institute is situated on 2.35 acres of land around the middle point of Dhaka city, capital of Bangladesh. The secretariat of Bangladesh government, University of Dhaka, and many other important offices are within easy access from the institute.

7.4   Organogram

The head of the institute is called the 'rector' who is a secretary to the government of Bangladesh. It is once again noted that 'secretary' is the highest rank in the civil bureaucracy in the country. S/he (secretary) works as the principal government officer in a ministry. Other than rector, there are posts of 1 Member Directing Staff (MDS), 4 Directors, 6 Deputy Directors, 1 Senior Librarian, 1Programmer, 4 Assistant Directors, 1 Research Officer, 1 Publication Officer,1 Medical Officer, 1 Accounts Officer and a few supporting staffs. MDS is the second in command and assists the rector in overall matters of the institute. 4 Directors supervise four departments of the institute. The departments are— Administration, Training, Planning and Development, and Information Technology. 120 officers and staff were working in the institute till June 2017. However, a proposal for further expansion of the present organogram was under consideration of the government during the time of data collection.

7.5   Vision, Mission and Goals

According to the course guideline for 100th LAC programme, the vision of the institute is to "become a national hub of excellence for accomplished, competent and pro-active professional civil servants." Its mission statement is articulated as follows: 'To build up efficient, capable and upright civil servants through effective training and research'. It has also set six goals to materialize its mission and vision. The first goal is to impart professional training to the officers of BCS Administration cadre. The second goal is to

develop the spirit de corps among the trainees. The third goal is to build up the civil servants into a disciplined and responsive force. The fourth goal is to develop leadership quality among the officers. The fifth goal is to conduct research and publication on the area of public administration in Bangladesh, and the sixth goal is to provide consultancy and advisory services to the government on administrative and development issues.

7.6   Infrastructure of the Institute

Till June 2017, the institute has two multistoried buildings. Of them, one is five storied, and the other is nine storied. The five-storied building houses an auditorium, a medical centre, and a library on the ground floor. A library, a cybercafé, and a dormitory is located on its 1st floor. 2nd floor of the building has a dormitory, and a computer lab. 3rd floors of the building have dormitory, and games centre. The whole of the 4th floor is used as dormitory.

The nine-storied building contains reception, dining halls, kitchen, executive dining hall, and generator room in its ground floor. Rector's office, office accommodation for other officers, conference room with video conferencing facilities, and store room are located in the 1st floor of the building. 2nd floor of the building has class rooms, computer lab, syndicate rooms, and office accommodation. 3rd floor of the building is used as class rooms, computer lab, syndicate rooms, and office accommodation. Syndicate rooms, and examination hall are housed in the 4th floor of the building. Both 5th and 6th floors of the building contain dormitories. The 7th floor of the building is reserved for multipurpose use, and the 8th floor has the rector's suite, language lab, syndicate rooms, guest rooms, and multipurpose rooms. In addition, the institute has a residential complex for its officers and staff near the main training complex.

The institute has a huge library spreading over most of the portions of the ground floor and 1st floor. There are more than 45 thousand books on different subjects. Besides, it receives a good number of books, journals, research reports, annual reports, news-letters, and magazines as complimentary copies from different national and international organisations through exchange programmes. Besides subscription of major national daily newspapers of Bangladesh, the institute subscribes for foreign newspapers and magazines like *The New York Times*, *The Economist, The Time,* and *The Readers Digest*

regularly. The library remains open from 8:30 a.m. to 9:00 p.m. on week days. The institute has a language lab equipped with modern amenities. 40 participants can use it at a time. The institute has two modern computer labs. Moreover, full time Wi-Fi connections are available in the class rooms of the institute. Further, it has sufficient arrangements for indoor and outdoor games for the trainees. Besides these supports, it has a medical centre which is run by a physician and other supporting staff. Trainees are provided primary treatment from the centre.

7.7 Research and Partnership Activities

The institute has a research and publication wing. The wing publishes an annual academic journal titled *Bangladesh Journal of Administration and Management*. Till date (June 2017) it has published 14 volumes of the journal. Articles on different issues of training and governance in Bangladesh have been published in the volumes.

The Academy has bilateral understanding with a few other training institutes in the country including BPATC, National Academy for Planning and Development (NAPD), and Land Administration Training Centre (LATC). Moreover, it has collaboration with Asian Institute of Technology (AIT), Thailand; Lal Bahadur Shastri National Academy of Administration (LBSNAA), India; Japan International Cooperation Agency (JICA), Japan; Yamaguchi University, Japan; and Korean International Cooperation Agency (KOICA), South Korea.

7.8 Training Programmes of the Institute

The institute offers a number of training programmes all the year round. The training brochure for 2017 of the institute mentioned 15 different training programmes scheduled to be conducted. The names and duration of the programmes along with the details of participants are shown in the table 7.1 below:

Table 7.1: Training Calendar of BCSAA

Sl No.	Name of the Programme	Duration	Participants
01	Law and Administration Course	05 Months	Assistant Commissioners/ Assistant Secretaries
02	Foundation Training Course	06 Months	Entry level Officers of different Cadres
03	Development Administration and Management	04 weeks	Newly promoted Deputy Secretaries from other cadres than BCS Administration
04	Public Procurement Management Course	02 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
05	Orientation Course for Fit-listed UNOs	02 weeks	Fit-listed UNOs (Senior Assistant Secretaries/ Senior Assistant Commissioners)
06	Course on Negotiation	04 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
07	Course for Executive Magistrates	02 weeks	Executive Magistrates of different levels
08	Masters Course in Public Policy and Management (MPPM)	01 year	Members of BCS Administration cadre who have completed 10 years of service
09	Public Relation Management Course	04 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
10	Building Inspection and Monitoring Course	03 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
11	Project Management Course	06 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
12	Course on Budget Management and Audit disposal	04 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
13	Course on etiquette and manner	01 week	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
14	Innovation in Public Service	04 weeks	Assistant Commissioners/ Assistant Secretaries to Deputy Secretaries
15	Orientation Course for the spouse of Deputy Commissioners and Additional Deputy Commissioners	01 week	spouse of Deputy Commissioners and Additional Deputy Commissioners

Besides the scheduled training programmes, the institute was supposed to organize extended lecture programmes, workshops/seminars on different aspects of Law, Administration, and Management. Sometimes it arranges special training and orientation programmes for different levels of government officers of the country as and when assigned by the government.

The programmes of the institute are conducted by senior members of BCS Administration cadre and other eminent scholars of academic arena.

7.9 Conferment of Degree and Certificate

The institute awards Master's degree in *Public Policy and Management (MPPM)* in collaboration with Northern University, Bangladesh. In the same way, it confers certificates to the successful participants in each and every training programme. Besides, it sends its best participants abroad in order to allow them gather practical knowledge and experience of what is happening in the government of those countries.

7.10 Primary Information about the Programme

With the general overview of the institute along with theoretical information provided in the early part of the research, the researcher evaluates the English language curriculum of the programme.

The Course guideline for the programme of 100th LAC mentioned LAC as the core training programme organized by the institute. The duration of the course is 5 months. The programme aims at imparting training on the issues which are most relevant to the newly recruited officers in BCS Administration cadre. It is reported that curriculum of the programme is designed and updated responding to the problems and issues encountered by the Administrative officers at field level. It is further stated that the programme focuses on both theoretical and practical aspects of essential laws and modern concepts of management and administration relevant to the participants. The 100th LAC programme lasted from 01 January to 01 June 2017.

7.11 Objectives of the Programme

The followings were the objectives of the programme as stated in its Course Guideline:[1]

- Understanding the norms and values of civil service in Bangladesh

- Performing the magisterial and administrative functions efficiently

- Acquiring good understanding and knowledge on land management system

- Ensuring good governance and administration for development

- Team Building

- Earning good command on communication, research, and presentation skills

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[1] Course Guideline for 100th LAC. Dhaka: BCSAA.

7.12 Programme Contents

The course guideline for the programme states that contents of the LAC programme are designed and updated through a regular process of review by the institute based on feedback from trainees. In addition, opinions from experienced administrators and guest speakers were also reciprocated. The contents of the programme were divided into 24 modules. Details of the modules have been shown below in the table (Table 7.2).

Table 7.2: Details of Modules

SL. No.	Name of Module	No. of Sessions	Total Marks	Evaluation Method
01	Manner, Etiquettes and Protocol	18	50	Written Examination
02	Introduction to Jurisprudence and Constitution of Bangladesh	18	50	Written Examination/ Class Test
03 (Part-A)	Laws relating to Criminal Procedure	12	50	Written Examination
03 (Part-B)	Laws relating to Penal Code	13	50	Class Test/ Case Study, and Written Examination
03 (Part-C)	Laws relating to Evidence Act	12	50	Written Examination
04	Practical Aspects of Field Administration and Magisterial responsibilities	30	100	Exercise on Mobile Court/ Moot Court, and Written Examination
05 (Part-A)	Land Laws and Administration	37	100	Class Test/ Written Examination
05 (Part-B)	Land Laws and Administration	32	100	Written Examination, and Assignment/ Exercise on Mutation/ Miscellaneous case/ Statement of Facts
06	Civil and Personal Laws	18	50	Written Examination and Assignment
07	Minor Acts	28	50	Assignment and Presentation
08	Administrative Rules and Procedures	31	100	Assignment/ Class Test and Written Examination
09	Office Management	28	100	Class Test and Written Examination
10	Development plan and administration	42	100	Group Presentation and Written Examination
11	Project Management	20	50	Individual Assignment and Written Examination
12	Public Management and Public Policy	40	100	Written Examination and Case Study Presentation
13	Book Review	26	50	Individual presentation and Writing Synopsis
14	E-Governance and Innovation in Public Service	32	100	Written Examination and Practical Test

SL. No.	Name of Module	No. of Sessions	Total Marks	Evaluation Method
15	**English Language Skill**	**104**	**150**	**Vocabulary Test, Extempore Speech, Listening, Reading, and Writing Test**
16	Field Attachment and Report Writing	58	100	Report writing and presentation
17	Gender Awareness and Child Rights	14	50	Written Examination and Individual Assignment
18	Bangladesh Studies	64	150	Assignment, Study tour, Report writing, presentation and Class Test
19	Physical Training, Games and Yoga	12	50	Practical
20	Rector's Evaluation	--------	50	------
21	Discipline	-------	200	--------
	Total	**726**	**2000**	

7.13 Description of the Module on English Language Skill

Detailed outline of *English Language Skill* Module for the programme is provided in the course guideline. Name of topics and number of sessions for each of the topics are clearly mentioned in the guideline. Moreover, methods of evaluation along with marks distribution are also stated there. All the particulars of *English language Skill* module are shown in the following tables (Table 7.3 & 7.4).

Table 7.3: Details of English Language Module

Session Code	Topic	No. of Sessions
1501-1504	Building Vocabulary	04
	Writing Skills	
1505-1506	Basic sentence patterns and order of words	02
1507-1508	Use of modifiers	02
1509-1510	Simple, complex and compound sentences	02
1511-1512	Use of appropriate words/phrases	02
1513-1514	Concision, clarity and consistency in writing	02
1515-1516	Unity in writing: Designing paragraphs	02
1517-1518	Punctuations	02
1519-1520	Common mistakes	02
1521- 1526	Writing practices/ exercises	06
	Reading Skills	
1527- 1528	Introduction to reading skills	02
1529- 1530	Dealing with unfamiliar words	02
1531-1536	Reading practices	06

Session Code	Topic	No. of Sessions
	Speaking Skills	
1537	Introduction to speaking skills	01
1538-1539	The Phonetic symbols and words commonly mispronounced	02
1540-1541	Use of Modals	02
1542-1545	Presentation skills and Extempore speech	04
1546-1551	Presentation on selected topics/ themes	06
	Listening Skill	
1552	Introduction to Listening skills and listening techniques	01
1553-1558	Listening Skills: Practice sessions	06
1559-1564	Tests on Different Skills	06
	Debate	40
	Total	**104**

7.14 Marks Distribution for Different Components of the Module

Table 7.4: Marks Distribution of English Language Module

Serial No.	Name of Item	Marks
01	Vocabulary Test	25
02	Extempore speech	10
03	Listening Test	20
04	Reading test	20
05	Writing Test	25
06	Debate	50
Total		**150**

7.15 Evaluation Method of the Module

The course guideline contained evaluation method along with distribution of marks for different component of the contents of the curriculum. Details have been shown in the following table (Table 7.5):

Table 7.5: Details of English Language Module Evaluation

Name of Evaluation Test	Marks
Vocabulary test	25
Extempore Speech Test	10
Listening Test	20
Reading Test	20
Writing Test	25
Debate Test	50
Total Marks	**150**

7.16 CIPP Evaluation of the Curriculum

Methods of document analysis, interview, observation, and questionnaire survey were employed for collection of information on the English language curriculum of the 100[th] LAC programme. The findings from these instruments were related to different specific objectives of the research. Further, the specific objectives were interlinked with context, input, process, and product phases of the curriculum. The findings on the specific objectives were used first to categorically evaluate different stages of the English language curriculum of the programme. Subsequently, attempts were made for evaluation of the curriculum as a whole based on the evaluations of different phases. While analyzing the findings, the stated methodology for data analysis (4.9) was followed.

It is noted here that all the data collection tools used in the research were not used every time to gather information about all the four phases of the curriculum. All the tools were not found useful for collection of data on every phase of the curriculum. Tools were used for collection of data on each phase of the curriculum depending on their suitability.

7.16.1 Context Evaluation

Specific objectives from i to vi (1.6) were related to context evaluation of the curriculum. Findings on these specific objectives were interrelated with the context phase of the curriculum in the programme. Document analysis, interview, and questionnaire survey methods were applied for data elicitation on the particular phase of the curriculum. All the findings from these methods on the phase of the curriculum are discussed for evaluation of the phase.

7.16.1.1 Findings from Document Analysis

It was seen in the course guideline for the programme that the institute was staffed with different types of officials. However, no post for English language trainer was available in the current organogram of the institute. Even then, the institute attached much emphasis on enhancement of English language skills of the participants of the programme. It allocated 150 marks for '*English Language Skill*' module out of total 2000 marks in the programme. Thus, highest amount of marks was allocated for the English Language curriculum among the taught courses in the programme,

7.16.1.2 Findings from Interview

Joint Secretary (Training) of MOPA, and Director (Training) of BCSAA were interviewed to have a general idea about LAC programme. Both of them were senior members of BCS Administration cadre with more than 20 years of work experience.

The interview with Joint Secretary (Training) dealt with five issues (Appendix 13) which had concern with 'context' phase of the curriculum. Similarly, interview with Director (Training) dwelt upon six issues (Appendix 15). Among the issues, issue Nos. 1, 2 and 5 had direct involvement with 'context' phase of the curriculum.

Interviews with the Joint Secretary of MOPA, and Director (Training) of the BCSAA reflected that both MOPA and BCSAA considered good proficiency in English language to be one of the mandatory competencies for the officers of BCS Administration cadre.

Joint Secretary (Training) told that BCSAA is mandated for planning and execution of its training programmes. It is almost an independent entity. Coordination with BPATC about anything including English language training is a matter of its own concern.

Director (Training) of the institute informed that the English language curriculum for the 100th LAC programme was structured by the faculty members of the institute with assistance and cooperation from subject specialists. He also opined with reference to the organogram of the institute that provision for the post of English language trainer should be made as it was absent in the prevailing organogram. He further shared that there was no institutional provision to assess the post training impact of English language curriculum on the trainees. He also reported that there existed no coordination between the institute and BPATC in case of English language curriculum though both of the institutes offered English language training to the officers of BCS Administration cadre.

He further informed that the institute appointed British Council, Bangladesh for conducting English language training in the reported LAC programme as the institute had no trainer of its own. The contract with British Council, Bangladesh for the purpose cost Bangladeshi taka 2500000/- (Twenty five lakhs).

The English language trainers appointed by the British Council Bangladesh declined any kind of participation in the research in response to the approach of the researcher. In this

case, an interview of English language module director was arranged to collect information on various stages of the curriculum. The interview of the module director had three parts (Appendix 16). The first part of the interview focused on explaining the aims and objectives of the research. The second part of the interview was introductory discussion with the interviewee to collect academic and professional information about her. The third part of the interview focused on 10 semi-structured questions which comprised different aspects of context, input, process, and product evaluations of the English language curriculum of the programme. Interview with the module director of the programme also delivered much information about the context phase of the English language module in the programme. She informed that English language curriculum was made by the trainer of the institute upon necessary 'needs-analysis'.

7.16.1.3 Findings from Questionnaire Survey

In congruence with the adopted methods for the study, a questionnaire was prepared for the participants of the 100[th] LAC programme (Appendix 4).

Responses of question Nos. 1 to 10, and question Nos. 23 and 24 were used for 'Needs Analysis' in Chapter Five of the research. The profiles of 'learning needs' and 'learner needs' for the officers of BCS administration cadre were prepared in that chapter based on the trainees' responses given to the questions. The respondents informed that the teaching of *'English pronunciation'* was conducted 'To a limited extent' in their English language skill module. They also informed in response to question No.3 that sessions on *'writing reports'*, *'writing Legal English', writing concept paper,* and *writing project proposals'* were held 'Not at all' in the module. All the respondents replied in response to question No.4 that different reading skills were taught in the programme 'To a great extent'. While replying to question No. 5, all of them informed that the matter of *'listening to native English speakers'* and *'listening for main idea and key points'* were practiced 'to a great extent' in the programme. However, they reported that the skill of *'listening to non-native English speakers'* was 'Not at all' covered in the programme. They also informed in response to question No.6 that 'functions' like *'small talks and welcoming a visitor', 'telephone conversation', 'offering praise', 'making complaints', 'asking permission',* and *'asking advice'* were not addressed at all in the programme.

Though the tasks such as *'negotiations', 'summarizing', 'translation', 'transliteration'* and *'revising and editing'* are required to be done in English by the officers of the cadre. All of them informed in response to question No. 7 that their English language module did not cover the tasks at all. They also responded question No.8 saying that no session in the English language module was conducted on topics such as *'Public Administration', 'Office Management', 'Project Management', 'law', "Finance', 'Trade', 'Information Technology'* and *'Development Issues'*. Likewise, all of them replied in response to question No. 9 that the issue of *'intercultural communications'* was not addressed at all in their English language curriculum.

While answering question No. 20, all of them reported that the English language curriculum of the programme focused on their professional needs only 'To a limited extent'.

7.16.1.3.1 Analysis of the Findings

Despite having good infrastructural resources in the institute, and proper understanding about the significance of English language competence for the officers of BCS Administration cadre at the management level of the institute, there remained limitations in terms of planning and development of the English language curriculum of the programme. One of the general objectives of the 100th LAC programme as cited in the course guideline was to enable participants in "Earning good command on communication, research, and presentation skills". But the module titled *'English language Skill'* had no stated objective at all. A good number of learning topics were set in the module without any stipulated objective.

The English language module director informed that formal needs analysis was conducted for the English language module before development of the curriculum (Appendix 16). But, the contents of the English language module in the programme were unbecoming compared to the profile of needs prepared by the researcher in chapter five of the research. Thus, it came out that there was actually no scientific needs analysis for the English language module of the programme. It seemed that contents and topics of the English language module were selected based on preconceived perceptions of the course management.

The course contents of the English language module of the programme as mentioned earlier in section 7.13 shows that different general type of topics regarding writing, reading, speaking, and listening skills are included in the curriculum. The contents of the module also reflected structural approach to language teaching (2.8.1), instead of functional one. Because of adoption of the wrong approach of language teaching, the syllabus or course contents of the curriculum were structural or grammatical. The contents could not address the specific job-related needs of the trainees. Thus, a general type syllabus, instead of ESP, has been followed and it did not emphasize on the tasks and topics necessary in the administration of the country.

It was also revealed that the institute had no co-ordination with BPATC regarding to English language training to the officers of BCS Administration cadre although both the institutes provide English language training to them. If there was coordination between them, the English language training programmes for the trainees of the cadre could be more comprehensive because of the sharing. The findings affected the context of the curriculum.

7.16.2 Input Evaluation

Specific objective No. vii (1.6) highlighted the input phase of the curriculum. For the purpose of data collection, document analysis, interview, and questionnaire survey were employed in this case. Findings from the other tools were used to evaluate the input phase of the curriculum.

7.16.2.1 Findings from Document Analysis

The discussion in section 7.4 of the current chapter has shown that the organogram of the institute comprises 1 Rector, 1 Member Directing Staff (MDS), 4 Directors,6 Deputy Directors, 1 Senior Librarian, 1Programmer, 4 Assistant Directors, 1 Research Officer, 1 Publication Officer,1 Medical Officer, 1 Accounts Officer and a few supporting staff. Besides assigned duties against their posts, the officers also work as trainers. In the organogram of the institute, there was no post for English language trainer. Even there existed no expert pool of English language trainers to facilitate the English language sessions in the programme.

According to the course guideline, there are more than 45000 books on different subjects in the library of the institute. The library regularly subscribes for leading local and international journals on various issues related to administration and development. Besides, the library receives a good number of research reports, annual reports, journals and books as complimentary copies from different national and international institutes all the year round through exchange programme. In any consideration, the library of the institute was rich in reading resources. But the collection of reading materials on English language of the library was very poor. There were only the following books on English language in the library.

Table 7.6: List of Reference Books

Writer	Name of the Book
Taylor, Grant	*English Conversation Practice*
Alves, LGV	*English in Everyday Use*
Chakraborti, Dipankar	*Spoken and Written English for Everyone*
Connor, J.P.O.	*Better English Pronunciation*
Muslim, Syed Naquib	*Problems of Prepositions & Common Errors in Standard English Speaking & Writing*
Islam, S. M. Mafidul	*Correct English*
John & Lizsoars	*Headway*
Wren & Martin	*High School English Grammar & Composition*
Gude, Katty	*Advanced Listening & Speaking*
Philips, Terry	*Effective English for the Office*
Mullick, Mohiuddin	*A Text Book of Communicative & Practical English Grammar*

It is assumed from the list of titles of the books that except Terry's *Effective English for the Office*, the rest of the books were written for the general-purpose education (GPE). Thus, it appears that the institute had very poor input opportunities as far as relevant books on the English language curriculum of the programme are concerned.

7.16.2.1.1 Findings from Interview

Director (Training) of the institute informed (Appendix 15) that a contract was signed with British Council Bangladesh for English language training to the trainees in the programme as the institute had no qualified trainer of English. Thus, professional trainers were hired for English language training in the programme.

The concerned module director informed (Appendix 16) that the institute had a well-equipped English language laboratory to serve the purpose of the trainee administrators. However, she admitted that there was no coursebook based on the contents of the module.

7.16.2.1.2 Findings from Questionnaire Survey

Question Nos. 11 to 13 of the questionnaire (Appendix 4) were related to input phase of the curriculum. All the respondents had positive answers to question No. 11 which means the institute had a language laboratory, But they held that the laboratory was not well equipped to serve their English language training purpose. In response to question No. 13, 5 of the respondents said that sufficient time was not allocated for the English language curriculum, while 2 of them replied in the positive.

7.16.2.1.3 Analysis of the Findings

According to the course guideline, 104 hours of time was allocated for English language training. But the time was reduced to only 66 hours in the contract signed between the Institute and British Council Bangladesh. In the given situation, more than two-third of the respondents thought the time given for the English language module in the programme was not sufficient.

The catalogue as well as physical inspection of the library disclosed that the library did not have required number of reference books on English language. But reference books are of extreme necessity for teaching learning of any L2.

The institute owned a language laboratory. But the laboratory was not found well equipped with necessary training materials like CD relating to English language skills to cater for the needs of the trainees.

Findings also reveal that there was no course book for the module in the programme. Often course books are made for different subjects in the training programmes so that target-lessons can be delivered to the trainees within a target-period of time. It is particularly necessary when guest speakers or trainers from outside the institution are involved, as they are not usually well oriented with the contents, approach, methodology and philosophy of the training programme. In the given situation, the course book works as ready guide of resources for them, and it restraints them from digression.

The authority made alternative arrangement for providing English language trainers from outside in the programme as they had no trainer of their own in the institute. This attempt appeared as the strength at the input phase of the curriculum.

However, all the findings provide a bleak picture about the input stage of the English language module.

7.16.3 Process Evaluation

Specific objective No. viii (1.6) touched upon the process phase of the curriculum. Whatever 'inputs' are provided in a given 'context' for a particular training programme, all the arrangements become useless, and mere wastage of time and money unless the process of implementation of the curriculum proceeds properly. In the present case, document analysis, interview, observation, and questionnaire survey methods were employed to procure data on this phase of the curriculum.

7.16.3.1 Findings from Document Analysis

The course guideline provided general description about the implementation of the programme as a whole. No detailed instruction about implementation of the English language curriculum is incorporated in the guide. However, it was necessary to explicitly state the implementation process for each and every module in the programme.

7.16.3.2 Findings from Interview

Director (Training) and Module Director of the institute were interviewed in this regard (Appendices 15 & 16).

He informed that the authority of the institute signed a contract of 66 hours with British Council Bangladesh for conducting the English language module in the programme.

The module director informed that preparatory sessions for IELTS were offered to the trainees instead of the listed topics in the course guideline of the programme. She also shared that English language sessions were held only once in a week. 3 sessions for altogether 6 hours were conducted throughout the day. In other words, a whole day of a week was exclusively dedicated for the English language training.

She also informed that the trainers arranged a mock test on IELTS at the end of the module. The test covered all the four general skills of English. However, the trainers did not follow the instructions on evaluation as given in the course guideline. For this reason, no test on English debate was held. She also shared that the trainers overmarked the scripts and it needed her intervention to ensure rational marking. In addition, she had not full control over the trainers of British Council Bangladesh.

7.16.3.3 Findings from Observation

The researcher observed one of the English language sessions of the programme on 12 March 2017 with verbal permission from the course management. It was a non-participant covert observation. The researcher observed the session from a place which was invisible to both the trainer and the trainees of the session.

There were 18 participants in the session during the observation. Later it was known from English language module director of the programme that the 36 participants in the LAC programme were divided into two groups for English language sessions. However, groups were not made based on any screening test at the beginning of the sessions in the programme. In fact, groups were made based on the order of serial numbers of the participants. Participants with serial numbers from 1 to 18 of the programme were put in a group, and the rest of the participants from serial numbers 19 to 36 were put in the other group. The researcher observed the session of the first group.

It was seen that one of the English language trainers of British Council Bangladesh had been conducting the session. He was lecturing on vocabulary learning for IELTS. In this regard, he showed templets of video. He also gave tips to the participants on various occasions during the session on how to attain high scores in the IELTS. Very few of the participants interacted with the trainer in the session, and the session was actively dominated by the trainer.

7.16.3.4 Findings from Questionnaire Survey

Question Nos. 14 to 19 of the questionnaire (Appendix 4) were related to process phase of the curriculum. It has been found in connection to question No. 15 that no screening or diagnostic test was held at the beginning of the English language sessions to divide the participants according to their abilities in English. However, the 36 participants in the

programme were divided into two groups for English language sessions according to their orders of serial. 5 of the respondents replied (question No. 16) that the English language sessions in the programme were interactive 'To a great extent' while 2 others replied that they were interactive 'To a limited extent'. In case of question No. 17, all the responded replied that the type of English language sessions in the programme combined both knowledge and practice. In response to the question Nos. 18 and 19, they said that they sat for the evaluation test on all the four skills of English language at the end of the module.

7.16.3.5 Analysis of the Findings

As per course guide, 104 sessions were allocated for the English language module of the programme. Duration of each of the sessions was 1 hour. Thus, 104 hours of time was allocated for the English language module. However, the authority of the institute had a contract of 66 hours with British Council Bangladesh for conducting the English language module of the programme. Extenuation of training period from 104 hours to 66 hours was a sharp deviation from the planned schedule of the module. Thus 'operational' curriculum (2.5.2) posed to be different from that of 'official' one (2.5.1).

The module director admitted that the trainers of British Council Bangladesh did not follow the course outline of the module given in the course guideline for the programme. They conducted sessions only on the preparation for IELTS. She admitted that deviation from the course guideline happened because of the loophole in the contract made with British Council Bangladesh. The matter of strict adherence to the given course guideline for the English language module of the programme was not incorporated as a condition in the contract.

Small class size is ideal for language training. With the perspective in mind, 36 participants were divided into two groups for English language sessions in the programme. But groups were not made following appropriate method of L2 training. It was desirable that participants with similar level of competence in English would be put in a group. This could be done through arrangement of diagnostic or screening test. But contrary to this, participants were divided into two groups on the basis of order of roll numbers. The first 18 participants bearing roll numbers from 01 to 18 were put in one group, and the remaining 18 were put in the other group. Consequently, participants with varied levels of English language proficiencies were given training in the same group.

Actually, blending of strong and weak trainees in the same language session is not always productive. Thus, the English language sessions were less likely to be effective in the situation.

6 hours of English language training was given on a single day in a week. But, learning of any language requires regular and repeated practices. Training of English language just for one day a week was less likely to enhance the language competency of the participants to the fullest potentials. 6 hours training should be spread over at least on two or three days a week instead of one day only.

In case of evaluation of the achievement of the participants in the module, the trainers also did not comply with the written instructions of the institute. Detailed marks distribution for each component of the course contents was provided in the course guideline, but the trainers arranged mock test on IELTS at the end of the module in congruence with what they had taught. The test somehow covered speaking, writing, reading, and listening tests as indicated in the course guideline. But it could by no means cover debate as a test of the participants though 50 out of total 150 marks was allocated for the test. Actually, they gave weightage of full 150 marks to the IELTS mock test and evaluated the participants on the basis of the test.

Moreover, the English language module director mentioned the scripts were over marked by the concerned evaluators. She had to intervene to ensure rational marking of the scripts. Over marking of the scripts might happen as the evaluators did not have orientation about the overall evaluation system of the institute or they tried to prove their success by giving more marks to the trainees.

The module director shared that she did not have full control over the trainers of British Council Bangladesh. Lack of coordination between the institute and the trainers of British Council Bangladesh was also implied in the conversation of the English language module director. If the coordination between the authority of the institute and the trainers were effective, the training could have been more effective. Thus, lack of coordination between the course management and trainers was an obstacle for implementation of the curriculum at the process level.

Thus, findings from different sources demonstrate a number of limitations with the process phase of the curriculum of the programme.

7.16.4 Product Evaluation

Specific objectives No. ix and x (1.6) were concerned with the product phase of the curriculum. Combined effects of context, input, and process stages result into product in any curriculum. Usually product means 'any finished goods' of a factory or 'services' of any kind. In the present case, product means attainment of the objectives of the English language module by the trainee officers. Interview and questionnaire survey methods were employed for collection of data on the product phase of the curriculum.

7.16.4.1 Findings from Interview

Both the Director (Training) and the English Language Module Director informed that there was no institutional provision to assess post training impact of English language module on the trainee officers.

The module director opined that she was satisfied 'To a limited extent' with the overall achievement of English language training in the 100th LAC programme.

7.16.4.2 Findings from Questionnaire Survey

Question Nos. 20 to 22 of the questionnaire (Appendix 4) were related to product phase of the curriculum. Though many of the respondents were pleased with the performance of the English language trainer, all the respondents informed in response to question No.22 that the English language curriculum of the programme met their expectation to promote their overall English language competence in terms of professional requirements only 'to a limited extent'.

While answering the open-ended question No. 24, a few of the respondents preferred Speaking and Listening skills in English over Reading and Writing. Moreover, they wanted that legal English, intercultural communications and transliteration should be included in the course.

In response to the open-ended question No. 25, 4 of the respondents said that the curriculum of the programme focused only on preparation for IELTS. Most of the

English language requirements for their professional career were not addressed in the curriculum. They wanted that the curriculum should be redesigned focusing on their job-related needs. One of the respondents recommended that trainers who have state of the art knowledge about both ESP and the functions of BCS Administration cadre should be hired or recruited.

7.16.4.3 Analysis of the Findings

Assessment of post training impact on the trainees is the best way to examine the effectiveness of any training programme. It is related to accountability of the programme management. Accountability is one of the major expectations in an ESP programme. For this reason, management of any standard training programme includes the mechanism for post training evaluation as a compulsory element in the curriculum. Here in the case, both the Director (Training) of the institute, and the English language module director informed that there was no institutional provision to assess post training impact of English language module on the trainee officers.

Responses found from the trainees also show a poor picture of their satisfaction with the curriculum. They suggested that the curriculum should be redesigned in line with their professional needs. They also expected that trainers who have real knowledge about the professional needs of administration cadre should be involved in the curriculum design and training. Even the Module Director was not happy with the overall output of the curriculum.

The findings related to context and input phases somehow suggested strong commitment on the part of the programme management to make the curriculum effective. With this view, the authority hired trainers from British Council Bangladesh at the cost of BD.TK. 2500000/-. However, despite having a good gesture in terms of context and input phases of the curriculum, its ultimate outcome was 'Low Performing' in overall consideration.

7.17 Summative Evaluation

Since CIPP is a system-based evaluation model, the specific objectives section 1.6 of Chapter One of the research were employed to categorically evaluate context, input, process, and product phases of the curriculum. Individual evaluation of the phases of the curriculum has produced formative evaluations. However, the ultimate aim has been to make a summative evaluation of the curriculum as it has been promised in the general

objective (1.6) of the research. The following discussion is an attempt to make summative evaluation of the English language curriculum of the 100th LAC programme,

It was learnt from the course guideline of the programme that the length of the course is five months and it covers 24 modules on 21 fields in the given period. Total marks for all the modules are 2000. 726 sessions are scheduled to cover the training of the 24 modules. Each of the sessions is of 1hour duration. The course management allocated 150 marks and 104 sessions for the English language module. Analysis of the information of the training programme as mentioned in the earlier sections of the chapter eshows that the highest number of sessions was allocated for the English language module in the programme. No other module in the programme was allocated such a large number of sessions. In addition, English language module was allocated highest marks among the taught modules of the programme. Interview of the Director (Training) of the institute also suggested that the course management regards English language proficiency as a mandatory competence for the trainees. They emphasized much on enhancement of English language competence of their trainees. In this regard, they made a contract worth BD Tk. 2500000/- (BD Tk. 80 equal to 01 US dollar approximately) with British Council Bangladesh to provide English language training to the trainees of the programme. It is thus evident that the authority of the institute has a highly positive view about the necessity of English language training for the trainees of the programme.

The institute prepared a list of contents for the module of English language in the programme. English language needs analysis for the officers of BCS Administration cadre in Chapter Five shows that the list of contents for the English language module prepared by the institute was defective as it was made on the basis of hypothetical and traditional perception of needs instead of any formal needs-analysis. There was no arrangement for English language trainer in the organogram of the institute. It had to depend on guest speakers or hired trainers for delivery of English language training. The institute hires trainers from outside on ad-hoc basis for the programme. Even with good intention, the institute could not dictate well the terms and conditions of the contract that it made with British Council Bangladesh. Perhaps it happened as there was no English language expert in the institute who could play the role. Otherwise, it was responsibility

of the institute to instruct British Council Bangladesh to develop the curriculum in line with the needs of the officers. The discussion revealed that there had been problems at the context stage of the curriculum despite commitment of the course management.

Like the context stage, many limitations appeared at the input stage of the curriculum also. Necessary books for the module were not available at all in the library of the institute. Even there was no course book that could be used as guide for the trainers during the training. Though there was a language laboratory in the institute, it suffered from lack of job-related training materials. In addition, there was provision for evaluation test at the end of the module but there was no mechanism in the curriculum for post-training assessment of the curriculum. Moreover, curriculum or in a narrow sense syllabus of the English language module was of general type though it was supposed to be of ESP type.

Further, there were problems at the process stage of the curriculum. Trainees were not grouped according to their ability in English language. Strong and weak trainees were put in the same group. 6 hours training was given on a single day a week but it would be more effective if it were spread over two or three days a week. Moreover, evaluation of the IELTS mock test was over marked.

The feedback from the trainees and the module director revealed that they were satisfied 'to a limited extent' with the overall mode of English language training. Actually, the curriculum failed to fulfill its pledge of helping officers in "earning good command on communication" at the product stage.

It has been an established norm over the years for the curriculum developer of ESP to ensure accountability of the money and resources invested. Accountability of ESP curriculum is ensured by formative and summative evaluations. But there was no arrangement in the programme for either formative or summative evaluation of the curriculum. Actually, the persons involved with the curriculum of the English language module suffered from lack of scientific knowledge of curriculum development and implementation.

Moreover, hiring of trainers from British Council for conducting the English language training indicated that the capacity of the institute in this line had not yet developed.

Hiring trainer is a temporary solution. It did not increase capacity of the institute in the long run. Moreover, it also seemed costly in the perspective of the country. All the factors combined together made it a 'Low Performing' curriculum.

7.18 Conclusion

Feedback from the trainees, and English language module director of the programme along with the results of objective investigation by the researcher demonstrated that the curriculum could contribute only 'To a limited extent' in improving English language competence of the trainee officers. Thus, it indicated that the curriculum was not even 'Average Performing', let alone 'High Performing'. Despite availability of rich infrastructure, and sincere intentions of the course management to provide effective English language training to its trainees in the programme, the curriculum failed largely to deliver the expected results due to limitations in context, input, and process. Consequently, the curriculum turned into a 'Low Performing' one.

However, evaluative research has a number of purposes on the basis of its intent. One of the purposes of this evaluative research is to improve the overall quality of a curriculum if it is found unbecoming. The philosophy of Stufflebeam's CIPP model of evaluation is also to improve a programme.[2] Appreciating the spirit of the model of Stufflebeam, the current researcher also set a specific objective to recommend improvements of the English language curricula of the training institutes if required. The findings of this evaluation reveal that all the three English language curricula of both BPATC and BCSAA for the officers of BCS Administration cadre were 'Low Performing'. Hence it is necessary to recommend ways and means for improvement of the curricula, which is done in the next chapter along with some concluding remarks.

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[2] D.L. Stufflebeam, and C.L.S. Coryn, *Evaluation Theory, Models & Applications* (2nd ed.; San Francisco: Jossey-Bass, 2014), p.316.

Chapter Eight
Summary of the Findings, Recommendations and Conclusion

8.1 Preamble

The research aimed at evaluating the existing English language curricula of BPATC and BCSAA for the officers of BCS Administration cadre in the country by using Stufflebeam's CIPP model of evaluation. As it has been stated in section 1.6 of Chapter One of the thesis, the general objective of the study was:

"To examine critically the existing English language curricula of BPATC and BCSAA for promoting English language proficiency of the officers of BCS Administration Cadre in Bangladesh" and the Specific Objectives of the research were:

"i.   To understand the overall circumstances in which the English language curricula for the BCS Administration cadre officers have been designed and developed in the selected training institutes of Bangladesh

ii.   To examine whether the curricula are prepared on the basis of analysis of the 'target' and 'learner' needs of the administration cadre officers

iii.   To assess whether the curricula address both the 'target needs' and the 'learner needs' of the officers of BCS Administration cadre

iv.   To see whether the curricula is based upon the theoretical developments in syllabus and curriculum developments and fundamental issues of language education.

v.   To check whether the course contents reflect the needs and stipulated approach of the curricula

vi.   To find out whether there is any co-ordination between the selected training institutes in development and implementation of the English language curricula for the officers of BCS Administration cadre

vii.   To examine whether proper logistic support and human resources have been provided for implementation of the curricula

viii. To investigate whether proper training methods are pursued to implement the curricula

ix.   To assess the impact of the English language training curricula of the training institutes on the trainee officers of BCS Administration cadre, and

x.   To suggest improvements, if required, in the English language curricula of BPATC and BCSAA to contribute to the professional excellence of the officers of BCS Administration cadre"

The study comprises 8 chapters. First chapter of the study introduces the research topic, sets the topic in the specific context along with research questions, objectives, statement of the problem and chapter outline. Second and Third chapters deal with the issues of curriculum development and curriculum evaluation to provide theoretical as well as practical aspects of curriculum design and evaluation. Fourth chapter discusses the research design and methodological aspects of the study. Fifth chapter presents the findings of English language needs analysis for the officers of BCS Administration cadre in Bangladesh. Sixth chapter presents the findings of the evaluation of the English language curricula of BPATC for the officers of BCS Administration cadre. Seventh chapter presents the findings of the evaluation of the English language curriculum of BCSAA for the officers of BCS Administration cadre.

8.2   Summary of the Findings

8.2.1   Specific Objectives and the Findings

Summary of the findings are presented against the specific objectives below:

8.2.1.1   Objective 1

To understand the overall circumstances in which the English language curricula for the BCS Administration cadre officers have been designed and developed in the selected training institutes of Bangladesh

Findings: The three programmes for training of the BCS Administration Cadre officers—FTC and ACAD of BPATC and LAC of BCSAA are not designed on the basis of a scientific analysis of their professional needs. The BPATC programmes are not designed by any specialist or experts. The trainer himself designs the syllabus and the trainer himself does not have technical knowledge in English curriculum design. The BCSAA programme has been designed by a three member committee, but without analysis of specfic needs.

8.2.1.2   Objectives 2 and 3

To examine whether the curricula are prepared on the basis of analysis of the 'learning' and 'learner' needs of the Administration cadre officers and to assess whether the curricula address both the 'learning needs' and the 'learner needs' of the officers of BCS Administration cadre

Findings: The curricula of the three programmes do not address the specific needs found out in the needs analysis, presented in Chapter Five of the study. It is of a very general type. The two programmes of BPATC follow the model of IELTS which is meant to prepare learners for academic purposes in U.K. Australia and Canada, and also for job situations in the entire English speaking countries. The needs of the BCS   offices are different. Their professional activities, settings of their use of English, i,e, interaction, and mode of interaction are very specific and different from those of IELTS. So, the curricula do not address the specific needs of the officers of B.C.S. Administration Cadre.

8.2.1.3   Objective 4

To see whether the curricula is based upon the theoretical developments in syllabus and curriculum developments and fundamental issues of language education

Findings: As has been stated above under Objective 1, the curricula of the three programmes were not really developed in the light of the theoretical developments. It is not mentioned what type of syllabus the programmes use-grammatical, notional-functional, situational, skills, content, task-based, communicative, or multi-strand. However, it has been found that grammatical and skills based syllabuses are on use in the programmes.

The steps of syllabus design—(1) setting of general goals, (2) Identifying the target and learning needs, (3) specifying objectives, (4) selection of content (5) sequencing or grading of content, (6) identifying and organising learning experiennces, (7) Identifying and organising learning styles and strategies, (8) Identifying and organising learners beliefs and expectations, (9) Recommending models for teaching and testing-have not been properly followed in any of the programmes.

Marks distribution and grading policy have been mentioned in the BCSAA programme, but test techniques and test formats have not been mentioned, and no model test has been provided. Moreover, the programmes of BPATC are not serious about Testing. There is an assessment in the BCSAA programme, but it is not clear how it is assesses. In other words, the 'what' and 'how' of the assessment are not clearly laid out.

8.2.1.4 Objective 5

To check whether the course contents reflect the needs and stipulated approach of the curricula

Findings: The course contents do not reflect any stipulated approach of the curriculum. The contents of the BPATC curricula are not mentioned but the trainer provides practice in IELTS, which is rather a skills focused training, but it is not mentioned that a communicative, skills training approach would be taken. However, the content of the BCSAA programme mentions the areas, the 'what', but the approach, i.e. theory of language and theory of language learning underpinning the curriculum is not clear from the content itself.

8.2.1.5 Objective 6

To find out whether there is any co-ordination between the selected training institutes in development and implementation of the English language curricula for the officers of BCS Administration cadre

Findings: It has been found out from the survey and interview that there is no co-ordination between BPATC and BCSAA in designing and implementing the three English language programmes.

8.2.1.6 Objective 7

To examine whether proper logistic support and human resources have been provided for implementation of the curricula

Findings: The infrastructural support for implementing the curricula is there for all the three programmes. But there is no permanent trainer for teaching the courses. There is only one trainer who is also an officer of the Postal Cadre, but posted on deputation at

BPATC. The trainer has B.A. Honours and M.A. degrees in English, but not any specialised training in language teaching. BCSAA also does not have any regular trainer. It has to hire trainers from British Council, Dhaka.

8.2.1.7 Objective 8

To investigate whether proper training methods are pursued to implement the curricula

Findings: Proper training methods are not adopted in the institutes to attain the objectives. It has been found from the needs analysis, the participants need skills of different types like drafting good reports and project proposals, reading different documents, seminar presentation and participation, interaction with foreign delegates and the like. The methods used in all the three programmes are direct instruction or lecture method, not specific skills focused.

8.2.1.8 Objective 9

To assess the impact of the English language training curricula of the training institutes on the trainee officers of BCS Administration cadre

Findings: The impact of the training is not investigated formally in the system. However, in the present study it was found that even after the training, many of the officers cannot communicate well enough in English in their different spheres of activities, especially in foreign settings and with foreign participants. All the participants and the trainer mentioned that the outcome was not satisfactory.

8.2.1.9 Objective 10

To suggest improvements, if required, in the English language curricula of BPATC and BCSAA to contribute to the professional excellence of the officers of BCS Administration cadre

Findings: The suggestions for improvement based on the findings of objectives from 1 to 10 above are presented in the 'Recommendation Section' below.

8.3 Summary of the Findings According to CIPP Model

Turning these objectives in Stufflebeam's CIPP model of evaluation, the findings are discussed below in terms of the four major categories of this model— context, input, process and product. As discussed in Chapter One and Four, the four major components of the model encompass a number of things, which are outlined below:

8.3.1 The context : Context evaluation involves an evaluation of

o Objectives: What knowledge, skills, or attitudes should trainees require?

o Rational or Educational philosophy behind the curriculum: Why should they learn this? What is the value of this?

o Content: What content, i,e, what topics, concepts, skills, etc., should be covered?

o Characteristics of target group: Who is this for? (Consideration of interests, abilities, background knowledge)

o Activities: What should they do?

o Materials: What resources will they need?

o Sequencing principles: In what order, should this be done?

o Schedule: How long will each part take?

o Teacher training and attitudes: What do the instructors need to know, be able to do, and be committed to?

o Evaluation: How will success be determined? What will count as success?

o Administrative structure, institution facilities, and financial constraints: How will it be implemented in an institution?

o Other parts of curriculum: How will it relate to other subjects?

8.3.2 The input : Input evaluation involves an evaluation of the following questions

• Are the objectives stated appropriately?

• Are the objectives congruent with the goals of the institution?

• Is the content congruent with the goals and objectives of the programme?

• Are the instructional strategies appropriate?

- Do other strategies exist that can also help meet the objectives?

  Moreover, is required material support and human resources employed for the programme?

8.3.3 The process : Evaluation of process involves an evaluation of the following questions

- Are programme activities on schedule?
- Are they being implemented as planned?
- Are available resources being used efficiently?
- Do programme participants accept and carry out their roles?

8.3.4 The product

'Product' evaluation involves an evaluation of "the attainments of a programme"[1], the extent to which identified needs are fulfilled as well as identify the overall effects of the programme. The empirical study has been planned and the findings have been presented in the light of these objectives. Summary of the findings of the English language curricula based on CIPP model are presented below in terms of the components of the four major areas.

8.4 Summary of the Findings of the Curricula in the CIPP Model of Evaluation

8.4.1 Context

8.4.1.1 Objectives

The objectives are to enhance the English language skills of the learners. However, the objectives are not set on the basis of the findings of analysis of the participants' targets and learning needs. In this study it has been found that officers of administration cadre need to use English for participation in seminars and symposiums at home and abroad, where officers from many countries also join. They are required to interact with officers from other countries for which the officers need an advanced level of speaking skills. They also need seminar presentation and participation skills. They need to join academic programmes in England and other countries for which an advanced level of reading, writing, speaking and listening skills are required. The officers also have to draft project papers for which they need an advanced level of writing skills. All these areas of specific needs are not set as objectives of the English language curricula.

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[1] D. L. Stufflebeam, and A. J. Shinkfield, *Systematic evaluation: A self-instructional guide to theory and practice* (Norwell, MA: Kluwer, 1985), p. 176.

8.4.1.2 Knowledge, skills, or attitudes the Administration Cadre Officers Need

The officers of Administration Cadre need knowledge of the legal system of the country. As they are also deputed in many other sectors of the country, they need knowledge about other departments also. They need an advanced level of special skills in Reading, Writing, Speaking and Listening English. Details can be seen in Chapter Five which presents the findings of the B.C.S. Administration Cadre officers' needs of English.

8.4.1.3 Rational or Educational philosophy behind the curriculum: Why should they learn this? What is the value of this?

Language is a set of skills. Skills develop through practice. So the curriculum should focus on skills training and skills getting. The skills should also be of specialised type, because the officers of the cadre services are required to do different things with different participants in different communicative settings for different communicative events. Only knowledge or rules of 'usage' of English cannot determine the success of the administrative cadre officers. The officers should be able to use English in their target settings appropriately. The Administration cadre officers also should be able to communicate in culturally acceptable ways in cross-cultural settings. This has great value because these determine the professional worth.

8.4.1.4 Content: Content, i,e, topics, concepts, skills, etc., to be covered:

BPATC English courses did not have any specified content. It followed IELTS as models for the training. BCSSAA had a content which has been mentioned in Chapter Five. The courses focused on some discrete point items. However, the content did not relate to the specific areas of needs of the B.C.S. Administration Cadre officers, outlined in Chapter Five.

8.4.1.5 Characteristics of target group: Who is this for? (Consideration of interests, abilities, background knowledge)

The target group for the FTC curriculum was the officers of the cadre service including B.C.S. Administration cadre officers. Though the needs of the officers of different cadres were different, the course was the same. The content did not relate to the varied needs of the different cadres.

8.4.1.6   Activities: What should they do?

The B.C.S. Administration Cadre officers need to do different kinds of activities at home and abroad. They have to do many things with officers from other countries for professional purposes. They have to communicate orally for negotiation of deals, draft reports, read documents, present and participate in seminars and symposiums. Represent the country abroad as part of delegates to other countries. The kinds of reading, writing, speaking and listening they have to do are all of special type, not that of general English. What the officers are required to do have been presented in Chapter Five.

8.4.1.7   Materials: What resources will they need?

They need special kind of materials for training the skills necessary for the Administration Cadre officers. But the materials used for teaching and learning are not related to the special needs of the officers. No course pack is prepared and used to cater for the specific needs of the officers.

8.4.1.8   Sequencing principles: In what order, should this be done?

The sequence or order of materials may be listening first, speaking next, reading third and writing fourth. But the skills should be integrated in each lesson.

8.4.1.9   Schedule: How long will each part take?

The length or duration of the two BPATC programmes is too short for developing the required skills of the trainees. The duration of the BCSAA programme is 104 hours. But this much time is not used by the trainers.

8.4.1.10 Teacher training and attitudes: What do the instructors need to know, be able to do, and be committed to?

The trainers should be knowledgeable and skilled in teaching English. They should be familiar with the recent developments in the theories and practices in English language teaching. Lot of changes have taken place in all areas of language teaching including theories of syllabus and materials design, methodology and testing. But the trainer for both the programmes of BPATC did not have familiarity with the recent developments in these areas of language teaching.

8.4.1.11 Evaluation: How will success be determined? What will count as success?

Success should be determined by the officers' performance in their spheres of activities outlined in the needs analysis section of Chapter Five. It will be measured by their effective performance, not by their knowledge, but both by knowledge and skills..

This is not presently done. In the BPATC training programmes, evaluation is not properly done. In the BCSAA also evaluation is not done by the officers' performance in their target settings.

8.4.1.12 Administrative structure, institution facilities, and financial constraints: How will it be implemented in an institution?

In the present administrative structure, there are administrators and assistants as has been pointed out in Chapter One of the thesis. However, one serious limitation of the organogram is that there is no post of specialised English language trainers in the institutes.

8.4.1.13 Other parts of curriculum: How will it relate to other subjects?

English language training is only a small component of the overall training programme of each institute. A number of other courses are also covered, which are mentioned in Chapter Five.

8.4.2   The input

Input facilities are not good enough for sufficiently promoting English language proficiency. There is no permanent post of trainers. One officer with Honours and MA degrees in English, but with no specialised training in English Language Teaching, has been deputed as trainer, who also works as trainer in BPATC for both programmes—FTC and ACAD. In BCSAA there is no position of trainer in the organogram of the institute. Trainers are hired from British Council, Dhaka. These trainers of both the institutes do not follow the guideline of the curriculum; they follow IELTS modules and. a type of English for general purposes. The resources available are not sufficient for preparing the learners. There is a language laboratory in both the institutes. But the materials required for proper use of the lab are not available. The trainers also do not have training in using the lab. Books and materials are not specific enough for training the specific areas of needs of the officers.

8.4.3 Process

The process of implementing the curriculum is not good enough for attaining the objectives. Direct instruction or transmission of knowledge is the only process of classroom activities. There is not much of classroom interaction among the participants in the classroom. There is no evaluation or testing, formative or summative, to assess the participants in the FTC and ACAD programes. The BCSAA programe also does not have a serious assessment system. The scripts are over marked.

8.4.4 Product

The outcome of the training programmes is not satisfactory. Even after receiving training from both the institutes, many of the officers cannot communicate well enough in English in their contexts of professional setting, as it has been found in their peformance in the Indian, Chinese, U.K. contexts and in the DC-DM conference, discussed earlier in the study.

It is stated in the Methodology chapter (Chapter Four) that the research adopted inductive process to generate grounded theory in order to keep cohesion with Stufflebeam's CIPP model of evaluation. The model of evaluation starts with elements of formative evaluation to deliver the summative result of a programme. Thus, the model has generated both formative and summative evaluations of the English language curricula of BPATC and BCSAA. Findings of the evaluations showed that the English language curricula of both BPATC, and BCSAA largely failed to cater for the needs and demands of the officers of BCS Administration cadre in Bangladesh. The results of the evaluations also revealed a number of weaknesses in the curricula of both the institutes. Based on the result of summative evaluation of a curriculum, decisions can be made 'at project, institutional, or national level.'[2]

In order to make the curricula more effective for the target population, and to ensure accountability for the expenditure of the government money, some recommendations have been made in the following sections. However, specific recommendations against the two institutes have been forwarded first, and then general recommendations applicable for both the institutes have been presented.

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[2] P. Rea- Dickins, and K. Germaine, *Evaluation* (Oxford: Oxford University Press, 1992), p. 55.

8.5   Specific Recommendations for English Language Curricula of BPATC

English language curricula of P63rd FTC and 114[th] ACAD programmes of BPATC have been evaluated in the current study. The evaluations of the English language curricula of both the programmes have found a number of loopholes. All the limitations in the English language curricula affected the quality of English language training in the programmes. Consequently, the English language curricula turned into 'low performing' ones. Taking the facts into consideration, the specific recommendations are suggested below:

8.5.1   Recommendation 1

It was revealed from multiple sources that the authority of BPATC did not conceive of the role of English for the officers of BCS Administration cadre in their profession. Sufficient time and marks were not allocated for English language curricula of P63rd FTC and 114[th] ACAD programmes. Besides allocation of insufficient time and only 25 marks out of total 1200 was for the English language curriculum in the P63rd FTC programme. In the same way, only 12.5 marks out of total 1000 was allocated for English language curriculum in the 114[th] ACAD programme. Thus, it was found that the area of English language skill development was given much less attention compared to other areas of training in both the programmes though BPATC promised in the course guidelines that it laid due importance on enhancement of English language competency of its trainees in both the programmes. It has been also found in the study that there prevailed a negative attitude among most of the people of the institute towards English language training. They must realise the importance of English in enhancing the   professional skills of the officers of BCS Administration cadre. The authority of the institute should realise that English language competence of the officers of the cadre is directly related to the national interests of the country. Increased English language proficiency of the officers of the cadre will enhance their competitiveness at international level.

In the given situation, it is recommended that the authority of the institute should take immediate initiatives to change the attitude of its people towards English language training in the programmes. At the same time, sufficient time and weightage must be given for the English language curricula in the programmes.

8.5.2 Recommendation 2

The study reveals that there has been no proper needs analysis for the officers of BCS Administration cadre before designing English language curricula for P63rd FTC and 114[th] ACAD programmes. Contents of the English language curricula for both the programmes were selected based on perceptions of the curriculum developers. Neither 'learning' nor 'learner' needs of the trainee officers of BCS Administration cadre were addressed by the English language curricula of the programmes. Selection of the curriculum contents in both the programmes were made without consultation with the target population. Thus, just a 'top-down' approach was adopted for selecting content.

Therefore it is recommended that proper needs analysis, both learning and learner, must be done before development of the English language curricula for FTC and ACAD programmes. The findings of needs analysis of the present study presented in section 1 of Chapter Five may also be used.

8.5.3 Recommendation 3

Upon examination of the English language curricula, it appeared that the curricula of both the programmes were of general type. The contents of the curricula were meant for general English. They were not oriented towards the specific professional needs of the officers of BCS Administration cadre officers. Functional approach of language education suits this kind of curriculum design, whereas structural approach fits general academic purpose. But in cases of P63rd FTC and 114[th] ACAD programmes, structural approach of English language teaching-learning was adopted instead of functional one. Based on the findings of English language needs analysis, appropriate approach of language education should be pursued in the programmes.

The curriculum must be oriented towards the EOP (English for occupational purposes model).

8.5.4 Recommendation 4

Based on the functional approach of language training, four skills of English should be aligned with the required functions and tasks for the officers of BCS administration cadre. Again, the skills, functions and tasks should be related to the topics or contents

required for them. Thus, an integrated syllabus for English (4.4.7) should be pursued in the FTC and ACAD programmes for the officers of BCS Administration cadre. While doing so, learning needs should be sequenced from easy to difficult remaining faithful to the linguistic structure.

8.5.5 Recommendation 5

The organogram of BPATC shows that there are computer programmers to facilitate IT training for the participants. The posts for computer programmers have been created considering IT a technical subject. But there is no exclusive post for English language trainer in the organogram. ELT or ESP is now a technical subject though it is regarded as a non-technical matter by the institute. Without adequate skill and knowledge in ELT or ESP, nobody can serve effectively as an English language trainer.

Course managements of the P63rd FTC and 114th ACAD programmes entrusted one of the Deputy Directors of the institute for facilitating English language training as he had an M.A. degree in English. However, holding a degree in English, and being a trainer of the discipline are absolutely two different things. One needs to undergo training for being a trainer of English.

In the given situation, it is highly recommended that the authority of the institute should amend its organogram for creation of necessary number of posts for English language trainer.

8.5.6 Recommendation 6

Though BPATC has necessary classrooms and other infrastructural facilities, it needs more classrooms equipped with necessary facilities for English language training. Training of any language requires repeated practice, and in some cases, it requires group speaking. Thus, a language class is usually noisy.

For this reason, it is recommended that exclusive English language class rooms should be arranged for running the training in English language.

8.5.7   Recommendation 7

The library of the institute is rich in terms of collection of books on different subjects but books on English language were only a few. Teaching-learning of English as L2 requires a good number of reference books and work books, CDs, DVDs, Multimedia Projectors, TV , Internet and many other modern technologies and facilities . It is not possible to ensure effective training for L2 without necessary books and materials on the target language.

It is strongly recommended that the authority of the institute should provide sufficient number of English language reference books in the library so that both trainers and participants can use them.

8.5.8   Recommendation 8

The language laboratory of the institute has been found poorly equipped to meet the purpose of English language training to its trainees. The laboratory suffers from scarcity of CD, and other teaching-learning materials of English language.

It is recommended that the authority of the institute should modernize the laboratory so that it can cater for the needs of the trainees.

8.5.9   Recommendation 9

In case of both P63rd FTC and 114[th] ACAD programmes, serious problems have been found about the use of correct methods of implementation of the English language curricula. English language class size in the P63rd FTC programme was very large. Such a large class was contrary to the principle of L2 language training. Class size of the 114[th] ACAD programme was somehow tolerable. But the common feature of both the classes has been that participants of heterogeneous abilities were put in the same class without holding any screening or diagnostic test. In consequence, the sessions were not equally fruitful to all the participants.

It is, therefore recommended that screening or diagnostic test should be administered to separate the trainees of different levels of abilities and form homogeneous groups for training.

8.5.10 Recommendation 10

Evaluation tests also have been found to be defective as tests on all the four skills of English language were not held in the P63rd FTC programme and no English language evaluation test was arranged in the 114th ACAD programme. However, English language test arranged in the P63rd FTC programme was just a matter of formality. The test did not have much significance in evaluation of the English language performance of the participants. It indicates that there was a tradition in the institute to show all the participants successful in English language tests without consideration of their worth.

Therefore, it is recommended that the authority of the institute should ensure that the English language curricula in FTC and ACAD are properly evaluated following appropriate methods of English language training. The trainees also should be evaluated properly at the end of or during the training.

8.5.11 Recommendation 11

It has been found that participants of P63rd FTC were divided into 6 sections for the training. Participants of different cadres and services attended the programme. Participants from different cadres and services were amalgamated together in the sections with the intention to build 'esprit the corps' (6.3.2) among them. However, different cadres in government service in Bangladesh were created based on their particular nature of job. Naturally, officers of different cadres are in need of different types of English. English language needs analysis reveals that officers of BCS Administration cadre need some particular types of English which are unlike the needs of other cadres.

In the given situation, it is recommended that participants from BCS Administration cadre should be offered English language training in a separate group. However, it would not hurt the general objective of the FTC in building 'esprit the corps' (6.3.2) among members of different cadres as the trainees of all the cadres and services live together in the dormitories of the institute. They undergo other modules together. They also participate in the same curricular and co-curricular activities.

8.5.12 Recommendation 12

The Deputy Director cum English language trainer and MDS (P&S) of the institute informed that there was no link or coherence between the English language curricula of P63rd FTC and 114th ACAD programmes in the institute. Officers of BCS Administration cadre participated in both FTC and ACAD programmes. The English language needs for the officers of the cadre were found to be much in quantity. The areas of their needs could be sequenced from easy to difficult, and they could be addressed more effectively within limited time frame if divided between the FTC, and ACAD programmes in a planned and graded manner. It would be good if there was proper coordination between the English language curricula of the programmes.

It is recommended that the course contents of the two programmes should be designed in a graded sequence. The authority of the institute should think over the point.

8.5.13 Recommendation 13

Curriculum of ESP should be strictly objective oriented. Hence, it is warranted that there will always be an in-built mechanism in the curriculum to assess its impact on the trainees after the training ends. The post- training impact assessment of the curriculum provides feedback about effectiveness of the curriculum. The feedback helps in taking decision whether to continue or terminate or amend the curriculum to attain the stipulated objectives of the programme. It has been seen in the study that there was no provision for post- training assessment of the English language curriculum in either of the programmes.

It is recommended that the course management of the programmes should make sure that the post- training assessment of English language curriculum becomes a part of the curriculum itself. This will ensure validity and effectiveness of the curriculum.

8.6   Specific Recommendations for English Language Curriculum of BCSAA

It has been stated at the end of the evaluative study of the English language curriculum of the 100th LAC programme of BCSAA that despite availability of rich infrastructure and sincerity of the course management for providing effective English language training to the trainees, the curriculum failed to achieve the expected results due to limitations in

context, input, and process phases (7.23). The following recommendations are suggested for remedy of the shortcomings of the curriculum.

8.6.1   Recommendation 1

The study has found that the authority of BCSAA attached due attention to   improving English language skills of the participants of 100th LAC programme. The course management allocated sufficient time and marks for the English language module in the programme. Despite full commitment of the course management, the module did not come of much use in improving English language proficiency of the participants of the programme. In fact, the institute lacked capacity to implement its plan into action. The main reason for the failure was in the organogram of the institute. There was no post for English language trainer in the organogram of the institute (7.4). The institute made a contract with British Council Bangladesh for the English language training. The trainers of the British Council Bangladesh did not care for the course content included in the programme. They conducted training for only 66 hours instead of 104 hours. Hiring of trainers was too costly in the perspective of the economy of Bangladesh government. Moreover, this was not a sustainable decision for the institute as it did not enhance long-term capacity of the institute.

It is, therefore, recommended that the organogram of the institute should be amended to create necessary number of posts for English language trainer with PhD degree in English Language teaching.

8.6.2   Recommendation 2

It has been found in the study that the list of contents for the module of English language in the 100th LAC programme were not made based on real needs analysis for the participants. Even the trainers appointed by the British Council Bangladesh did not go for any study about the English language needs for the trainees. They conducted sessions aiming at preparation for IELTS. As a consequence, the module failed to achieve the actual objective of the programme.

It is, therefore, suggested that the curriculum for the English language module of the programme must be prepared in line with the survey of needs for the trainee officers.

8.6.3   Recommendation 3

The curriculum, or in a narrow sense, the syllabus of the English language module in the programme was of general type though it was supposed to be of ESP type. As an ESP curriculum, it was desired that functional approach of language would be adopted. But structural approach, instead of functional, was pursued in the module which resulted into an inappropriate curriculum.

It is, therefore, recommended that the curriculum developer for the LAC programme should take the matter into consideration to adopt right approach of language teaching.

8.6.4   Recommendation 4

The contents of the English language module indicate that the syllabus was predominantly structural or grammatical. However, an integrated syllabus involving different language skills, topics, and tasks was more suitable for the trainees.

It is recommended that the course management should conceive of the correct approach, methodology, and syllabus design while offering ESP curriculum to the trainees of the programme.

8.6.5   Recommendation 5

English language evaluation test was scheduled to be held in the programme, but there was no evaluation test. English 'Debate test' (7.13) was one of the topics in the programme, but no debate test was held at the end of the programme. Only a mock test on IELTS was held in the module. Thus, the evaluation test lost its validity. However, evaluation test is one of the vital means to see how much the trainees have achieved from the curriculum. The participants are also made accountable to the training effort through arrangement of evaluation test.

The course management of the programme should be committed to holding evaluation test aiming at its reliability and validity.

8.6.6   Recommendation 6

The study has found that the library of the institute was not equipped with necessary books on English language. There were only a few books on English, and most of them

were out of date. The books were not worthy to be used for the purpose of the training. The authority of the institute must equip the library with necessary books and materials on English which can be used by both the trainers and the trainees.

8.6.7 Recommendation 7

It has been revealed that the language laboratory of the institute had severe limitation as regard to scarcity of training related resources. There were no relevant CDs and other support materials for English language training in the laboratory. The authority should pay heed to the matter.

8.6.8 Recommendation 8

The curriculum has suffered from serious drawback as there was no mechanism for post-training assessment. Without post-training assessment of the curriculum on the trainees, the effectiveness of the curriculum cannot be understood. The element of post -training assessment of the curriculum is a mandatory part of any ESP curriculum. Post-training assessment of curriculum is a means for summative evaluation of the curriculum. Besides, arrangement for formative evaluation is made at the initial phase of developing a curriculum so that mistakes at the induction stage of the curriculum can be guarded.

Hence, the course management must introduce mechanism for both formative and summative evaluations in the English language training curriculum for the LAC programme.

8.7 General Recommendations

A number of weaknesses in the English language curricula for the officers of BCS Administration cadre of both the institutes-BPATC and BCSAA have been found in the study. The limitations are related to all areas -- context, input, process and product of the curricula. Despite variances in comparative strengths and weaknesses of the English language curricula as regard to their different stages, the ultimate success of all the curricula is only 'to a limited extent' which corresponds to 'low performing' band. Both the institutes have same legal status from MOPA as training organisations. They work in the same legal milieu. The working processes of both the institutes are also found similar. Naturally they have similar type of limitations about English language training to the officers of BCS Administration cadre. Here some suggestions equally applicable for both the institutes have been forwarded.

8.7.1   General Recommendation 1

The authorities of MOPA, BPATC and BCSAA consider proficiency in English a mandatory quality for a member of BCS Administration cadre.   The essence of the understanding should be transmitted into all the concerned persons of the training institutes. The course managements of FTC, ACAD, and LAC of the institutes should be made more aware about international exposure of the bureaucracy of Bangladesh. The occasions for communication in English with other states, multinational organisations, and various entities at home and abroad are on rapid increase. Being proficient in English, the officers of BCS Administration cadre can better serve the national interests. Proficiency in English will also provide competitive advantage to the Bangladeshi administrative officers. For all the reasons, the Course Management of the programmes should take English language training more seriously. More time and marks for the English language modules of FTC and ACAD programmes of BPATC should be allocated.

8.7.2   General Recommendation 2

English language curricula of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes have been found to be designed without consultation with the concerned stakeholders. Contents of the curricula were selected with preconceived perceptions of the course managements. Shahidullah[3] mentions this to be a common practice in development of English language curriculum in the educational institutes in Bangladesh. The practice was found to be in vogue even in the training institutes in the country. Thus, the curricula were imposed upon the trainees in a top-down approach. The greatest 'blind spot' discovered in the curricula has been absence of trainees' opinions and needs in designing them. The trainees of FTC, LAC, and ACAD programmes are adults. According to Knowles,[4] self-concept-adults need to understand why they are learning something and its relevance to themselves, and they are more self-directed. In other words, they have their own reasons for learning English. Adult learners are also far more motivated than young ones. Imposition of any curriculum against their own preferences and expectations de-motivate them. Hence, it is recommended that the course management of the

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[3] M. Shahidullah, "Towards an appropriate methodology for ELT in Bangladesh," *Collected papers of the international conference on National and Regional Issues in English Language teaching: International Perspectives,* ed. by Hunter (1999), pp. 46-68.

[4] M. Knowles, *The Modern Practice of Adult Education: from pedagogy to andragogy* (New York: Cambridge Book Co., 1970).

programmes should change their 'top-down' approach. Instead, a participatory approach should be adopted for developing the English language curricula in the programmes.

8.7.3 General Recommendation 3

English language curricula of P63rd FTC, 114th ACAD, and 100th LAC programmes have been found to be designed without proper needs analysis of the trainees. Designing a language curriculum in any training programme without needs analysis of the trainees is like prescribing medicine to a patient without diagnosis of his/ her disease. It has been found that preparation for IELTS was focused in all the training programmes in both the institutes. Thus, 'one-size-fits-all'[5] approach was used for all the three curricula. Now specificity of the tasks, genres and discourse practices of the target population has to be addressed while developing any L2 curriculum. It is recommended that arrangement should be made for proper English language needs analysis for the officers of BCS Administration cadre before offering them any curriculum on English language.

8.7.4 General Recommendation 4

The language laboratories of both the institutes meant for effective English language training lacked training resources. Necessary English language reference books, CDs, DVDS, TV, Multimedia Projectors were not found in the stock of the institutes. There was lack of sufficient English language course books for the trainers to follow in the programmes. The classrooms suffered from lack of congenial learning environments in both the institutes. It is suggested that the authorities of the institutes should provide required logistic supports for effective teaching-learning of English language.

8.7.5 General Recommendation 5

Supply of logistics cannot ensure quality training. Quality training depends a lot on qualified trainer. An important finding of the study indicates that teaching ESP requires a lot of knowledge and skill for an ESP course designer and trainer. ESP curriculum is unlike teaching general English. It requires addressing the specific needs of the target group of people. The ESP trainer has to 'deal with needs analysis, syllabus design,

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[5] M.H. Long, "Overview: A rationale for needs analysis and needs analysis research," *Second Language Needs Analysis,* ed. by M.H. Long (Cambridge: Cambridge University Press, 2005), p. 1.

materials writing or adaptation, and evaluation' of the curriculum.[6] The study has found that neither of the two training institutes had any designated post for English language trainer. Consequently, the English language curricula of the programmes have been observed defective from planning to implementation.

Under these circumstances, the authorities of the institutes should amend their organograms and required number of posts for English language trainers should be created.

8.7.6   General Recommendation 6

Both BPATC and BCSAA offer training to the officers of BCS Administration cadre. It has been found that officers of BCS Administration cadre need various types of English in their professional life. English language module of any particular training programme of the institutes alone cannot cover everything in a limited period of time. Moreover, achieving efficiency in any language is a continuous process. It needs repeated practices. Further, English language needs of the officers need to be arranged sequentially from easy to difficult. The higher the position of an officer, the more advanced level of English is necessary for her/him. All the English language needs of the officers of the cadre should be offered sequentially in the three programmes. Different segments of the curriculum should be divided into small chunks and put into FTC, LAC, and ACAD training programmes. Thus, there should be cohesion among the three English language curricula. It needs a co-ordination between BPATC and BCSAA for the purpose. But, the study has found no coordination between the two institutes about the issue. Hence, it is suggested that a co-ordination should be established between the two institutes about English language training.

8.7.7   General Recommendation 7

Both BPATC and BCSAA have research and evaluation sections. But so far, no evaluative research was done on English language curricula by the institutes. Research and evaluation sections kept only record of marks of each of the modules in the training programmes. They did not go for any kind of formative or summative evaluations of the English language curricula. In the given situation, the research and evaluation sections of

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[6] T. Hutchinson, and A. Waters, *English for Specific Purposes* (Cambridge: Cambridge University Press, 1987), p. 157.

the institutes should be staffed with qualified persons in order to conduct regular evaluative research on the English language trainings.

8.7.8   General Recommendation 8

It has already been revealed that there is no coordination between BPATC and BCSAA about development of the English language curricula for FTC, ACAD, and LAC programmes. Joint efforts of the institutes would surely increase the efficiency of the curricula. MOPA is the administrative ministry for both the training institutes. It has a wing titled 'Career Planning and Training' (CPT). The wing is assigned to look after the career planning and training of the civil servants in the country. CPT wing of MOPA should act as catalyst to set up co-ordination between the two institutes about English language training to the officers of the cadre. MOPA should suggest the authorities of the institutes to set up co-ordination between them about English language training.

8.7.9   General Recommendation 9

Finally, joint efforts should be taken by MOPA and the authorities of BPATC and BCSAA to increase the institutional capacity of the institutes for imparting meaningful training on English language to the officers of BCS Administration cadre.

8.8   Conclusion

English language curricula of FTC, ACAD, and LAC programmes of BPATC and BCSAA fall within the domain of ESP. ESP curriculum is learner-centred based on functional approach of language. It is designed in such a way that it can produce immediate results. Syllabus in the ESP curriculum is developed taking the learner needs into consideration. It has been found in the study that the English language needs of the officers of BCS Administration cadre in Bangladesh required integrated syllabus incorporating skills, functions, tasks, and topics. Moreover, they needed awareness about intercultural communication. The findings of the evaluations of the existing English language curricula of P63rd FTC, 114[th] ACAD, and 100[th] LAC programmes of the institutes have exposed various limitations at context, input, process and product phases. The nature of the English language curricula were not ESP or EOP type. They were of English for Academic Purpose (EAP), not of English for occupational purposes type. They were not designed after a scientific analysis of needs. ESP experts were not

involved in designing the curricula. The curricula were not reviewed regularly in the light of their achievements. Consequently, the English language curricula of the programmes could not contribute significantly to the enhancement of the English language proficiency of the trainee officers. The curricula have been found far below 'high performing'; they are 'low performing'.

It is expected that the recommendations made in this chapter will help overcome the limitations of the existing curricula and transform them from 'low performing' to 'high performing' ones. The authorities of the training institutes may use this evaluative study for improving the English language curricula.

The intention of the research has been to evaluate the strengths and weaknesses of the existing English language curricula of the two institutes dispassionately following the stated philosophy of the research. The researcher is a member of BCS Administration cadre and most of the people in different capacities in the institutes were his colleagues. In the same way, the participants in the training programmes under the study were also his colleagues. This fact helped him collect data as an insider of the profession. The researcher maintained highest level of neutrality in collection and analysis of the data according to the proposition in the Methodology chapter. Long,[7] mentions that expert insider analysis is likely be more valid than outsider analysis of needs in the context of ESP curriculum. Rubina also opines "Insider versus outsider evaluators blending together can yield good results"[8] in an evaluative research. In the current research, the researcher was an insider in the sense that he is a member of BCS Administration cadre, and was an outsider in the sense that he had no direct involvement with the institutes as a trainer or a trainee. Thus, the researcher viewed all the research issues both as an insider and an outsider simultaneously. This particular position of the researcher has increased the authenticity of the study.

Zolton emphasizes that a researcher should convey the results of research to society so that the research can be useful and meaningful to the concerned members of the society.

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[7] M.H. Long, "Overview: A rationale for needs analysis and needs analysis research," *Second Language Needs Analysis,* ed. by M.H. Long (Cambridge: Cambridge University Press, 2005), p. 22.
[8] R. Khan, *An Evaluation of the writing Component of the Higher Secondary English Syllabus in Bangladesh* (UK: University of Warwick, 1999), p. 99. Available at http://webcat.warwick.ac.uk/record= b1361584¬S1

According to him, the duty of dissemination of the research findings is a 'social responsibility' of the researcher.[9] The current research is an applied one (4.2). The findings of the research have direct implications for the English language curricula of BPATC, and BCSAA. Following the notion of Zolton's 'social responsibility', the researcher would take initiative to disseminate the findings of the research to the stakeholders of the curricula when the degree is awarded.

The purpose of this research has been summative evaluation of the existing English language curricula of the training institutes for the officers of BCS Administration cadre in Bangladesh. Summative evaluation of a curriculum involves a lot of things which cannot be discussed elaborately in a single study. In case of the current evaluative research, separate independent researches could be carried on many of the areas of the existing English language curricula. Moreover, this is the first research on the English language curricula of the training institutes for the officers of BCS Administration cadre in Bangladesh. There remains further scope for researches in the area.

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[9] D. Zolton, *Research Methods in Applied Linguistics* (Oxford: Oxford University Press, 2007), p.17.

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Appendices

Appendix- 1
Extract from Online News Portal

(www.amadershomoy.com)
Publication Date and Time: 26.10.2017- 1:01
Time of Update: 26.10.2017-2:00

'দক্ষতা কমছে' প্রশাসনের কর্মকর্তাদের

আমাদের সময়.কম
প্রকাশের সময়: ২৬/১০/২০১৭-১:০১
আপডেট সময়: ২৬/১০/২০১৭-২:০০

ডেস্ক রিপোর্ট: ...অনেক অতিরিক্ত সচিব, যুগ্ম-সচিব আছেন যারা ইংরেজি বলতে পারেন না। বিদেশি ডেলিগেটদের মুখোমুখি হয়ে ইংরেজি বলার ভয়ে কর্মকর্তার ছুটি নেয়ার মতো ঘটনাও ঘটেছে...।

Appendix- 2
Questionnaire for the Officers of BCS Administration Cadre Participated in P63rd FTC

[The questionnaire is meant for the purpose of Ph.D. research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. The research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by the respondents will be used only for the purpose of the research. The researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.]

Part-I
(Personal Information)

Name with ID. No.:

Name of BCS Batch:

Current Designation and Posting:

Graduation Discipline and Name of the Institute the Degree Achieved from:

Highest Academic Degree and Name of the Institute the Degree Achieved from:

Name of FTC Batch: Year of participation:

Mobile No.:   E-mail:

Date:

Part-II
(Closed Questions)
[Please, put tick mark on the appropriate option]

1.   Observations suggest that the officers of BCS Administration cadre require **Speaking Skills in English** in specific cases such as **Public Speaking while conducting and participating in Meetings, Seminars and Workshops; Interviewing, and Facing Interviews.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover each of these areas of speaking skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Speaking while conducting and participating in Meetings, Seminars, and Workshops				
Interviewing and Facing Interviews				

2.   Observations indicate that, in many cases, **'English pronunciation'** of the officers of BCS Administration Cadre in Bangladesh has severe drawbacks. How far did the curriculum of *'Language Skill'* module in the FTC programme cover the issue of 'pronunciation'?
a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

3.   Observations, and contents analysis show that, in specific cases, the officers of BCS Administration cadre need **Writing Skills in English** for activities such as **Taking Notes on Talks; Writing Memos, Messages, Emails; Applications, Business Letters, Reports, Legal Correspondence with Higher Courts in Bangladesh, Concept Papers, and Project Proposals.** Moreover, they need **writing in English** for the purpose of **higher study and research**. To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover these areas of writing skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Taking Notes on Talks				
Writing Memos, Messages, and Emails				
Writing Applications				
Writing Business Letters				
Writing Reports				
Writing for Legal Correspondence with Higher Courts in Bangladesh				
Writing Concept papers				
Writing Project Proposals				
Writing for Higher Study and Research				

4. It is learnt from observations that, in specific cases, the officers of BCS Administration cadre require **Reading Skills in English** such as **Quick reading of Letters, Reports, Trade publications,** and **Legal documents for specific information and key points.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover the reading skills?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

5. It is understood from observations that, in specific cases, the officers of BCS Administration cadre require **Listening Skills in English** such as **Listening to Native English Speakers; Listening to Non-Native English Speakers; Listening for Main Idea and Key Points.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover these areas of listening skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Listening to Native English Speakers				
Listening to Non-Native English Speakers				
Listening for Main Idea and Key Points				

6. It is found from observations that, in specific cases, the officers of BCS Administration cadre require performing **Functions** such as **Introductions, Small talk and welcoming a visitor, Telephone Conversation, Offering Praise, Making Complaints, Asking Permission,** and **Asking Advice.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover each of the areas of functions?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Introductions, Small talk, and Welcoming a visitor Telephone Conversation				
Offering Praise				
Making Complaints				
Asking Permission				
Asking Advice				

7. Observation and content analysis indicate that, in specific cases, the officers of BCS Administration cadre require doing **Tasks** such as **Presentations, Persuading, Clarifying and Interrupting, Making Suggestions, Negotiations, Summarising, Translation, Transliteration, Revising** and **Editing.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover these areas of tasks?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Presentations				
Persuading				
Clarifying and interrupting				
Making Suggestions				
Negotiations				
Summarising				
Translation				
Transliteration				
Revising and Editing				

8. Contents analysis suggest that, in specific cases, the officers of BCS Administration cadre require to use English on T**opics** such as **Public Administration, Office Management, Project Management, Law, Finance, Trade, Information Technology, and Development Issues.** To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover these areas of topics?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Administration				
Office Management				
Project Management				
Law				
Finance				
Trade				
Information Technology				
Development Issues				

9. Knowledge of **'intercultural communication'** (different features of verbal and non-verbal communications of people of different nations) is regarded as one of the prerequisites for effective communication among people of different nationalities, and the meaning of English changes in different cultures. To what extent did the curriculum of *'Language Skill'* module in the FTC programme cover the issue of intercultural communication?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

10. To what extent do you agree with the English language needs of BCS Administration cadre that have been identified in the preceding questions from 1 to 9?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

11. Did you have English language laboratory at BPATC?
   a. Yes   b. No   c. Not known

12. If the answer of the preceding question is 'Yes', then, do you think the laboratory was well equipped to serve your purpose?
   a. Yes   b. No   c. Not known

13. Was sufficient time allocated for the English language training in *'Language Skill'* module in the FTC programme?
   a. Yes   b. No

14. How many participants were there in your English language sessions in the FTC programme?
   a. Around 15   b. Around 25   c. Around 35   d. Around 50

15. Were you required to take any screening or diagnostic test on English language skills at the beginning of the English language sessions of the FTC programme?
   a. Yes   b. No

16. What was the nature of your English language sessions in the FTC programme?
   a. Trainer dominated   b. Trainee dominated   c. Interactive   d. Not known

17. What was the type of your English language sessions in the FTC programme?
   a. Knowledge oriented   b. Practice oriented   c. Combination of the both   d. Not Known

18. Were you required to sit for any evaluation test on English language at the end of *'Language Skill'* module in the FTC programme?
   a. Yes   b. No

19. If the answer of the preceding question is 'Yes', then did the evaluation test cover all the four skills (reading, listening, speaking, writing) of the language?
   a. Yes   b. No

20. How far did your English language curriculum of the FTC programme focus on your professional needs?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

21. Were you satisfied with the overall performance of your English language trainers in the FTC programme?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Full to the expectation

22. How far did the *'Language Skill'* module of the FTC programme meet your expectation to promote your overall English language competence in terms of your job requirements?
    a. Not at all   b. To a limited extent c. To a great extent   d. Full to the expectation

Part-III
(Open- ended Questions)

23. Please, mention below if you have anything more to add about the English language needs for the officers of BCS Administration cadre.

24. Name a few of the English language needs that you would prefer to learn for the purpose of your profession. (If necessary, you may look back at the needs mentioned in the questions from 1 to 9 of part-II of the questionnaire.)

25. Please, mention below if you have anything more to share about the English language curriculum (course contents, mode of delivery of the training or about anything else of the English language teaching learning) of the FTC programme.

For any contact (if necessary)
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Thanks for your cooperation

Appendix- 3
Questionnaire for the Officers of BCS Administration Cadre Participated in 114th
ACAD

[The questionnaire is meant for the purpose of Ph.D. research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. The research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by the respondents will be used only for the purpose of the research. The researcher is committed to follow standard research ethics as regard to collection and preservation of data.]

Part-I
(Personal Information)

Name with ID. No.:

Name of BCS Batch:

Current Designation and Posting:

Graduation Discipline and Name of the Institute the Degree Achieved from:

Highest Academic Degree and Name of the Institute the Degree Achieved from:

Name of ACAD Batch: Year of participation:

Mobile No.:   E-mail Address:

Date:

Part-II
(Closed Questions)
(Please, put tick mark on the appropriate option)

1. Observations suggest that the officers of BCS Administration cadre require **Speaking Skills in English** in specific cases such as **Public Speaking while conducting and participating in Meetings, Seminars and Workshops; Interviewing, and Facing Interviews.** To what extent did the curriculum of *'Improving Language Skill'* module in ACAD programme cover each of these areas of speaking skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Speaking while conducting and participating in Meetings, Seminars, and Workshops				
Interviewing and Facing Interviews				

2. Observations show that, in many cases, **'English pronunciation'** of the officers of BCS Administration Cadre in Bangladesh has severe drawbacks. How far did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover the issue of 'pronunciation'?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

3. Observations and contents analysis show that, in specific cases, the officers of BCS Administration cadre need **Writing Skills in English** for activities such as **Taking Notes on Talks; Writing Memos, Messages, Emails; Applications, Business Letters, Reports, Legal Correspondence with Higher Courts in Bangladesh, Concept Papers, and Project Proposals.** Moreover, they need **writing in English** for the purpose of **higher**

study and research. To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover these areas of writing skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Taking Notes on Talks				
Writing Memos, Messages, and Emails				
Writing Applications				
Writing Business Letters				
Writing Reports				
Writing for Legal Correspondence with Higher Courts in Bangladesh				
Writing Concept papers				
Writing Project Proposals				
Writing for Higher Study and Research				

4. It is learnt from observations that, in specific cases, the officers of BCS Administration cadre require R**eading Skills in English** such as **Quick reading of Letters, Reports, Trade publications,** and **Legal documents for specific information and key points.** To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover the reading skills?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

5. It is understood from observations that, in specific cases, the officers of BCS Administration cadre require L**istening Skills in English** such as **Listening to Native English Speakers; Listening to Non-Native English Speakers; Listening for Main Idea and Key Points.** To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover these areas of listening skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Listening to Native English Speakers				
Listening to Non-Native English Speakers				
Listening for Main Idea and Key Points				

6. It is found from observations that, in specific cases, the officers of BCS Administration cadre require performing F**unctions** such as **Introductions, Small talk and welcoming a visitor, Telephone Conversation, Offering Praise, Making Complaints, Asking Permission,** and **Asking Advice.** To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover each of the areas of functions?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Introductions, Small talk, and Welcoming a visitor, Telephone Conversation				
Offering Praise				
Making Complaints				
Asking Permission				
Asking Advice				

7. Observations and contents analysis indicate that, in specific cases, the officers of BCS Administration cadre require doing T**asks** such as **Presentations, Persuading, Clarifying and Interrupting, Making Suggestions, Negotiations, Summarising, Translation, Transliteration, Revising** and **Editing.** To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover these areas of tasks?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Presentations				
Persuading				
Clarifying and interrupting				

Making Suggestions				
Negotiations				
Summarising				
Translation				
Transliteration				
Revising and Editing				

8. Contents analysis suggest that, in specific cases, the officers of BCS Administration cadre require to use English on **Topics** such as **Public Administration, Office Management, Project Management, Law, Finance, Trade, Information Technology, and Development Issues.** To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover these areas of topics?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Administration				
Office Management				
Project Management				
Law				
Finance				
Trade				
Information Technology				
Development Issues				

9. Knowledge of **'intercultural communication'** (different features of verbal and non-verbal communications of people of different nations) is regarded as one of the prerequisites for effective communication among people of different nationalities, and the meaning of English changes in different cultures. To what extent did the curriculum of *'Improving Language Skill'* module in the ACAD programme cover the issue of intercultural communication?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

10. To what extent do you agree with the English language needs of BCS Administration cadre that have been identified in the preceding questions from 1 to 9?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

11. Did you have English language laboratory at BPATC?
   a. Yes   b. No   c. Not known

12. If the answer of the preceding question is 'Yes', then, do you think the laboratory was well equipped to serve your purpose?
   a. Yes   b. No   c. Not known

13. Was sufficient time allocated for the English language training in *'Improving Language Skill'* module in the ACAD programme?
   a. Yes   b. No

14. How many participants were there in your English language sessions in the ACAD programme?
   a. Around 15   b. Around 25   c. Around 35   d. Around 50

15. Were you required to take any test (screening / diagnostic) on English language skills at the beginning of the English language sessions of the ACAD programme?
   a. Yes   b. No

16. What was the nature of your English language sessions in the ACAD programme?
   a. Trainer dominated   b. Trainee dominated   c. Interactive   d. Not known

17. What was the type of your English language sessions in the ACAD programme?
   a. Knowledge oriented   b. Practice oriented c. Combination of the both   d. Not Known

18. Were you required to sit for any evaluation test on English language at the end of *'Improving Language Skill'* module in the ACAD programme?
    a. Yes   b. No

19. If the answer of the preceding question is 'Yes', then did the evaluation test cover all the four skills (reading, listening, speaking, writing) of the language?
    a. Yes   b. No

20. How far did your English language curriculum of the ACAD programme focus on your professional needs?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

21. Were you satisfied with the overall performance of your English language trainers in the ACAD programme?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Full to the expectation

22. How far did the *'Improving Language Skill'* module of the ACAD programme meet your expectation to promote your overall English language competence in terms of your job requirements?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Full to the expectation

Part-III
(Open- ended Questions)

23. Please, mention below if you have anything more to add about the English language needs for the officers of BCS Administration cadre.

24. Name a few of the English language needs that you would prefer to learn for the purpose of your profession. (If necessary, you may look back at the needs mentioned in the questions from 1 to 9 of part-II of the questionnaire.)

25. Please, mention below if you have anything more to share about the English language curriculum (course contents, mode of delivery of the training or about anything else of the English language teaching learning) of the ACAD programme.

For any contact (if necessary)
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Thanks for your cooperation

Appendix- 4
Questionnaire for the Officers of BCS Administration Cadre Participated in 100th LAC

[The questionnaire is meant for the purpose of PhD research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. The research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by the respondents will be used only for the purpose of the research. The researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.]

Part-I
(Personal Information)

Name with ID. No.:

Name of BCS Batch:

Current Designation and Posting:

Graduation Discipline and Name of the Institute the Degree Achieved from:

Highest Academic Degree and Name of the Institute the Degree Achieved from:

Name of LAC Batch: Year of participation:

Mobile No.:   E-mail Address:

Date:

Part-II
(Closed Questions)

[Please, put tick mark on the appropriate option]

1. Observations suggest that the officers of BCS Administration cadre require **Speaking Skills in English** in specific cases such as **Public Speaking while conducting and participating in Meetings, Seminars and Workshops; Interviewing, and Facing Interviews.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover each of these areas of speaking skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Speaking while conducting and participating in Meetings, Seminars, and Workshops				
Interviewing and Facing Interviews				

2. Observations show that, in many cases, **'English pronunciation'** of the officers of BCS Administration Cadre in Bangladesh has severe drawbacks. How far did the curriculum of *'English Language Skill'* module in the LAC programme cover the issue of 'pronunciation'?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

3. Observations and contents analysis show that, in specific cases, the officers of BCS Administration cadre need **Writing Skills in English** for activities such as **Taking Notes on Talks; Writing Memos, Messages, Emails; Applications, Business Letters, Reports, Legal Correspondence with Higher Courts in Bangladesh, Concept Papers, and Project Proposals.** Moreover, they need **writing in English** for the purpose of **higher**

study and research. To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover these areas of writing skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Taking Notes on Talks				
Writing Memos, Messages, and Emails				
Writing Applications				
Writing Business Letters				
Writing Reports				
Writing for Legal Correspondence with Higher Courts in Bangladesh				
Writing Concept papers				
Writing Project Proposals				
Writing for Higher Study and Research				

4. It is learnt from observations that, in specific cases, the officers of BCS Administration cadre require R**eading Skills in English** such as **Quick reading of Letters, Reports, Trade publications,** and **Legal documents for specific information and key points.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover the reading skills?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

5. It is understood from observations that, in specific cases, the officers of BCS Administration cadre require **Listening Skills in English** such as **Listening to Native English Speakers; Listening to Non-Native English Speakers; Listening for Main Idea and Key Points.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover these areas of listening skills?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Listening to Native English Speakers				
Listening to Non-Native English Speakers				
Listening for Main Idea and Key Points				

6. It is found from observations that, in specific cases, the officers of BCS Administration cadre require performing F**unctions** such as **Introductions, Small talk and welcoming a visitor, Telephone Conversation, Offering Praise, Making Complaints, Asking Permission,** and **Asking Advice.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover each of the areas of functions?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Introductions, Small talk, and Welcoming a visitor, Telephone Conversation				
Offering Praise				
Making Complaints				
Asking Permission				
Asking Advice				

7. Observations and contents analysis indicate that, in specific cases, the officers of BCS Administration cadre require doing T**asks** such as **Presentations, Persuading, Clarifying and Interrupting, Making Suggestions, Negotiations, Summarising, Translation, Transliteration, Revising** and **Editing.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover these areas of tasks?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Presentations				
Persuading				
Clarifying and interrupting				

Making Suggestions				
Negotiations				
Summarising				
Translation				
Transliteration				
Revising and Editing				

8. Contents analysis suggest that, in specific cases, the officers of BCS Administration cadre require to use English on **Topics** such as **Public Administration, Office Management, Project Management, Law, Finance, Trade, Information Technology, and Development Issues.** To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover these areas of topics?

Name of Items	Not at all	To a limited extent	To a great extent	Fully
Public Administration				
Office Management				
Project Management				
Law				
Finance				
Trade				
Information Technology				
Development Issues				

9. Knowledge of **'intercultural communication'** (different features of verbal and non-verbal communications of people of different nations) is regarded as one of the prerequisites for effective communication among people of different nationalities, and the meaning of English changes in different cultures. To what extent did the curriculum of *'English Language Skill'* module in the LAC programme cover the issue of intercultural communication?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

10. To what extent do you agree with the English language needs of BCS Administration cadre that have been identified in the preceding questions from 1 to 9?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

11. Did you have English language laboratory at BCSAA?
    a. Yes   b. No   c. Not known

12. If the answer of the preceding question is 'Yes', then, do you think the laboratory was well equipped to serve your purpose?
    a. Yes   b. No   c. Not known

13. Was sufficient time allocated for *'English Language Skill'* module in the LAC programme?
    a. Yes   b. No

14. How many participants were there in your English language sessions in the LAC programme?
    a. Around 15   b. Around 25   c. Around 35   d. Around 50

15. Were you required to take any test (screening / diagnostic) on English language skills at the beginning of the English language sessions of the LAC programme?
    a. Yes   b. No

16. What was the nature of your English language sessions in the LAC programme?
    a. Trainer dominated   b. Trainee dominated   c. Interactive   d. Not known

17. What was the type of your English language sessions in the LAC programme?
    a. Knowledge oriented   b. Practice oriented c. Combination of the both   d. Not Known

18. Were you required to sit for any evaluation test on English language at the end of *'English Language Skill'* module in the LAC programme?
    a. Yes   b. No

19. If the answer of the preceding question is 'Yes', then did the evaluation test cover all the four skills (reading, listening, speaking, writing) of the language?
    a. Yes   b. No

20. How far did your English language curriculum of the LAC programme focus on your professional needs?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

21. Were you satisfied with the overall performance of your English language trainers in the LAC programme?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Full to the expectation

22. How far did the *'English Language Skill'* module of the LAC programme meet your expectation to promote your overall English language competence in terms of your job requirements?
    a. Not at all   b. To a limited extent   c. To a great extent   d. Full to the expectation

Part-III
(Open- ended Questions)

23. Please, mention below if you have anything more to add about the English language needs for the officers of BCS Administration cadre.

24. Name a few of the English language needs that you would prefer to learn for the purpose of your profession. (If necessary, you may look back at the needs mentioned in the questions from 1 to 9 of part-II of the questionnaire.)

25. Please, mention below if you have anything more to share about the English language curriculum (course contents, mode of delivery of the training or about anything else of the English language teaching learning) of the LAC programme.

For any contact (if necessary)
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Thanks for your cooperation

Appendix- 5
Questionnaire for the English Language Trainer of BPATC

[The questionnaire is meant for the purpose of Ph.D. research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. The research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by the respondents will be used only for the purpose of the research. The researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.]

Part-I
(Personal Information)

Name:

Designation at BPATC:

Designation in Cadre Service (if any)

Graduation Discipline:

Highest Academic Qualification:

Degree and/or Training on English Language Teaching (ELT) (if any):

Experience as English Language Trainer:

Mobile No.:   E-mail:

Date:

Part-II

(Closed Questions)

(Please, put tick mark on the appropriate option)

1. How were the existing English language curricula of the following training programmes developed at BPATC?

Name of the training	By the trainers of the institute	By the experts from outside	Jointly by the trainers of the institute and the experts from outside	Not known
Foundation Training Course (FTC)				
Advanced Course on Administration and Development (ACAD)				

2. Was there any formal survey for 'needs-analysis' of the targeted officers before development of the English language curricula of the following programmes?

Name of the training	Yes	No	Not Known
FTC			
ACAD			

3. Was there any link among the English language curricula of Foundation Training Course (FTC), and Advanced Course on Administration and Development (ACAD) of the institute?
   a. Yes   b. No   c. Not known

4. Was there any coordination with other relevant training institutes in the country, especially with BCS Administration Academy (BCSAA), Dhaka while designing the English language curricula of the institute for the officers of BCS Administration cadre?
   a. Yes   b. No   c. Not known

5. Was sufficient time allocated for English language curricula in the following training programmes?

Name of the training	Yes	No	Not Known
FTC			
ACAD			

6. Was there any English language laboratory in the institute?
   a. Yes   b. No

7. If the answer of the preceding question is 'yes', then do you think it was well equipped to serve the purpose of the trainees?
   a. Yes   b. No

8. Was there any 'course book' or 'detailed outline' of the contents to be followed by the trainers in the English language curricula of the following programmes?

Name of the training	Yes	No
FTC		
ACAD		

9. Was there any provision to arrange 'screening' or 'diagnostic test' at the beginning of the following programmes for grouping the trainees with similar capabilities in the English language sessions?

Name of the training	Yes	No
FTC		
ACAD		

10. Were sessions conducted for the development of all the four skills of language (reading, listening, writing, and speaking) in terms of the needs of the trainees in the following programmes?

Name of the training	Yes	No
FTC		
ACAD		

11. Were evaluation tests arranged on English language at the end of the following programmes?

Name of the training	Yes	No
FTC		
ACAD		

12. Were the English language curricula of the following programmes assessed at regular interval?

Name of the training	always	often	sometimes	never
FTC				
ACAD				

13. Was there any institutional provision to assess the post training impact of the following English language curricula on the trainees?

Name of the training	Yes	No	Not Known
FTC			
ACAD			

14. Were you satisfied with the overall mode of English language training to the officers of BCS Administration Cadre at BPATC?
   a. Not at all   b. To a limited extent   c. To a great extent   d. Fully

Part- III
(Open- ended Question)

15. Please mention anything else that you think pertinent for this study. (You can use separate sheet of paper if it requires)

For any contact (if necessary)
Md. Ataul Gani
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University of Rajshahi, Bangladesh
Mobile No.:+88 01716897530
Email Address: gani.ataul@yahoo.com

Thanks for your cooperation

Appendix- 6
List of Respondents of Questionnaire for Participants of P63rd FTC

Sl. No.	Name, Identity No., Designation, and Place of Posting
1	Mz. Farzana Nasrin, (17848), Assistant Commissioner, Office of the Deputy Commissioner, Jessore
2	Mz. Suraiea Akter Lucky, (17770), Assistant Commissioner, Office of the Deputy Commissioner, Sylhet
3	Mr. Christopher Himal Ritchil, (17919), Assistant Commissioner, Office of the Deputy Commissioner, Sylhet
4	Mz. Jannat Ara Ferdous, (17804), Assistant Commissioner, Office of the Deputy Commissioner, Rangpur
5	Mr. Md. Abedur Rahman, (17768), Assistant Commissioner, Office of the Deputy Commissioner, Madaripur
6	Mr. Sharif Asif Rahman, (17807), Assistant Commissioner, Office of the Deputy Commissioner, Rajshahi
7	Mr. Arif Murshed Mishu, (17925), Assistant Commissioner, Office of the Deputy Commissioner, Noakhali
8	Mr. S.M. Azharul Islam, (17672), Assistant Commissioner, Office of the Deputy Commissioner, Jamalpur
9	Mz. Nibedita Chakma, (17889),Assistant Commissioner, Office of the Deputy Commissioner, Khulna

Appendix- 7
List of Respondents of Questionnaire for Participants of 114th ACAD

Sl. No.	Name, Identity No., Designation, and Place of Posting
1	Dr. Md. Abdul Hakim, (6353), Deputy Secretary & Deputy Director (Administration), Information Commission, Bangladesh
2	Dr. Nazneen Kawshar Chowdhury, (6357) Deputy Secretary & Deputy Director, Bangladesh Employees Welfare Board, Chittagong Division, Ministry of Public Administration
3	Dr. Abu Naim Muhammad Abdus Sabur, (6743), Deputy Secretary & Deputy Director of Local Government, Office of the Deputy Commissioner, Faridpur
4	Mr. Md. Abdullah, (15068), Deputy Secretary, Technical and Madrasah Education Division, Ministry of Education
5	Mr. Parvez Raihan, (15074), Deputy Secretary & Additional Deputy Commissioner, Rajshahi
6	Mr. Md. Abu Zafor, (15158), Deputy Secretary & Deputy Director of Local Government, Office of the Deputy Commissioner, Chapainawabganj
7	Mollah Mizanur Rahman, (15188), Deputy Secretary, Statistics and Informatics Division, Ministry of Planning

Appendix- 8
List of Respondents of Questionnaire for Participants of 100th LAC

Sl. No.	Name, Identity No., Designation, and Place of Posting
1	Mr. Md Akteruzzaman (17336) Assistant Commissioner, Office of the Deputy Commissioner, Rangamati
2	Mr. Muhammad Musabbirul Islam (17344) Assistant Commissioner, Office of the Deputy Commissioner, Gaibanda
3	Mr. Md. Ismail Hossain (17346) Assistant Commissioner, Office of the Deputy Commissioner, Sirajganj
4	Mz Nahid Tamanna (17348) Assistant Commissioner, Office of the Deputy Commissioner, Jessore
5	Kazi Md. Mohsin Uzzal (17388) Assistant Commissioner, Office of the Deputy Commissioner, Chandpur
6	Mr. Samar Kumar Paul (17393) Assistant Commissioner, Office of the Deputy Commissioner, Rajshahi
7	Mr. Muhammad Shafiqul Islam,(17396), Assistant Commissioner, Office of the Deputy Commissioner, Barisal

Appendix- 9
Video CD (Attached Separately)

Appendix- 10
Concept Note for High-level Multi-Stakeholders Strategy Forum

Scaling-up Global Support for South-South and Triangular Cooperation

in the Context of the Post-2015 Development Agenda

25-26 August 2015

Grand Hyatt Hotel, Macao, China

TENTATIVE CONCEPT NOTE

1. DEVELOPMENT CONTEXT

The world has undergone a major economic and political transformation in the last three decades. The changes, particularly in the South, have been more rapid than at any time during a similar span in world history. Relationships within the South and between the South and the North have taken on entirely new dimensions. New patterns of trade, investment and other economic linkages among the countries of the Global South are emerging rapidly.

During the past 30 years, developing countries have accumulated varying degrees of development capacities which have enhanced the general sense of confidence in self-reliance and interdependence among countries of the South. The rapid economic growth of some major developing countries has, indeed, dramatically improved the development prospects of neighboring countries, spurring economic growth, intra-South trade and investment, as well as technology transfer and exchanges. Today, all country members of the Group of 77, regardless of their size or level of development, have accumulated varying degrees of capacities and experiences in development that can be shared on a South-South basis. Many of our countries have developed long-term strategies for inclusive growth and development that can be made available for intra-South peer learning and demand-based application.

In 2014, the BRICS group of countries decided to establish a BRICS Development Bank, with a reserve fund of $100 billion, to fund mostly infrastructure projects in these countries and other developing countries. China announced the launch of the Asia Infrastructure Investment Bank, with an initial $50 billion provided mostly by China, but with Pakistan, India, Singapore and Vietnam among 21 Southern signatories. Also in 2014 many Southern countries expressed interest in joining the Green Climate Fund, many also committed to create their own climate funds to promote South-South collaboration in the areas of climate change and green economy. The India, Brazil and South Africa Facility for the Alleviation of Poverty and Hunger (IBSA Fund) supports concrete projects on a demand-driven basis through partnerships with local governments, national institutions and implementing partners. Major South-South players such as Argentina, Brazil, China, Columbia, India, Indonesia, Mexico, and many in the Gulf region have established strategic partnership arrangements with a number of UN organizations, including UNDP, FAO, IFAD, ILO, UNEP, UNIDO, UNDESA, among others.

Initiatives are concrete expressions of solidarity and objectives range from promoting food security, to addressing HIV/AIDS, to extending access to safe drinking water- all with the aim of contributing to the achievement of the Millennium Development Goals.

Despite the strong performance of many developing countries, progress across the South has been uneven. Extreme poverty, rampant inequality, malnutrition and vulnerability to climate and weather-related shocks persist.

According to the Multidimensional Poverty Index launched by UNDP this year, 2.2 billion people still live in abject of poverty. About 1.4 billion people, the majority in the South, still have no reliable electricity, 900 million lack access to clean water and 2.6 billion do not have adequate sanitation.

In the face of this stark reality, Secretary-General Ban Ki-moon reminds us that "South-South and triangular cooperation offer a path to balancing growth and equity in the context of the new Global Partnership for Sustainable Development we all want."

However, the existing international development cooperation architecture is built, conceptually, structurally, institutionally and operationally, to primarily support North-South cooperation and aid flows. In the absence of enlightened re-thinking and restructuring, this existing architecture will remain inadequate in responding to the new Southern dynamics, thus falling short of helping us realize the full potential of South-South cooperation, including triangular cooperation for development.

The Group of 77 (G-77) and China, in numerous Ministerial Declarations and the Plans of Action of the First and Second South Summits, have made commitments to establish strategic South-South and triangular alliances, networks and centres of excellence in such areas as youth employment; women's empowerment; water and sanitation; science, technology and innovation; city-to-city collaboration; trade and investment; infrastructure development; clean, affordable and renewable energy; biodiversity; decent jobs; maternal and child health; persons with disabilities; citizen security and safety; joint policy and scientific research; as well as its own South-South Cooperation Agency to be located in a developing country.

As we move toward a Post-2015 scenario, South-South and triangular cooperation will be crucial to ensuring the achievement of the sustainable development goals (SDGs), whose focus areas (when they emerge from the political process in the United Nations General Assembly in mid-September 2015) are expected to cover issues ranging from poverty eradication, education and equality to climate change, agriculture and infrastructure. South-South cooperation represents a key mechanism for addressing these challenges through coordinated multi-stakeholder initiatives tailored specifically to addressing the particular challenges faced by countries in the Global South.

In keeping with the General Assembly call to action, developing countries are in agreement that South-South cooperation, when complemented by North-South and triangular cooperation, produces exponential results that impact development beyond development assistance.

2. THE HIGH-LEVEL MULTI-STAKEHOLDERS STRATEGY FORUM

2.1. An Overview: Response to the Challenge

Since the 2009 Nairobi High Level United Nations Conference on South-South Cooperation a growing number of United Nations organizations and agencies, including regional commissions have developed impressive South-South policies and frameworks to guide their work. These include FAO, ILO, UNDP, UNEP, UNICEF, UNIDO, UN-Women and WIPO, among others. Many organizations have put in place very effective knowledge exchange mechanisms and platforms such as UNEP's SSC Mechanism, World Bank's S-S Knowledge Exchange mechanism, FAO's South-South Cooperation Gateway, and UNIDO's South-South Industrial Cooperation Centres, among others. Similarly, many organizations are leveraging inclusive partnership and innovative financing mechanisms to scale up development results. These include FAO, WIPO, UNEP and ILO among others. These good practices by United Nations organizations will contribute to the future global policy framework and support architecture for South-South and triangular cooperation in the context of the Post-2015 development agenda.

Recognizing that every country of the South has something of value to bring to the table, the Global South-South Development (GSSD) Expo – a United Nations system-wide global high-profile event – was designed to showcase and scale up the impact of successful evidence-based solutions developed by developing countries to address the challenges we face. It was launched in 2008 by the United Nations Office for South-South Cooperation (UNOSSC) in its capacity as the General Assembly-mandated global and United Nations system-wide facilitator of South-South and triangular cooperation. As a United Nations system-wide global event, the GSSD

Expo exemplifies the system's best response to the Secretary-General's call for "thinking as one, acting as one, delivering as one UN" in supporting South-South cooperation. With the motto "Solutions, Solutions, Solutions", the GSSD Expo does not present universal models, but references for voluntary learning that are scalable, replicable and innovative. All United Nations agencies and offices are encouraged to contribute and introduce their respective packaged solutions based on a cost-sharing scheme by engaging the four key players: high-level policymakers, solution providers, solution seekers and those seeking to scale up solutions.

The most recent GSSD Expo, centred on "Scaling up South-South Cooperation and Triangular Cooperation for Sustainable Development," was held in 2014 in Washington D.C. under the generous hosting of the Organization of American States (OAS). Prior GSSD Expos were hosted by the United Nations Development Programme in New York (2008), the World Bank in Washington, D.C. (2009), the International Labour Organization in Geneva (2010), the Food and Agriculture Organization of the United Nations in Rome (2011), the United Nations Industrial Development Organization in Vienna (2012), and the United Nations Environment Programme in Nairobi (2013). The GSSD Expo has become an annual event featuring the sponsorship and active participation of more than 25 United Nations organizations, over 100 United Nations Member States, and a large number of private-sector and civil society organizations.

During the Expos, the High-level Forum of Directors-General for Development Cooperation (DG Forum) has been held since 2008, to discuss how to improve and scale up South-South and triangular cooperation as well as to facilitate an exchange of solutions to challenges in policy, strategy, institutional and financial arrangements for South-South and triangular cooperation as well as management capacity. At the 2014 DG Forum, more than 150 people including over 30 DGs from national governments participated and shared their good practices as well as challenges.

Joint publications of "Innovative Experiences" have shared 400+ cases, published in 19 joint volumes thus far. Also, UNOSSC has facilitated the creation of 69 independently-managed rosters offering the services of over 10,000 development experts.

Established by UNOSSC, the South-South Global Assets and Technology Exchange (SS-GATE) platform has listed, matched and connected technology needs with offers and sponsors. The SS-GATE has listed nearly 4,000, matched over 700 and transferred over 200 solutions and concluded transactions. It has successfully off-set the United Nations carbon footprint for the UN Pavilion at the Shanghai World Expo, UNFCCC COP-17 in Durban and Rio+20. During the GSSD Expo in 2013, a SS-GATE match-making space was organized where SMEs from the Global South signed 17 partnership MOUs with a total value of $450 million. UNOSSC, in collaboration with UN-OHRLLS, also launched a Technology Transfer Facility for LLDCs, building on the operational mechanism, network and experiences of SS-GATE. Subsequently, separate Technology Transfer Facilities for LDCs and SIDs were established in 2014.

South-South and triangular cooperation are crucial to ensuring the achievement of the sustainable development goals (SDGs), whose focus areas (when they emerge from the political process in the United Nations General Assembly in mid-September 2015) are expected to cover issues ranging from poverty eradication, education and equality to climate change, agriculture and infrastructure. South-South cooperation represents a key mechanism for addressing these challenges through coordinated multi-stakeholder initiatives tailored specifically to addressing the particular challenges faced by countries in the Global South.

In keeping with the General Assembly call to action, developing countries are in agreement that South-South cooperation, when complemented by North-South and triangular cooperation, produces exponential results that impact development beyond development assistance. New areas of cooperation, such as infrastructure development and disaster management, could also potentially produce large dividends. Both traditional and non-traditional donors are thus increasing their support for South-South cooperation through triangular arrangements, complementing and strengthening of these partnerships within the context of Global Partnership for Sustainable Development.

2.2. Overall Objectives of the Strategy Forum

Under the leadership of the General Assembly High-level Committee on South-South Cooperation, the High-level Multi-stakeholders Strategy Forum aims to review and strategically align existing instruments and innovative new approaches with diverse institutional partnerships and networks toward building an institutional alliance of the Global South to address global and regional challenges.

Specifically, the High-level Multi-stakeholders Strategy Forum will aim to reach consensus in three main areas: (a) the basic concept, strategy and main elements of a South-South Vision 2030 as a basic policy framework for future GSSD Expos, WACAP Forums, and as a possible contribution to the Third South Summit; (b) the overall design and scope of the full-fledged GSSD Expo and WACAP Forum, now planned for the first quarter 2016 as well as other global South- South cooperation initiatives that have been called for by Member States; and, (c) the need for the Global South to have its own South-South cooperation support infrastructure including a South-South exhibition and meeting centre.

Furthermore, the outcome of the Forum will comprise a meaningful contribution toward the implementation of the emerging Post-2015 sustainable development goals (SDGs).

2.3. Program Design and Format of the Strategy Forum

The Strategy Forum is being organized under the auspices of the President of the General Assembly High-level Committee on South-South Cooperation and the United Nations Office for South-South Cooperation (UNOSSC) and its Global South-South Development Expo Secretariat (GSSD Expo), in close collaboration with the Executive Committee of World Alliance of Cities Against Poverty (WACAP), United Nations system institutions, and other strategic partners.

The Strategy Forum will also serve as an immediate follow-up to the High-level Meeting on South-South and Triangular Cooperation in the Post-2015 Development Agenda: Financing for Development in the South and Technology Transfer which was held from 17-18 May 2015, in Dhaka, Bangladesh.

Participants will discuss the need for a long-term South-South vision in the context of the Post-2015 development agenda; share experiences and lessons from past annual GSSD Expos, WACAP Forums, and other existing multilateral South-South support platforms and mechanisms, with a view to creating a more effective design for future GSSD Expos and WACAP Forums; and examine the efficacy of the existing multilateral South-South advocacy, financing and operational support architecture, including the GSSD Expo, WACAP, SS-GATE and its facilities for the LDCs, LLDCs and SIDS, as well as various existing multilateral South-South financing instruments, with a view to develop a more inclusive partnership and alliance strategy supported by a self-sustaining global and regional South-South support architecture.

The two and a half (2.5) day event will consider the institutional values of the GSSD Expo and WACAP at the global and regional levels as well as their capacity to respond to the development needs of key stakeholders from the Global South. Overall, the Forum will seek to encourage debate and discussion on new approaches to institutional partnerships while building diverse networks of innovative partners and collaborators to address global and regional challenges.

While we have capitalized on the generosity of United Nations specialized agencies and programmes, in moving forward the challenges of regular showcasing of Southern development solutions under this institutional, operational, and financial arrangement will be considered.

TENTATIVE ANNOTATED AGENDA
Day 1 – 24 August 2015
18:00-21:00 - Welcome Dinner
Day 2 - 25 August 2015

08:30-09:00 – Photo Opportunities with selected high-level officials and dignitaries at the Plenary Hall of the Grand Hyatt Hotel

09:00-10:30 – High-level Plenary Opening Session: Toward a long-term Vision for South-South Cooperation within the Framework of the Post-2015 Sustainable Development Agenda

- Keynote Addresses
- High-level Remarks and Statements

Description: The Nairobi Outcome Document that was adopted by United Nations General Assembly resolution (64/222) states: "South-South cooperation is a manifestation of solidarity among the countries and peoples of the South that contributes to their national well-being, national and collective self-reliance and the attainment of internationally agreed development goals… It is based on their common objectives and solidarity, and guided by, inter alia, the principles of respect for national sovereignty and ownership, free from any conditionality". It also states that "South-South cooperation should not be seen as official development assistance" but as "partnership among equals based on solidarity", which "embraces a multi-stakeholder approach, including non-governmental organizations, the private sector, civil society, academia and other actors".

In its 2014 Ministerial Declaration, the Ministers of the Group of 77 and China, in reaffirming the Nairobi outcome document, stressed that "South-South cooperation and its agenda have to be set by countries of the South." They also "reaffirmed the importance of strengthening South-South cooperation, especially in the current international economic environment, and reiterated their support for South-South cooperation as a strategy to sustain the development efforts of developing countries and as a means of enhancing their participation in the global economy." They reiterated that "South-South cooperation is a complement to, rather than a substitute for, North-South cooperation". As such, the Ministers believed that "South-South cooperation deserves its own separate and independent promotion." And thus, "South-South cooperation, which is critical for developing countries, requires long-term vision and a global institutional arrangement, as envisioned by the Second South Summit."

The High-level opening will be held in a plenary session where senior government delegates, high-level officials, and senior private-sector and civil society representatives will be in attendance. The high-level attendees will hear strategic visioning and issue-focused statements from leaders of the South and the UN system. The leveraging of lessons learned through the existing South-South support architecture as well as other platforms facilitating South-South and triangular cooperation will provide unique opportunities for high-level delegates to come together to shape the South-South Vision 2030.

Objectives: To provide visionary guidance towards a meaningful deliberation on how to better position the existing South-South support architecture as well as other platforms facilitating South-South and triangular cooperation to contribute to: the formulation of the South-South Vision 2030; the South's own global and regional South-South support infrastructure or architecture; a new inclusive global partnership platform for SSC (PPP); an innovative financing platform for SSC; and global support alliances for the UN and others.

10:30-10:45 – AM Coffee/Tea break

10:45-13:00 – Leadership Forum – Building a New South-South Global Support Architecture in the Context of Post- 2015 Development Agenda

Description: The Leadership Forum will bring to bear eminent personalities and senior dignitaries toward policy debates, discussions and presentations of innovative ideas that will drive South-South cooperation on all levels of development engagement. Senior panelists will generously share their viewpoints and experiences in helping define new ways of shaping international support to South-South cooperation for development.

The Leadership Forum will specifically address how the Post-2015 development agenda can make a stronger case for an integrated approach to scaling up South-South cooperation in the

United Nations system and beyond, especially in the context of the South-South Vision 2030. It will determine what the effective and successful institutional mechanisms, platforms and systems for South-South cooperation that address development challenges are. Leaders will also assess alternative approaches to looking at policy, institutional building, partnership and financing of South-South cooperation for development that may have been missed.

13:00-14:30 - Lunch Break

Interactive Strategic Roundtables

Description: Interactive Strategic Roundtables will substantively contribute to the development of new strategic and actionable recommendations, including: development of the South-South Vision 2030; the need for a South-South fund, including a South-South Venture Capital arm; setting up of the South's own centers of excellence, institutions and exhibition and conference center/s, etc. Each SRT will be chaired by an eminent personality, with one Keynote Speaker, three Lead Discussants and a Rapporteur. Enough time and space will be allowed for meaningful interactive dialogue and exchange between and participants and the Panelists. The discussion and recommendations will be captured in a succinct report by the Rapporteur for possible inclusion in the outcome document.

14:30-15:30 – SRT 1: Towards A South-South Vision 2030 to Achieve the SDGs

For years, developing countries have made commitments to establish strategic South-South and triangular alliances, networks and centres of excellence in such areas as youth employment; women's empowerment; water and sanitation; science, technology and innovation; city-to-city collaboration; trade and investment; infrastructure development; clean, affordable and renewable energy; biodiversity; decent jobs; maternal and child health; persons with disabilities; citizen security and safety; joint policy and scientific research; as well as its own South-South cooperation agency.

SRT 1 will review the most relevant major decisions and actions calling for the South to develop its own long-term vision for South-South cooperation, now in the context of the Post-2015 Development Agenda.

15:30-16:30 – SRT 2: Building a Global South-South Support Architecture

The main aim of this roundtable is to further strengthen the developing countries in building their own South-South cooperation architecture as well as a more development-friendly international architecture that supports South-South cooperation as a strategy or mechanism to sustain development efforts of developing countries and also as a means of enhancing the participation of developing countries in the global economy.

SRT 2 will provide the opportunity for champions of South-South and triangular cooperation to review existing global, multilateral and/or regional South-South support arrangements and exchange ideas and perspectives on the "What" and "How" to build a more effective and inclusive Global South-South support architecture.

16:30-17:00 – PM Coffee/Tea Break

17:00-18:00 – SRT 3: Mobilizing New Global Partnerships and Innovative Financing of SSC for SDGs

The United Nations General Assembly in its resolution A/RES/68/230 called upon the United Nations Office for South-South Cooperation to explore and undertake intensive, innovative and additional resource mobilization initiatives to attract more resources, both financial and in-kind, to supplement regular resources and other funds for activities involving South-South cooperation in order to enable it to respond effectively and efficiently to the South-South cooperation needs of Member States and the United Nations system.

SRT 3 will provide the opportunity for all stakeholders to come together to facilitate more effective South-South cooperation for development by building a sustainable and inclusive financial foundation for progress. The roundtable will serve as a follow up to the outcome of the Dhaka

High-level Meeting on South-South and Triangular Cooperation in the Post-2015 Development Agenda: Financing for Development in the South and Technology Transfer, as well as to the Addis Ababa Third International Conference on Financing for Development (FfD).

19:00-21:30 – Gala Dinner at the Grand Hyatt Hotel

Day 3 – 26 August 2015

09:30-13:00 – Parallel Strategy Design Sessions: Building a more Inclusive Global South-South and Triangular Cooperation Support Architecture for Implementing the Post-2015 Development Agenda

Description: Parallel Strategy Design Sessions, premised on and benefiting from what came out of the Grand Opening, Leadership Forum and the three Strategic Roundtables, will be held to provide a venue for all partners to strategically design the way forward for South-South cooperation to ensure the achievement of the sustainable development goals (SDGs) on the global, regional and local levels. Themes will include Public-Private Partnerships, social and solidarity economy, climate change, education, food security, capacity building, and health, among others.

SDS 1: South-South Cooperation Post-2015

What policy frameworks are needed for such a Support Architecture?

(Multi-stakeholders meeting description to be added)

SDS 2: New Global Partnerships of SSC for SDGs (PPP, CEOs, DGs, philanthropists, Web of Information for Development (WIDE) Rosters and the SS-GATE)

What partners and partnerships are needed for such a Support Architecture?

(Multi-stakeholders meeting description to be added)

SDS 3: Inter-agency Collaborations (co-chaired by ILO and UNDP)

The Session will begin with an inter-agency dialogue among UN agencies and development partners that will align successful institutional South-South support arrangements, including respective corporate policy/strategy, programming and funding arrangements, knowledge sharing and exchange systems toward building a more inclusive Global South-South and triangular cooperation support architecture.

Following the inter-agency dialogue, stakeholders will reflect upon the significant contribution of the GSSD Expo as a global platform for knowledge sharing and showcasing of development solutions under the 'Delivering as One' vision of the UN Secretary-General toward strategically leveraging Expo successes for effective development in the post-2015 scenario.

SDS 4: WACAP Executive Steering Committee Multi-Stakeholders Meeting

The Steering Committee Meeting will strategically align innovative new approaches with diverse institutional partnerships and networks with the intention of building an institutional alliance to address diverse global and regional challenges. Within the context of the WACAP Global Forum, which takes place bi-annually, the multi-stakeholders' meeting will aim to reach consensus in four main areas: (1) approve the new 2015-2020 WACAP Global Strategy, (2) authorize restructuring of the Executive Steering Committee to include new members representing all regions of the globe; (3) to discuss and decide upon the theme and structure of the 2016 WACAP Global Forum that will take place in Macao in April 2016; and (4) to discuss the logistics and practical aspects of establishing a split Secretariat for WACAP with offices both in Geneva and Macao.

13:00-15:00 - Lunch break

15:00-16:30 - Plenary

Description: Rapporteurs will report to the Plenary the vision and conclusions that emerged from the three Interactive Strategic Roundtables and the four Strategic Design Sessions.

16:30-17:30 - High-level Plenary Closing Session

Appendix- 11
THE COMPANIES ACT, 1994

(ACT NO. XVIII OF 1994)
A PUBLIC COMPANY LIMITED BY SHARES
MEMORANDUM OF ASSOCIATION
OF
LNG POWER COMPANY BANGLADESH LIMITED

I.   The name of the Company is **LNG POWER COMPANY BANGLADESH LIMITED**

II.   The Registered Office of the Company shall be situated in Bangladesh.

III.   The Objects for which the Company is established are all or any of the followings (all Objects will be implemented after obtaining necessary permission from the Government / concerned authority / competent authority before commencement of the business:

1.   To carry on the business of electric power.

To generate electricity based mainly but not solely on Liquefied Natural Gas (LNG) as fuel.

To generally develop, trade, buy, sell and utilize electricity in all its aspects.

To transmit, distribute and supply electricity either directly or through the facilities of other utilities to industries and utilities to other consumers of electricity.

To establish, operate and maintain facilities for the harnessing, development, generation, accumulation, transmission, distribution supply and utilization of electricity in all its aspects.

To supply LNG to existing and upcoming power plants and other industries.

To undertake any scheme for construction of Power Plant under the Private Sector Power Generation Policy of Bangladesh, Public-Private Partnership (PPP) Policy/Act or any other policy framework of the Government.

To do any lawful business for making profit.

2.   To carry on the business of consultants and contractors in setting up all types of facilities for generation, transmission, accumulation, distribution and supply of electrical energy and also to undertake research and development programs in the field of electricity, electronics and other allied fields.

To manufacture, deal, buy, sell and hire all apparatus and things required for or used in connection with the generation of electricity that may be directly or indirectly derived there from.

To work as an EPC (Engineering, Procurement & Construction) Contractor.

To build, own and operate necessary LNG terminal, purchase of LNG in and abroad, re-gasification facilities, transportation of re-gasified gas and infrastructure for installation of LNG based power plant.

To appoint managers, engineers, contractors, brokers, canvassers, agents and other persons and to establish and maintain agencies or branches in any part of Bangladesh or elsewhere for the purposes of the Company.

3.   To acquire and develop land and access road, build necessary infrastructure for installation of LNG based power plant, carry out feasibility and environmental impact study etc. and thereafter undertake project(s) by the Company itself or on joint venture with any other developer / sponsor on the basis of equity and joint ownership between the Company and/or its subsidiary companies and developers, sponsors etc which may be determined by joint

venture agreement and for this purpose the subsidiary companies acting and functioning under the Company shall be deemed to be representative of the Company.

To purchase, take on lease or license or in exchange, hire or otherwise acquire any movable or immovable property and any rights or privileges and advantages of any kind whatsoever which the Company may think necessary or convenient for the purposes of its business or which may enhance the value of any other property of the Company.

4. To acquire concessions or license granted by or to enter into contracts with the Government of Bangladesh or local authority, company or person for the construction and maintenance of any installation for the generation, transmission or use of electric power for lighting, heating, signaling, telephonic or any other purposes or for trade, industrial, manufacturing or any other purposes with required movable and immovable facilities such as land, building, railway sidings, site or sites as per the terms and conditions conducive to the interest of the Company and with the object aforesaid to enter into and to execute such agreements, guarantees, deeds and documents as may be proper, necessary or expedient.

To buy, purchase, sell, lease, take on lease, exchange or otherwise acquire lands buildings, flats, tenements and easements of any tenure or description in Bangladesh or elsewhere for residential, business, manufacturing or other purposes required for the Company.

5. To acquire any rights, easements, advantages and privileges either for investments or resale or for trafficking in the same and to turn the same into account as may seem expedient and to construct, alter, improve, decorate, develop, furnish and maintain offices, flats, houses, factories, warehouses, shops, buildings and other structures, works and conveniences of all kinds on any of the lands or immovable properties purchased, leased or otherwise acquired by the Company.

To carry on any land, tenement, building, easement, machinery, plant and stock-in-trade and on any such lands to erect buildings, factories, sheds or other structures for the works and purpose of the Company and also for the residence and amenity of its employees, staff and other workmen and erect and install machinery and plant and other equipment for the purposes of the Company and either to retain any property or to re-sell, mortgage, let on lease or otherwise deal with as may seem expedient.

6. To build, construct, alter, maintain, enlarge, pull down, remove or replace and to work, manage and control any buildings, offices, factories, mills, shops machinery, engineers, roadways, railways, branches of sidings, bridges, dams, wires, reservoirs, warehouses, wharves, electric works and conveniences, which may seem calculated directly or indirectly to advance the interests of the Company and to join with any other person or Company in doing any of the aforesaid things.

To manufacture, import, export, deal in or prepare for market, revise, resurrect, restore, recondition, repair, remodel clean and otherwise manipulate and deal in and turn to account by process or means whatsoever all by – products, refuse and waste and other products capable of being manufactured or produced out of or with the use of all or any raw materials, ingredients, substances or commodities used in the manufacture.

7. To borrow or raise money or secure the payment of money on such term as the company may consider expedient, including by issue or sale of shares, stock, bonds, debentures, other securities and obligations, perpetual or terminable and or redeemable or otherwise and to secure the same by mortgage, charge or lien on the undertaking and all or any of the real and personal property and assets, present or future and all or any of the uncalled capital for the time being of the company, any to issue and create at par or at a premium per discount, and for such consideration and win and subject to such rights, power, privileges and conditions as may be thought fit, mortgage, charges, memoranda or deposit, debentures or debenture stock, either permanent or redeemable or repayable, and collaterally or future to secure any securities of the company by a trust deed or other assurance.

8. To attain the business objectives company may enter into partnership, joint venture, take over or amalgamate with any other company and also to take loans from Bank / other Financial Institutions in such a manner as may company thinks fit.

9. To mortgage the property and assets of the company as securities for loans and/or any credit facilities to be given to any associate company or companies or third party and also to give guarantee securing liabilities of such associate company or companies and/or third party.

VI. The liability of the members of the company is limited by shares.

V. The Authorized Share Capital of the Company is **Tk. 6000000000 (BDT Six Hundred Crore Only)** divided into **60000000 (Sixty Crore)** ordinary shares of **Tk. 10 (BDT Ten Only)** each with power to increase or reduce the capital and to divide the shares into different classes and to attach thereto any special right or privileges or conditions as regards dividends, repayment of capital, voting or otherwise or to consolidate or sub-divide the shares.

We, the several persons whose names addresses are subscribed are desirous of being formed into a Company in accordance with this **Memorandum of Association** and we respectively agree to take the number of shares in the capital of the company set opposite to our respective names.

Sl. No.	Name	Position	No. of Shares Taken	Signature of Subscribers
1.	Name: Power Division, MOPEMR, GOB [Represented by its Secretary Mr. Monowar Islam] Father's Name: X Mother's Name: X Address: …………………………. Date of Birth: X E-mail: …………………………. Phone: …………………………. TIN: …………………………. NID/Passport No: ……………… Nationality: Bangladeshi	Shareholder	255,000 (Two Lac Fifty-Five Thousand Shares)	
2.	Name: Bangladesh Power Development Board (BPDB) [Represented by its Chairman Mr. Md. Abduhu Ruhullah] Father's Name: X Mother's Name: X Address: …………………………. Date of Birth: X E-mail: …………………………. Phone: …………………………. TIN: …………………………. NID/Passport No: ……………… Nationality: Bangladeshi	Shareholder	120,000 (One Lac Twenty Thousand Shares)	
3.	Name: Ashuganj Power Station Company Limited (APSCL) [Represented by its Managing Director Mr. Md. Nurul Alam] Father's Name: X Mother's Name: X Address: …………………………. Date of Birth: X E-mail: …………………………. Phone: …………………………. TIN: ………………………….	Shareholder	25,000 (Twenty-Five Thousand Shares)	

	NID/Passport No: ……………… Nationality: Bangladeshi			

4.	Name: North-West Power Generation
	          Company Limited (NWPGCL)
	[Represented by its Managing Director
	          Engr. A. M. Khurshedul Alam]
	Father's Name: X
	Mother's Name: X
	Address: ………………………….
	Date of Birth: X
	E-mail: ……………………………
	Phone: ……………………………
	TIN: ………………………………
	NID/Passport No: ………………
	Nationality: Bangladeshi
		Shareholder	25,000
			(Twenty-Five
			Thousand Shares)	

5.	Name: Rural Power Company Limited (RPCL) [Represented by its Chairman Brig Gen Moin Uddin] Father's Name: X Mother's Name: X Address: ………………………… Date of Birth: X E-mail: …………………………… Phone: …………………………… TIN: ……………………………… NID/Passport No: ……………… Nationality: Bangladeshi	Shareholder	25,000 (Twenty-Five Thousand Shares)	

6	Name: Electricity Generation Company of
	          Bangladesh Limited (EGCBL)
	[Represented by its Managing Director
	          Mr. Md. Mostafa Kamal]
	Father's Name: X
	Mother's Name: X
	Address: ………………………….
	Date of Birth: X
	E-mail: ……………………………
	Phone: ……………………………
	TIN: ………………………………
	NID/Passport No: ………………
	Nationality: Bangladeshi
		Shareholder	25,000
			(Twenty-Five
			Thousand Shares)	

7.	Name: Coal Power Generation Company
	          Bangladesh Limited (CPGCBL)
	[Represented by its Managing Director
	          Mr. Md. Abul Quasem]
	Father's Name: X
	Mother's Name: X
	Address: ………………………….
	Date of Birth: X
	E-mail: ……………………………
	Phone: ……………………………
	TIN: ………………………………
	NID/Passport No: ………………
	Nationality: Bangladeshi
		Shareholder	25,000
			(Twenty-Five
			Thousand Shares)	

Witness 1	**Witness 2**
Name:	Name:
Address:	Address:
Phone:	Phone:
NID:	NID:

A PUBLIC COMPANY LIMITED BY SHARES
ARTICLES OF ASSOCIATION
OF
LNG POWER COMPANY BANGLADESH LIMITED

PRELIMINARY

1. The regulations contained in Schedule-I of the Companies Act, 1994, with respect to such provisions as are applicable to public limited company shall apply so far only as they are not negated or modified by or not contained in the following Articles or any other Article that may from time to time be framed by the Company in conformity with the Act.

INTERPRETATION

2. In these Articles, unless the subject or context otherwise requires:

    (i) 'Act' means the Companies Act 1994 (Act No. XVIII of 1994).

    (ii) 'Agent' means the representative or the authorized person or any organization appointed/authorized by the Company as agent or representative.

    (iii) 'Alternate Director' means a director for the time being of the Company appointed under Article 112.

    (iv) 'Article' means an Article under these Articles of Association of the Company.

    (v) 'Articles' or 'these Articles' means the Articles of Association of the Company as hereby framed and or as altered from time to time.

    (vi) 'Auditor' or 'Auditors' means the Chartered Accountant Firm for the time being performing the duties of the auditor of the Company.

    (vii) 'Board' or 'Board of Directors' means the Board of Directors of LNG Power Company Bangladesh Limited constituted under Article 98.

    (viii) 'BPDB' means Bangladesh Power Development Board established under The Bangladesh Power Development Boards Order, 1972 [P.O. 59 of 1972].

3. In these Articles, unless the subject or context otherwise requires:

    08. 'Chairman' means the Chairman of the Board of Directors of the Company for the time being as elected under the articles and whoever acts as Chairman for the time being.

    09. 'Company' means LNG Power Company Bangladesh Limited which may also be known as LPCBL in abbreviate form.

    10. 'Director' means a Director for the time being of the Company and 'Directors' means the Directors of the Company collectively.

    11. 'Dividend' shall include Bonus or Stock Dividend.

    12. 'Government' means the Government of the Peoples Republic of Bangladesh and shall be also mean Power Division, MOPEMR.

13. 'Managing Director' means the Managing Director of the Company and appointed as such for the time being.

14. 'Manager' means any mid-level executive of the Company Organogram appointed under any department or section for the day to day operation of the Company.

15. 'Month' means English Calendar month.

4. In these Articles, unless the subject or context otherwise requires:

   (i) 'Office' means the registered office for the time being of the Company.

   (ii) 'Person' shall mean and include bodies, corporate or unincorporated, and the government and also any Ministry or Division of the Government.

   (iii) 'Registrar' means the Registrar of Joint Stock Companies, Bangladesh.

   (iv) 'Seal' means the common seal of the Company or any facsimile of the common seal used by the Company outside Bangladesh.

   (v) 'Secretary' means the Secretary of the Company and appointed as such for the time being by the Company.

   (vi) Words importing the masculine gender shall include the feminine, and vice-versa.

   (vii) Words importing the singular number shall include the plural, and vice-versa.

   (viii) 'Written' or 'in writing' shall include printing, typewriting, and any other mode of representation or reproduction of words in a visible from.

5. Subject as aforesaid, any words or expressions defined in the Act shall, except where the subject or context forbids, bear the same meaning in these Articles.

PUBLIC COMPANY

6. The Company is a Public Limited Company, within the meaning of Section 2(1)(r) of the Act.

BUSINESS

7. The Business of the Company shall include all or any of the several objects expressed in the Memorandum of Association or within its scope and meaning all matters incidental thereto or any one of them as the Directors in their discretion shall think fit.

8. The Company shall be entitled to commence its business after obtaining the Certificate of Commencement of Business under section 150 of the Act.

SHAREHOLDING STRUCTURE

9. Unless otherwise decided by the Government or the Company in General meeting or the Directors of the Company, 51% Shares shall be held by Power Division, Ministry of Power, Energy and Mineral Resources (MOPEMR) on behalf of the Government of Bangladesh (GOB) and 24% by Bangladesh Power Development Board (BPDB), and 5% each by Ashuganj Power Station Company Limited (APSCL), North-West Power Generation Company Limited (NWPGCL), Rural Power Company Limited (RPCL), Electricity Generation Company of Bangladesh Limited (EGCBL) and Coal Power Generation Company Bangladesh Limited (CPGCBL).

SHARE CAPITAL

10. The Authorized Share Capital of the Company is Tk 6000000000 (Six Hundred Crore) and divided into 6000000 (Sixty Lac) ordinary shares of Tk. 10 (Taka Ten) each, with power to increase or reduce the capital and divide the shares into several classes or stocks such preferential, qualified, deferred or special and to attach thereto any special rights or

privileges or conditions as may be determined by the company in general meeting and vary, modify or abrogate such rights, privileges or conditions and also to issue shares of higher or lower denominations.

11. Subject to the provisions of the Act and these presents, the shares in the capital of the Company for the time being, including any shares forming part of any increased capital of the Company, shall be under the control of Directors who may allot or otherwise dispose of the same or any of them to such persons in such proportion, on such terms and conditions and either at a premium or at par or subject to compliance with the provisions of section 153 of the Act, at a discount and at such time as they may from time to time think fit and proper.

12. Subject to the provisions of the Act and these presents the Company shall have power to issue preference shares, carrying a right to redemption out of profits or out of the proceeds of a fresh issue of shares made for the purposes of such redemption or out of sale proceeds of any property of the Company, or liable to be so redeemed at the option of the Company and the Directors may, subject to the provision of Section 154 of the Act, exercise such power in any manner they may think fit.

13. Subject to the provisions of the Act and these presents, the Directors may allot and issue shares in the capital of the Company as payment or part payment for any property or goods purchased by or for machinery supplied or for services rendered to the Company and any shares so allotted shall be issued as fully paid up shares.

14. Where any shares are issued for the purpose of raising money to defray the expenses of construction of any works or buildings or for provision of any plant which cannot be made profitable for a lengthened period, the Company may pay interest on so much of that share capital as is for the time being paid-up for the period and subject to the conditions and restrictions mentioned in Section 157 of the Act, and may charge the same to capital as part of the cost of the construction of the work or buildings or for provisions of the plant.

15. In addition to and without derogating the powers for that purpose conferred upon the Directors under Articles, the Company in general meeting may determine that any share, whether forming a part of the original capital or of any increased capital of the Company shall be offered to such persons whether members or not, in such proportion and on such terms and conditions as the general meeting may determine.

16. Any application signed by or on behalf of an applicant for share in Company, followed by and allotment of any share therein, shall be an acceptance of such share within the meaning of these presents and every person who thus or otherwise accepts any shares and whose name is in the Register of Members shall, for the purpose of these presents, be a member.

17. The money, if any, which the Directors shall, on allotment of any shares being made by them, require or direct to be paid by way of deposit, call or otherwise immediately on insertion of the name of the allottee by them, shall, immediately in insertion of the name of the allottee in the Register of Members as the name of the holder of such shares, become a debt due to and recoverable by the Company from the allottee thereof, and shall be paid by him, accordingly.

18. Save as herein otherwise provided, the Company shall be entitled to treat the person whose name appears on the Register of Members as the holder of any share as the absolute owner thereof and accordingly shall not, except as ordered by a Court of competent jurisdiction or as required by law, be bound to recognize any trust or equity or equitable, contingent or other claim to or interest in such share on the part of any other person whether or not it shall have expressed or implied notice thereof.

19. Shares may be registered in the name of any natural person, limited company or other corporate body, trust or institute or Government, Ministry or Division of the Government, but not in the name of a firm, a minor, a lunatic or an insane person.

20. The Company at any time may pay commission to any person for procuring or agreeing to procure subscriptions whether absolute or conditional for any shares, debentures or debenture stocks of the Company and the amount or rate of such commission shall be determined by the Board of Directors of the Company from time to time. The Company may also pay brokerage commission on shares, debentures or debentures stock which are actually sold through brokers at rate which to be fixed by the Board of Directors of the Company from time to time, subject to the provision of section 152 of the Act.

21. The Company shall keep a Register of Members and an Index of members in accordance with section 34 and 35 of the Act. The Register of members and the Index of members shall be open to inspection by a member of the Company without any charge and to inspection by any other person on payment of a fee of Tk.100 (Taka one hundred only) for each inspection. The Company, on request, shall send to any member, extracts of the Register of members or of the list and summary required under the act, on payment of Tk.100 (Taka one hundred only) for every hundred words or fractional part thereof and the extract shall be sent within the period prescribed by the Act.

22. Except as required by law, no persons shall be recognized by the Company as holding of any share upon any trust, and the Company shall not be bound by or be compelled in any way to recognize, even when having notice thereof, any equitable, contingent, future or partial interest in any share or (except only as by these articles or by law otherwise provided) any other rights in respect of any share except an absolute rights to the entirety in the registered holder.

23. Whenever the capital of the Company is divided into different classes of shares, the special rights and privileges attached to or belonging to any class of shares may subject to the provisions of the Act, be modified, commuted, affected or abrogated by agreement between the Company and any person purporting to contract on behalf of the class, provided such agreement is rectified in writing by the holders of at least three-fourth in nominal value of the issued shares of that class or is confirmed by the special resolution passed at a separate General Meeting of the holders of the shares of that calls and all the provisions herein contained as to General meeting shall mutatis mutandis apply to every such meeting, but so that the Quorum thereof shall be five or more persons holding or representing by proxy to fit of the nominal amount of the issued shares of the class.

SHARE CERTIFICATE

24. The Certificate of title to shares shall be issued under the Seal of the Company and shall bear the signatures of any two (2) of the Managing Director, Directors, Secretary or Officers authorized by the Board on that behalf.

25. Every member shall be entitled, free of charge, to one certificate for all the shares registered in his name. If any member requires additional certificate(s), he shall pay for each additional certificate such sum not exceeding Tk.100 (Taka one hundred only) as the Directors shall determine. Provided that in case of share(s) held jointly by several persons, the company shall not be bound to issue more than one certificate.

26. If any certificate becomes worn out, defaced, or in rendered useless from any cause whatsoever, then upon production thereof to the Directors, they may order same to be cancelled and may issue a new certificate in lieu thereof, and if any certificate is lost or destroyed, then upon proof thereof to the satisfaction of the Directors and, upon such indemnity as the directors as the Directors may deem adequate being furnished, a new certificate in lieu thereof shall be given to the party entitled to such lost or destroyed

certificate. A sum not exceeding Tk.100 (Taka one hundred) shall be charged by the Company for every Certificate issued under this Article. The Directors may in their discretion waive payment of such fee in the case of any certificate or certificates. The certificate of shares registered in the names of two persons shall be delivered to the person first named on the Register.

LIEN

27. The Company shall have a lien on every share (not being a fully-paid share) for all moneys (whether presently payable or not) called or payable at a fixed time in respect of that share; and the Company shall also have a lien on all shares (other than fully-paid shares) of all description for all moneys presently payable by the holder thereof to the Company; however the Directors may at any time declare any share to be wholly or partly exempted from the provisions of this Article. The Company's lien, if any, on share shall extend to all dividends payable thereon.

28. The Company may sell, in such manner as the Directors think fit, any shares on which the Company has a lien, but no sale shall be made unless some in respect of which the lien exists is presently payable, nor until the expiration of fourteen days after a notice in writing, stating and demanding payment of such part of the amount in respect of which the lien exists as is presently payable, had been given to the registered holder for the time being of the share.

29. The proceeds of the sale shall be applied in payment of such part of the amount in respect of which the lien exists as presently payable, and the residue shall (subject to a like lien for sums not presently payable as existed upon the shares prior to the sale) be paid to the person entitled to the shares at the date of the sale. The purchaser shall be registered as the holder of the shares, and he shall not be bound to see to the application of the purchase money, nor shall his title to the shares be affected by an irregularity or invalidity in the proceedings in reference to the sale.

CALL ON AND FORFEITURE

30. The Directors may from time to time make calls upon the Members in respect of any moneys unpaid on their shares, provided that no call shall exceed one-fourth of the nominal amount of the share, or be payable at less than one month from the last call; and each member shall (subject to receiving at least fourteen days' notice specifying the time or times of payment) pay to the Company at the time or times so specified the amount called on his shares.

31. If a sum called in respect of share is not paid before or on the day appointed for payment thereof, the person from whom the sum is due shall pay interest upon the sum at the rate of 10 (Ten) percent per annum from the day appointed for the payment thereof to the interest wholly or in part.

32. The provisions of these Articles as to payment of interest shall apply in the case of non payment of any sum which, by the terms of issue of a share, becomes payable at a fixed time, whether on account of the amount of the share, or by way of premium

33. The Directors may, at their opinion, receive from any member willing to advance all or any part of the moneys uncalled and unpaid upon any shares held by him; and upon all or any of the moneys so advanced may (until the same would, but for such advance, become presently payable) pay interest at such rate (not exceeding, without the sanction of the Company in General Meeting, ten percent) as may be agreed upon between the Members paying the sum in advance and the Directors.

34. If a Member fails to pay any call or installment of a call on the day appointed for payment thereof, the Director may, at any time thereafter during such time as any part of such call

or installment remains unpaid, serve a notice on him requiring payment of so much of the call or installment as is unpaid, together with any interest which may have accrued.

35. The notice shall name a further day (not earlier than the expiration of fourteen days from the date of the notice) on or before which the payment required by the notice is to be made, and shall state that in the event of non-payment at or before the time appointed, the shares in respect of which the call was made will be liable to be forfeited.

36. If the requirements of any such notice as aforesaid are not complied with, any share in respect of which the notice has been given may, at any time thereafter, before the payment required by the notice has been made, be forfeited by a resolution of the Directors to that effect.

37. A forfeited share may be sold or otherwise disposed of on such terms and in such manner as the Directors think fit and at any time before a sale or disposition the forfeiture may be cancelled on such terms as the Directors think fit.

38. A person whose shares have been forfeited shall cease to be a Member in respect of the forfeited shares, but shall, notwithstanding, remain liable to the company all moneys which, at the date of forfeiture, were presently payable by him to the company in respect of the shares, but this liability shall cease if and when the Company receives payment in full of the nominal amount of the shares.

39. A duly verified declaration in writing that the declarant is a Director of the Company, and that a certain share in the Company has been duly forfeited on a date stated in the declaration, shall be conclusive evidence of the facts therein stated as against all persons claiming to be entitled to the share, and the person to whom the share is sold or disposed of shall be registered as the holder of the share and shall not be bound to see to the application of the purchase money (if any), nor shall his title to the share be affected by any irregularity or invalidity in the proceedings in reference to the forfeiture, sale or disposal of the share.

40. The provisions of these Articles as to forfeiture shall apply in the case of non-payment of any sum which, by the terms of issue of a share, becomes payable at a fixed time, whether on account of the amount of the share, or by way of premium, as if the same had been payable by virtue of a call duly made and notified.

JOINT HOLDER

41. The joint holders of a share shall separately as well as jointly be liable for the payment of all installments and calls due in respect of such shares and for incidents thereof according to the Company's Articles. Not more than 4 (four) persons shall be registered as joint holders of any share or debenture.

TRANSFER AND TRANSMISSION OF SHARES

42. The Company shall keep a Register of Transfers and therein shall fairly and distinctly enter the particulars of every transfer or transmission of any shares.

43. Subject to the provisions of Section 38 (3) & (6) of the Act no transfer of shares shall be registered unless a proper instrument of transfer duly stamped and executed by or on behalf of the transferor and the transferee has been delivered to the Company together with the certificate or if no certificate is in existence, the letter of allotment of the shares.

44. The instrument of transfer of any share shall specify the name and address both of the transferor and of the transferee, and the transferor shall be deemed to remain the member in respect of such share until the name of the transferee is entered in the Register in respect thereof. Each signature of the transferor and the transferee to such transfer shall be duly attested by the signature of one credible witness who shall add his address and occupation.

45. An application for the registration of the transfer of shares may be made either by the transferor or the transferee and where such application is made by the transferor, no

registration shall, in the case of partly paid shares, be effected, unless the company gives notice of the application to the transferee and requirement of provisions of these Articles are complied with. For the purpose of this Article, notice to the transferee shall be deemed to have been duly given if sent to him by registered post at the address given in the instrument of transfer and shall be deemed to have been delivered in the ordinary course of post.

46. The Company shall not register transfer of any shares unless the proper instrument of transfer, duly stamped and executed by the transferor and the transferee has been delivered to the Company along with the scrip, and if it is proved to the satisfaction of the Directors of the Company that an instrument of transfer has been lost, the Company may, if the Directors think fit, on the application in writing made by the transferee and bearing the stamps required by an instrument of transfer register the transfer on such terms as to indemnify as the Directors may think fit. Provided that nothing in this Article shall prejudice any power of the Company to register any shareholder or any person to whom the right of share has been transmitted by operation of law.

47. If the Company refuses to register the transfer of any shares, the Company shall, within one month from the date on which the instrument of transfer is lodged with the Company, send to the transferee and the transferor notice by registered post of the refusal along with reasons thereof.

48. Shares in the Company shall be transferred in Form-117 or in any usual or common form which the Directors may approve in accordance with requirements of the Act.

49. The Directors may, at their discretion, decline to register or acknowledge any transfer of shares upon which the Company has a lien or whilst any member executing the transfer is either alone or jointly with any other person or persons indebted to the Company or whilst any money in respect of the share intended to be transferred or any of them remain unpaid. Such refusal shall not be affected by the fact that the proposed transferee is already a member. The registration of a transfer shall be conclusive evidence of the approval by the Directors of the transfer.

50. The Directors may suspend the registration of transfers of shares during such period as may be permitted by law.

51. No transfer shall be made to a firm, a minor, a lunatic, an insane person, or a person of unsound mind, but transfer can be made to any limited company or other corporate body, trust or institute or Government, Ministry or Division of the Government.

52. Every instrument of transfer shall be left at the registered office of the Company for registration, accompanied by the certificate of the shares to be transferred and such other evidence as the Directors may require to prove the title of the transferor or his right to transfer the shares, and upon payment of the proper fee the transferee shall (subject to the Directors' right to decline to register herein before mentioned) be registered as a Member in respect of such shares. The Directors may waive the production of any certificate upon evidence satisfactory to them of its loss or destruction or otherwise.

53. If the Directors refuse to register or decline to recognize the transfer of any shares, they shall cause, within sixty days from the date on which the instrument of transfer was lodged with the Company, to send notice of the refusal or decline, as the case may be, to the transferee and the transferor.

54. All instruments of transfer, which shall be registered, shall be retained by the Company but any instrument of transfer which the Directors may decline to register shall be returned to the person depositing the same. Any instrument of transfer may be destroyed after such period as may be determined by the Board.

55. No fee, in addition to the fees applicable under the Stamp Act or any other applicable laws, shall be charged for transfer of shares.

56. The executors or administrators of a deceased member (not being one of several joint-holders) shall be the only person recognized by the Company as having any title to the share registered in the name of such member, and in the case of death of any one or more of the joint holders of any registered shares, the survivors shall be the only persons recognized by the Company as having any title to or interest in such shares, but nothing herein contained shall be taken to release the estate of a deceased joint holder from any liability on shares held by him jointly with any other person.

57. The Directors may, before recognizing any executor or administrator, require him to obtain a Succession Certificate or Letters of Administration or other legal representation as the case may be from some competent Court in Bangladesh having jurisdiction in the matter. Provided, nevertheless that in any case where the Directors in their absolute discretion think fit it shall be lawful for them to dispense with the production of a Succession Certificate or Letter of Administration or other legal representation upon such terms as to indemnity or otherwise as they in their absolute discretion may consider proper.

58. Every transmission of shares shall be verified in such manner as the Directors may require and the Company may refuse to register any transmission until the same be so verified or until or unless an indemnity be given to the Company with regard to such registration which the Directors at their discretion shall consider sufficient provided nevertheless that there shall not be any obligation on the Company or the Directors to accept any indemnity.

59. A person becoming entitled to a share by reason of the death or insolvency of the holder shall be entitled to the same dividends and other advantages to which he would be entitled as if he were the registered holder of the share, except that he will not before being registered as a Member in respect of the share, be entitled in respect of it to exercise any right conferred by Membership in relation to meetings of the Company.

60. The Company shall incur no liability for giving effect to any transfer of shares made or purporting to be made by the apparent legal owner thereof as shown or appearing in the register of Members to the prejudice of any person having or claiming any equitable right, title or interest to or in the same share, notwithstanding that the Company may have had notice of such equitable right title or interest or notice prohibiting registration of such transfer and may have entered such notice or referred thereto in any book of the Company.

61. The Company shall not be bound or required to attend or give effect to any notice which may be given to them of any equitable right title or interest or be under any liability whatsoever for refusing or neglecting so to do though it may have been entered or referred to in some book of the Company, but the Company shall nevertheless be at liberty to regard and attend to any such notice and give effect thereto if the Directors shall so think fit

BORROWING POWERS

62. The Directors may at their discretion borrow any sum(s) of money for the purpose of the Company subject to the provisions of these presents. The Directors may raise and secure the payments of such sum(s) in such manner and upon such terms and conditions in all respects as they think fit and in particular by the issue of debenture, bonds (perpetual or redeemable) or any mortgage or charge or other security on the undertaking of the whole or any part of the property of the Company and the Directors may on behalf of the Company guarantee the whole or any part of any loans or debts incurred by the Company.

63. Any debenture, bond or other security issued or to be issued by the Company shall be under the control of the Directors who may issue them upon such terms and conditions and in such manner and for such consideration as they shall consider to be fit for the benefit of the Company

64. Any debenture, bond or other security may be made transferable/assignable free from any securities between the Company and the person to whom the same may be issued

65. Any debenture, bond or other security may be issued at a discount, premium or otherwise and with any special privilege as to redemption, surrender, drawing, allotment of shares, attending and voting at the general meeting of the Company or otherwise whatsoever.

66. The certificates of title to debentures shall be issued under the seal of the Company and shall bear the signatures of any 2 (two) of the Managing Director, Directors or Officers authorized by the Board on that behalf. All other provisions with regard to Share Certificates shall mutatis mutandis apply to Debenture Certificates.

67. The Directors shall cause a proper register to be kept in accordance with the Act of all mortgages and charges specifically affecting the property of the Company and shall cause the requirement of any laws in that behalf to be duly complied with.

ALTERNATION OF CAPITAL

68. The directors may, with the sanction of the company in general meeting increase the share capital by such sum, to be divided into shares of such amount, as the resolution shall prescribe.

69. Subject to any direction to the contrary that may be given by the resolution sanctioning the increasing of share capital and any directive by the Government and/or Bangladesh Bank, all new shares shall before issue be offered to members in proportion, as nearly as circumstances admit to the amount of the existing shares then held by them. The offer shall be made by notice specifying the number of shares offered and limiting a time within which the offer if not accepted will be deemed to be declined and after the expiration of that time, or on the receipt of an intimation from the person to whom the offer is made that he declines to accept the shares offered, the Directors may dispose of the same in such manner as they think most beneficial to the Company.

70. The Company by Special Resolution may issue preference shares on such terms and conditions and in such manner as may be determined by the resolution. The preference shares shall rank in priority to the ordinary shares for repayment of share capital in winding up.

71. The new shares shall be subject to the same provisions with reference to the payment of calls, lien, transfer, transmission, forfeiture and otherwise as the shares in the original share capital.

72. The Company may, by Ordinary Resolution-

    (a) consolidated and divide its Share Capital into shares of larger amount than its existing shares;

    (b) by sub-division of its existing shares or any of them, divided the whole or any part of its share capital into shares of smaller amount than is fixed by the Memorandum of Association, subject, nevertheless, to the provisions of paragraph (d) of sub-section (1) of section 53 of the Companies Act, 1994;

    (c) cancel any shares which, at the date of the passing of the resolution, have not been taken or agreed to be taken by any person.

73. Subject to confirmation by the Court, the Company may by special resolution reduce its share capital in any manner authorized by the Act.

STATUTORY MEETING

74. The Company shall within a period of not less than one month nor more than six months from the date at which the Company shall be entitled to commence business hold a general meeting of the Company, which shall be called the Statutory Meeting and in connection therewith the Directors shall comply with the provisions of Section 83 of the Act.

GENERAL MEETING

75. A General Meeting of the Company shall be held within eighteen (18) months from the date of incorporation of the Company and thereafter once at least in every calendar year at such time and place as may be determined by the Directors provided that no interval longer than fifteen (15) months shall be allowed to elapse between two (2) general meetings. Such General Meetings shall be called Annual General Meetings.

76 The above-mentioned General Meetings shall be called Ordinary General Meetings; all other General Meeting shall be called Extra-ordinary General Meeting (EGM).

77. The Directors shall on the requisition of the holders of not less than one-tenth (1/10th) of the issued share capital of the Company, proceed to call an Extra-ordinary General meeting of the Company. The requisition must state the objects of the meeting and must be signed by the requisitionists and be deposited at the registered office of the Company and may consist of several documents in like form, each signed by one or more requisitionists. In the case of joint holders of shares all such holders shall sign the requisition.

78. If the Directors do not proceed within twenty one (21) days from the date of the requisition being so deposited to cause a meeting to be called, the requisitionists or a majority of them in value, may themselves call the meeting, but in either case, any meeting so called shall be held within three (3) months from the date of the deposit of the requisition. Any meeting called under this Article by the requisitionists shall be called in the same manner as nearly as possible as that in which meetings are to be called by the Directors.

PROCEEDING AT GENERAL MEETINGS

79. All business shall be deemed special business that is transacted at an extraordinary meeting, but sanctioning a dividend, the consideration of the accounts, balance sheets and the ordinary report of the Directors and auditors, the election of Directors and other officers in the place of those retiring by rotation, and the fixing of the remuneration of the Auditors shall be deemed ordinary business, not special business.

80. At least fourteen (14) days' notice (exclusive of the day on which the notice is served or deemed to be served, but inclusive of the day for which notice is given) specifying the place, the day and the hour of meeting, shall be given in manner hereinafter mentioned, or in such other manner, if any, as may be prescribed by the Company in General Meeting, to such persons as are, under the Companies Act, 1994, or the Articles of the Company entitled to receive such notices from the Company, but the accidental omission to give notice to or the non receipt of notice by any Member shall not invalidate the proceedings at any General Meeting. In case of transacting any special business, the general nature of that business shall be specified in the notice and at least of twenty one (21) days notice shall be given.

81. With the consent of all members entitled to receive notice of meetings or to attend and vote at any such meeting, a meeting may be convened by such shorter notice as the members may approve.

82. A Director or a member shall be deemed to have been properly notified if the notice is sent to his address registered with the Company.

83. No business shall be transacted at any General Meeting unless a quorum of Members is present at the time when the meeting proceeds to business; save as herein otherwise provided, five (5) Members present personally shall be a quorum.

84. If within half an hour from the time appointed for the meeting a quorum is not present, the meeting, if called upon the requisition of Members, shall be dissolved; in any other case, it shall adjourned to the same day in the next week at the same time and place, and, if at the adjourned meeting a quorum is not present within half an hour from the time appointed for the meeting, the Members present personally or by proxy shall be a quorum.

85. The Chairman, if any, of the Board of Directors shall preside over every General Meeting of the Company. If there is no such Chairman, or if at any meeting he is not present within thirty (30) minutes after the time appointed for holding the meeting, or is unwilling to act as Chairman, the Directors present shall choose some one of their number to be Chairman.

86. The Chairman may, with the consent of any meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business left unfinished at the meeting from which the adjournment took place. When a meeting is adjourned for ten days or more, notice of the adjourned meeting shall be given as in the case of an original meeting. Save as aforesaid, it shall not be necessary to give any notice of an adjournment or of the business to be transacted at any adjourned meeting.

87. At any General Meeting a resolution put to the vote of the meeting shall be decided on a show of hands, unless a poll is (before or on the declaration of the result of the show of hands) demanded in accordance with the provisions of clause (c) of sub-section (1) of section 85 of the Companies Act, 1994 , and unless a poll is so demand, a declaration by the Chairman that a resolution has, on a show of hands, been carried, or carried unanimously or by a particular majority, or lost and an entry to that effect in the book of the proceedings of the Company shall be conclusive evidence of the fact, without proof of the number or proportion of the votes recorded in favour of, or against, that resolution.

88. Clause (c) of Sub-section (1) of Section 85 of the Companies Act, 1994 states that five members present in person or by proxy, or the Chairman of the meeting, or any other member or members who holds at least one-tenth of the issued capital, which carries voting rights, shall be entitled to demand a poll. If a poll is duly demanded, it shall be taken in such manner as the Chairman/Directors, and the result of the poll shall be deemed to be the resolution of the meeting at which poll was demanded.

89. In the case of any in equality of votes, whether on a show of hands or on a poll, the Chairman of the meeting at which the show of hands taken place, or at which the poll is demanded, shall be entitled to a second or casting vote.

90. A poll demanded on the election of a Chairman or on a question of adjournment shall be taken forthwith. A poll demanded on any other question shall be taken at such time as the Chairman of the meeting directs.

VOTE OF MEMBERS

91. On a show of hands every member present in person or by proxy shall have one vote. On a poll every member shall have one vote in respect of each share held by him.

92. In the case of joint holders, the vote of the senior who tenders a vote, whether in person or by proxy shall be accepted to the exclusion of the votes of the other joint holders; and for this purpose seniority shall be determined by the order in which the names stand in the Register of Members.

93. No Member shall be entitled to vote at any General Meeting unless all calls or other sums presently payable by him in respect of shares in the Company have been paid.

94. On a poll votes may be given either personally or by proxy.

95. Any corporation which is a member of the Company and wherever incorporated or registered may by resolution of its Directors or other governing body authorise such person as it things fit to act as its representative at any meeting of Company and the person so authorised shall be entitled to exercise the same powers on behalf of such corporation as the corporation could exercise if it were an individual Member of Company. The directors may by resolution, but shall not bind, require evidence of the authority of such representative.

96. The instrument appointing a proxy shall be in writing under the hand of the appointee or of his attorney duly authorised in writing, or, if the appointee is a corporation either under the common seal or under the hand of an officer or attorney so authorised. A proxy need not be a Member of the Company.

97. The instrument appointing a proxy and the power of attorney or other authority (if any), under which it is signed or a naturally certified copy of that power or authority, shall be deposited at the registered office of the Company not less than seventy two hours before the time for holding the meeting at which the person named in the instrument proposes to vote, and in default the instrument of proxy shall not be treated as valid.

DIRECTORS

98. The Board of Directors of the Company shall consist of not less than 9 (nine) and not more than 12 (twelve) Directors until otherwise determined by the Company in General Meeting. In the Board, there shall be directors elected and/or nominated from the shareholders of the company, directors from each group representing persons specialized in generation of electricity, consumers/ business and persons specialized in finance. The managing director shall be an ex-officio member of the Board of Directors.

99. Unless otherwise decided by the company in general meeting two (2) directors will be nominated from each of Power Division and Bangladesh Power Development Board and one (1) director will be nominated from each of the other shareholders as mentioned in Article 9. All the Directors shall be nominated by Power Division. However, the company in general meeting may appoint or remove a Director in accordance with the provisions of the Act subject to prior approval of Power Division.

100. The first Board of Directors of the company shall consist of such persons as may be determined in writing by a majority of the subscribers of the Memorandum of Association or by Power Division.

101. At the first Ordinary General Meeting of the Company, all the Directors shall retire from office and at the Ordinary General Meeting in every subsequent year, not less than one-third of the Directors for the time being, or if their number is not three or a multiple of three then the number nearest to one-third, shall be the persons whose office is liable to determination at any time by retirement of Directors' Rotation. However, the Directors other than the nominees from the shareholders shall not be subject to retirement by rotation.

102. The Directors to retire in every year shall be those who have been longest in office since their last election but among the persons who became Directors on the same day, unless they otherwise agree among themselves, those to retire shall be determined by lottery.

103. The Company at the General Meeting at which a Director retires in manner aforesaid may fill up vacated office by electing a person thereto.

104. If at any meeting at which an election of Directors ought to take place, the offices of the vacating Directors are not filled up in the meeting shall stand adjourned till the same day in the next week at the same time and place, and, if at the adjourned meeting the offices of the vacating Directors are not filled up, the vacating Directors or such of them as have not had their offices filled up shall be deemed to have been re-elected at the adjourned meeting.

105. Any casual vacancy occurring on the Board of Directors may be filled up by the Directors, but the person so chosen shall be subject to retirement at the same time as if he had become a Director on the day on which the Director in whose place he is appointed was last elected a Director.

106. The Directors shall have power at any time to appoint a person as Director to increase their number and the person so appointed shall retire from office at the following Ordinary General Meeting.

107. The Company may by extraordinary resolution remove any Director before the expiration of his period of office, and may by an ordinary resolution appoint another person in his stead; the person so appointed shall be subject to retirement at the same time as if he had become a Director on the day on which the Director in whose place he is appointed was last elected a Director.

108. A Retiring Director shall be eligible for re-election.

QUALIFICATION SHARES

109. The qualification of a Director of the Company shall be the holding in his own name or in the name of the person nominating him unencumbered shares in the Company ("Qualifying Share") of not less than Tk.10 (Ten).

110. An individual who has been appointed as a Nominee Director or as a Director representing persons specialized in generation of electricity or consumers/business or persons specialized in finance or as an ex-officio member of the Board need not having Qualifying Share.

DISQUALIFICATION OF DIRECTORS

111. The office of any Director shall be vacated if he-

    (a) is found unsound mind by a court of competent jurisdiction, or

    (b) is adjudged insolvent, or

    (c) fails to pay call made on him in respect of shares held by him within six months from the date of such calls, or

    (d) without the sanction of the company in General Meeting accepts or holds any office of profit under the Company other than that of a Chief Executive Officer or Manager or a Legal or Technical Adviser, or

    (e) absents himself from three consecutive meeting of the Directors, or for a continuous period of three months, whichever is longer, without leave of absence from the Board of Directors; or

    (f) resigns his office by notice in writing to the Company or is removed, or

    (g) being representing a share-holder is removed for any reason whatsoever by that share-holder.

ALTERNATE DIRECTOR

112. A Director who is about to leave or is absent from Bangladesh for a period of not less than three (3) months may appoint any person to be an Alternate Director during his absence from Bangladesh upon approval of the Board and such appointee, whilst he holds office as an Alternate Director, shall not require any qualification and he shall *ipso facto* vacate office as and when his appointer (hereinafter called as Original Director) returns to Bangladesh or vacates offices as a Director or removes the appointee from office. If the term of office of the Original Director is determined before he returns to Bangladesh any provision for automatic re-appointment of retiring directors in default or another appointment shall apply to the Original and not to the Alternate Director.

CHAIRMAN

113. The Secretary, Power Division, Ministry of Power, Energy and Mineral Resources or his nominee shall be the Chairman of the Board of Directors of the Company.

114. The Chairman will preside over every Board Meeting and every General Meeting unless and until otherwise decided by the Company. If the Chairman is unable to attend the meeting within half an hour of scheduled time for holding the Meeting, a Chairman shall be elected for the said meeting from among the Directors being present.

115. The Chairman shall have the right to exercise second or casting vote in cases of an equality of votes.

MANAGING DIRECTOR

116. The Managing Director shall be the Chief Executive Officer (CEO) of the Company and shall perform the functions of the Managing Director as mentioned in the Act. Subject to the supervision of the Board the day to day business and affairs of the Company shall be managed by the Managing Director and with the approval of the Board the Managing Director may exercises all such powers and do all such acts and things as may be exercised or done by the Board and the Directors may from time to time entrust to and confer upon the Managing Director such of the powers exercisable under these presents by the Directors as they may think fit and may confer such powers for such time and to be exercised for such objects and purposes and upon such terms and conditions and with such restrictions as they think expedient and they may confer such powers of the Directors in that behalf and may from time to time revoke, withdraw, alter or vary all or any of such powers.

117. The Board of Directors, in consultation with Power Division, Ministry of Power, Energy and Mineral Resources, shall appoint Managing Director of the Company, by whatever name called, and shall fix his remuneration, salary, benefits etc.

118. The Board of Directors, in consultation with Power Division, Ministry of Power, Energy and Mineral Resources, may terminate the Managing Director from his office at any time or extend his tenure for a period as they think fit.

119. In case of termination or casual vacancy in the office of the Managing Director, the Board may select any Director from their number as acting Managing Director till further appointment of Managing Director or for any period as the Board may determine.

REMUNERATION OF DIRECTORS

120. Each Director will receive remuneration for every meeting attended in addition to the class traveling fare from and to his usual place of residence in Bangladesh and any allowance for the number of days spent or attending and returning from the meeting of the Board of Directors as the Board reasonably approves from time to time. If any Director, being willing, shall be called upon to perform extra services, or to give any special attendance to the business of the Company, the Company may remunerate the Director so doing by a fixed sum as may be determined by the Board of the Company.

POWER OF DIRECTORS

121. The business of the Company shall be managed by and or supervision of the Directors. The Directors may pay all expenses incurred in forming and registering the Company, and may exercise all such powers of the Company as are not, by the Companies Act 1994 or any statutory modification thereof for the time being in force or by these Articles, required to be exercised by the Company in General Meeting, subject nevertheless to any of these Articles, to the provisions of the said Act, and to such Articles being not inconsistent with the aforesaid Articles or provisions, as may be prescribed by the Company in General Meeting, but no provision or regulation made by the Company in General Meeting shall invalidate any prior act of the Directors which would have been valid if that provision or regulation had not been made.

122. The Directors may borrow from the Government or any other financial institution in home and abroad from time to time for implementation of different projects of the Company.

123. The Directors shall have the power to comply with any condition precedent imposed by loan giving agency for availing the loan(s) from them.

124. The Directors may secure the repayment of such moneys in such manner and upon such terms and conditions in all respects as they think fit and in particular by the issue of

debentures or debenture stock of the Company charged upon all or any part of the property of the Company (both present and future).

125. The Directors shall duly comply with provisions of the Companies Act 1994 or any statutory modification thereof for the time being in force, and in particular with the provisions in regard to the registration of the particulars of mortgages and charges affecting the property of the company or created by it, and to keeping a register of the Directors, and to sending to the registrar an annual list of Members and a summary of particulars relating thereto and notice of any consolidation or increase of share capital or conversion of shares into stock, and copies of special resolutions and copy of the Register of Directors and notifications of any changes therein.

126. The Directors shall cause minutes to be made in books provided for the purpose-

    (a) of all appointments of officers including Managing Director made by the Directors,

    (b) of the names of the Directors present at each meeting of the Directors and of any Committee of the Directors, and

    (c) of all resolutions and proceedings at all meetings of the company, and of the Directors and of the Committees of the Directors.

    Every Director present at any Meeting of Directors shall sign his name in a book to be kept for that purpose.

127. The Company shall not make any loan or advance on the security of its own share or grant unsecured loan or advance to any of the Directors, shareholders or to any firm or company in which any of its Directors is interested as partner/director or to any firm or private company for which any of the Directors is a member or has a substantial interest; provided that the Directors may be granted loan for the amount and on the provisions as would be made by Bangladesh Bank from time to time therefor.

128. Subject to the provision of section 58 of the Act, no part of the funds of the Company shall be employed in the purchase of, or be lent on the security of the share of the Company.

PROCEEDING OF DIRECTORS

129. The Directors may meet together for the disposal of business and adjourn and otherwise regulate their meetings as they fit. Questions arising at any meeting shall be decided by a majority of votes. In case of an equality of votes, the Chairman shall have a second or casting vote. A Director may, and Secretary on the requisition of Director shall, at any time, summon a meeting of Directors.

130. A Meeting of the Directors shall be called by a notice of not less than three (3) days given in the manner provided in these Articles, and specifying the place, the day and the hour of meeting, to all Directors and alternate Directors, if any, of the Company. Provided that a meeting of the Directors notwithstanding that it has been called by a shorter notice shall be deemed to have been duly called if it is so agreed by all the Directors.

131. The quorum necessary for the transaction of the business of the Directors may be fixed by the Company in General Meeting, and unless and until so fixed shall be 5. If within half an hour from the time appointed for the meeting a quorum is not present, the meeting shall stand adjourned to the same day in the next week at the same time and place, and if at the adjourned meeting a quorum is not present within half an hour from the time appointed for the meeting the Directors present shall be a quorum.

132. The continuing Directors may act notwithstanding any vacancy in their body but, if and so long as their number is reduced below the number fixed by or pursuant to the Articles of the Company as the necessary quorum of Directors to that number, or of summoning a General Meeting of the Company, but for no other purpose.

133. A resolution in writing, circulated to all the Directors for the time being and signed by a majority of the Directors, shall be as valid and effectual as if it had been passed at a meeting of the Directors. Any such resolution may be contained in one document or may consist of several documents in like form each signed by one or more of the Directors.

134. A Director shall refrain himself from voting on a resolution where there is a conflict of interest.

135. Any Director not present at a meeting shall receive a copy of the minutes of such meeting.

136. All acts done by any meeting of the Directors or of a committee of the Directors, or by any person acting as a Director, shall, notwithstanding that it be afterwards discovered that there was some defect in the appointment of any such Directors or persons acting as aforesaid, or that they or any of them were disqualified, be as valid as if every such person had been duly appointed and was qualified to be a Director.

137. The Directors may delegate any of their powers to committees consisting of such member or members of their body as they think fit; any committee so formed shall, in the exercise of the powers so delegated, conform to any restriction and regulations that may be imposed on them by the Directors.

138. A Committee may elect a Chairman of their meetings; if no such Chairman is elected or if no such Chairman is elected or if at any meeting the Chairman is not present within thirty minutes after the time appointed for holding the same the Members present may choose one of their number to be Chairman of the meeting.

139. A Committee may meet and adjourn their meeting as they think proper. Questions arising at any meeting shall be determined by a majority votes of the members present and in case of an equality of votes, the Chairman shall have a second casting vote.

140. A Meeting of the Directors may be held through video conferencing in order to have participation and contribution of the Directors staying or traveling outside the country. In case of such a meeting, the notice shall clearly mention that the Directors can participate through video conferencing and shall be circulated to all the Directors. The Minutes of such Meeting shall disclose the particulars of the Directors who attended through video conferencing and the Minutes shall be ratified in the subsequent usual Meeting.

141. In case of such a Meeting through Video Conferencing, wherever the Chairman is sitting, the venue specified in the notice shall be taken as the venue of the Meeting and all requisite registers and documents to be kept and all audio-visual recordings shall be made at that place; The Chairman shall confirm the quorum by confirming attendance of the Directors who are physically present at the place of Meeting and who are connected through audio visual electronic communication facility by mentioning name and location and confirming that he can completely and clearly see and communicate with each of other participants. The Director(s) who is/are connected from remote place shall sign on the attendance sheet(s) and shall arrange to send to the registered office a scanned copy of the same through e-mail immediately after conclusion of the meeting and the original as soon as possible.

142. The Directors in their meeting may invite any Officer of the Company to attend their Meetings but they will not have any voting right.

BANK ACCOUNT

143. Subject to approval of the Board of Directors, all bank account(s) of the company shall be opened in the name of the company with scheduled bank(s) and the account(s) so opened will jointly be operated by two (2) authorized signatories out of three (3) who shall the officers as authorized by the Board of Directors, or by the Managing Director or under delegation of financial power (DFP) of the company.

DIVIDEND AND RESERVE

144. The Company in Ordinary General Meeting may declare dividends, but no dividends shall exceed the amount recommended by the Directors.

145. The Directors may from time to time pay to the members such interim dividends as appear to the Directors to be justified by the profits of the Company.

146. No dividend shall be paid otherwise than out of the profits of the year or any other undistributed profits.

147. Subject to the rights of persons (if any) entitles to shares with special rights as to dividends, all dividends shall be declared and paid according to the amounts paid on the shares. No amount paid on a share in advance of calls shall, while carrying interest, be treated for the purpose of this Article as paid on the share.

148. The Directors may, before recommending any dividend, set aside out of the profits of the Company such sums as they think proper as a reserve or reserves which shall, at the discretion of the Directors be applicable or meeting contingencies, or for equalizing dividends, or for any other purpose to which the profits of the Company may be properly applied, and pending such application may, at the like discretion, either be employed in the business of the Company or be invested in such investments as the Directors may form time to time think fit.

149. If several persons are registered as joint-holders of any share, any one of them may give effectual receipts for any dividend payable on the share.

150. Notice of any dividend that may have been declared shall be given in the manner hereinafter mentioned to the persons entitled to share therein.

151. No dividend shall bear interest against the Company.

ACCOUNTS AND AUDIT

152. The Directors shall cause to be kept proper books of account with respect to -

    (a) all sums of money received and expended by the Company and the matters in respect of which the receipts and expenditure take place;

    (b) all sales and purchases of goods by the Company; and

    (c) the assets and liabilities of the Company.

153. The books of account shall be kept at the registered office of the Company or at such other place as the Directors shall think fit and shall be open to inspection by the Directors during business hours.

154. On behalf of the Government, the Power Division, Ministry of Power, Energy and Mineral Resources or its successor-in-interest shall be entitled to inspect the books of account and any affairs of the Company.

155. The Directors shall from time to time determine whether and to what extent and what times and places and under what conditions or regulations the accounts and books of the Company or any of them shall be open to the inspection of Members not being Directors, and no Member (not being a Director) shall have any right of inspecting any account or book or document of the Company except as conferred by law or authorised by the Directors or by the Company in General Meeting.

156. The Directors shall as required by Sections 183 and 184 of the Companies Act 1994, cause to be prepared and to be laid before the Company in General Meeting at some date not later than eighteen months after the Incorporation of the Company and subsequently at least once in every calendar year such profit and loss accounts, income and expenditure accounts, balance sheet, and reports as are referred to in those Sections.

157. The profit and loss account shall in addition to matters referred to in sub-section (2) of Section 185 of the Companies Act 1994, show, arranged under the most convenient heads, the amount of gross income, distinguishing the several sources from which it has been derived, and the amount of gross expenditure distinguishing the expenses of the establishment, salaries and other like matters. Every item of expenditure fairly chargeable against the year's income shall be brought into account, so that a just balance of profit and loss any be laid before the meeting, and in cases where any item of expenditure which may in fairness be distributed over several years has been incurred in any one year, the whole amount of such item shall be stated, with the addition of the reasons why only a portions of such expenditure is charged against the income of the year.

158. A Balance Sheet shall be made out in every calendar year and laid before the Company in General Meeting made up to a date not more than nine months before such meeting. The balance sheet shall be accompanied by a Report of the Directors as to the state of Company's affairs, and the amount (if any) which they propose to carry to a reserve fund.

159. A copy of the balance sheet and report shall, fourteen (14) days previously to the meeting, be sent to the persons entitled to receive notices of General Meetings in the manner in which notices are to be given hereunder.

160 The Directors shall in all respects comply with provisions of Sections 181 to 191 of the Companies Act 1994, or any statutory modification thereof for the time being in force.

161. Auditors shall be appointed and their duties shall be regulated in accordance with Sections 210 to 213 of the Companies Act 1994, or any statutory modification thereof for the time being in force.

NOTICE

162. A notice may be given by the Company to any Member or Directors either personally or by sending it by registered posts to him to his registered address, or if he has no registered address in Bangladesh, to the address, if any, within Bangladesh supplied by him to the Company for the giving of notices to him. Where a notice is sent by registered post, services of the notice shall be deemed to be effected by properly addressing, prepaying, registering and posting a registered letter containing the notice and, unless the contrary is proved, to have been effected at the time at which the letter would be delivered in the ordinary course of post.

163. If a Member or Director has no registered address in Bangladesh and has not supplied to the Company an address within Bangladesh for the giving of notices to him, a notice addressed to him and advertised in a newspaper circulating in the neighbourhood of the registered office of the Company shall be deemed to be duly given to him on the day on which the advertisement appears.

164. A notice may be given by the Company to the joint-holders of a share by giving the notice to the joint holder named first in the register in respect of the share.

165. Notice of every General Meeting shall be given in the same manner herein before authorised to every Member and every Director of the Company except those Members and Directors who have no registered address within Bangladesh and have not supplied to the company an address within Bangladesh for the giving of notices to them.

COMMON SEAL

166. The Common Seal of the company shall not be affixed to any instrument except by the authority of a resolution of the Board of Directors and in the presence of at least two Directors including the Managing Director and of the Secretary or such other person as the Directors may authorize for the purpose, and those two Directors and Secretary or other person as aforesaid shall sign every instrument to which the Seal of the Company is so affixed in their presence.

167. The Directors shall provide for the safe custody of the Common Seal and subject to the provisions hereinafter contained for the signatures on certificates of title to the shares of the Company. Any instrument bearing the Common Seal of the Company and issued for valuable consideration shall be binding on the Company notwithstanding any irregularity in compliance with the provision set out herein.

168. The Company may, for its use outside Bangladesh have an official seal which shall be a facsimile of the Common Seal of the Company with addition on its face of the name of the territory or place where it is to be used.

AMENDMENT OF ARTICLES

169. The Directors of the Company, with the written consent of Power Division, Ministry of Power, Energy and Mineral Resources, subject to the provisions of the Act and by Special Resolution of the Shareholders in a General Meeting, may alter, exclude from or add to these Articles of Association, and any alteration, exclusion, or addition so made shall be as valid as if originally contained therein.

SECRECY

170. No member shall be entitled to require discovery of any information respecting any detail of the Company's trading or any matter which may be in the nature of a trade secret, or customers' accounts, or dealings or secret process which may relate to the conduct of the business of the Company and which in the opinion of the Directors it would be inexpedient in the interest of the members of the Company to communicate to the public.

171. The Company shall keep secret and confidential all transactions with its clients.

WINDING-UP

172. For any reason if the Company shall be wound up, the liquidator may, with sanction of an Extra-ordinary Resolution of the Company and any other sanction required by law, divide amongst the Members in specie or kind the whole or any part of the assets of the Company (whether they shall consist of property of the same kind or not) and may for such purpose, set such value as it deems fair upon any property to be divided as aforesaid and may determine how such decision shall be carried out as between the Members or different classes of Members. The liquidator may, with the like sanction, vest the whole or any part of such assets in trustees upon such trusts for the benefit of the contributors as the liquidator; with the like sanction, shall think fit, but so that no Member shall be compelled to accept any shares or other securities whereon there is any liability.

INDEMNITY

173. Subject to the provisions of Section 102 of the Act, every Director of the Company or every officer, whether Managing Director, Manager, Secretary, Agent, Auditor, or any other officer for the time being of the Company shall be indemnified out of the assets of the Company against any liability incurred by him in defending any proceedings, whether civil or criminal, in which judgment is given in his favour, or in which he is acquitted, or in connection with any application under Section 396 of the Act, in which relief is granted to him by the Court.

We, the several persons whose names addresses are subscribed are desirous of being formed into a Company in accordance with this **Articles of Association** and we respectively agree to take the number of shares in the capital of the company set opposite to our respective names.

Sl. No.	Name	Position	No. of Shares Taken	Signature of Subscribers

1.	Name : Power Division, MOPEMR, GOB
	    [Represented by its Secretary
	    Mr. Monowar Islam]
	Father's Name : X
	Mother's Name: X
	Address : …………………………..
	Date of Birth : X
	E-mail : …………………………
	Phone : …………………………
	TIN : …………………………
	NID/Passport No : ………………
	Nationality : Bangladeshi
		Shareholder	255,000
			(Two Lac Fifty Five Thousand Shares)	

2.	Name : Bangladesh Power Development
	    Board (BPDB)
	    [Represented by its Chairman Mr.
	    Md. Abduhu Ruhullah]
	Father's Name : X
	Mother's Name: X
	Address : …………………………..
	Date of Birth : X
	E-mail : …………………………
	Phone : …………………………
	TIN : …………………………
	NID/Passport No : ………………
	Nationality : Bangladeshi
		Shareholder	120,000
			(One Lac Twenty Thousand Shares)	

3.	Name : Ashuganj Power Station Company
	    Limited (APSCL)
	    [Represented by its Managing Director
	    Mr. Md. Nurul Alam]
	Father's Name : X
	Mother's Name: X
	Address : …………………………..
	Date of Birth : X
	E-mail : …………………………
	Phone : …………………………
	TIN : …………………………
	NID/Passport No : ………………
	Nationality : Bangladeshi
		Shareholder	25,000
			(Twenty Five Thousand Shares)	

4.	Name : North-West Power Generation
	    Company Limited (NWPGCL)
	    [Represented by its Managing Director
	    Engr. A. M. Khurshedul Alam]
	Father's Name : X
	Mother's Name: X
	Address : …………………………..
	Date of Birth : X
	E-mail : …………………………
	Phone : …………………………
	TIN : …………………………
	NID/Passport No : ………………
	Nationality : Bangladeshi
		Shareholder	25,000
			(Twenty Five Thousand Shares)	

5.	Name : Rural Power Company Limited (RPCL) [Represented by its Chairman Brig Gen Moin Uddin] Father's Name : X Mother's Name: X Address : ………………………….. Date of Birth : X E-mail : …………………………… Phone : …………………………… TIN : ……………………………… NID/Passport No : ……………… Nationality : Bangladeshi	Shareholder	25,000 (Twenty Five Thousand Shares)	
6	Name : Electricity Generation Company of Bangladesh Limited (EGCBL) [Represented by its Managing Director Mr. Md. Mostafa Kamal] Father's Name : X Mother's Name: X Address : ………………………….. Date of Birth : X E-mail : …………………………… Phone : …………………………… TIN : ……………………………… NID/Passport No : ……………… Nationality : Bangladeshi	Shareholder	25,000 (Twenty Five Thousand Shares)	
7.	Name : Coal Power Generation Company Bangladesh Limited (CPGCBL) [Represented by its Managing Director Mr. Md. Abul Quasem] Father's Name : X Mother's Name: X Address : ………………………….. Date of Birth : X E-mail : …………………………… Phone : …………………………… TIN : ……………………………… NID/Passport No : ……………… Nationality : Bangladeshi	Shareholder	25,000 (Twenty Five Thousand Shares)	

Witness 1	**Witness 2**
Name :	Name :
Address:	Address:
Phone :	Phone :
NID :	NID :

Appendix- 12
Proceedings of Bilateral Meeting

Proceedings of the Indo-Bangaladesh DM-DC Conference held at Krishnanagar, Nadia, West Bengal, India dated 26/12/14 at 2 PM

The members of Bangladesh Delegations were received at the venue of delegation level meeting at Hotel Astha by the District Magistrate, Nadia, the District Magistrate, Murshidabad and Team of Officers.

Members took chair and after self introduction by members from both sides, Dr. P.B. Salim, District Magistrate, Nadia welcomed the delegates from Bangladesh and other participants, followed by his introductory remarks.

In reciprocation, Mohommed Mezbah Uddin Chowdhury , District Magistrate, Rajsahi and Team Leader Bangladesh delegation , spoke briefly about the delegation .

This was followed by detailed discussions on the agénda items agreed upon from both sides, with power point presentation.
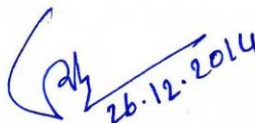
After elaborate discussions, the following decisions were agreed upon to take the process of interaction and discussion further :-

1) The list of criminals wanted under various cases by either side by police, with photographs as far available, will be handed over from both sides for taking appropriate actions.

2) Sharing of intelligence at DM-DC level on quarterly basis to be started from January, 2015 along with existing system of BSF-BGB Nodal Officer level, subject to approval of the governments.

3) Human trafficking of Nadia, Murshidabad district and that of Bangladesh are to be restrained by taking appropriate measures.

4) Handing over of citizens who crossed international border without any mala fide intention may not be entangled in any criminal case and the list of such citizens will be handed over by both sides at BSF-BGB level.

5) The list of prisoners and under trial prisoners will be exchanged and appropriate authority will be moved to expedite disposal of pending cases and subsequent release.

6) On the *international border -pillars* joint inspection at the DM-DC level will be taken up to pinpoint the reference pillars and expedite repair of damaged / submerged pillars.

7) Water pump house at Vijaypur near Gede was abandant since long for want of proper maintenance. It was decided after a short discussion that a joint inspection will be made by January, 2015 to sort out the problem, with the consent of the competent authority.

8) The issue of widening the Gede-Darsana Road will be taken up with the appropriate authority on priority basis.

9) Daulatganj –Majdia Land Port will be taken up with the government of Indian side for further action, subject to approval.

10) A proposal for setting up of a new Land Port at Pragpur, Kustia district will be taken up with the appropriate authority, subject to approval.

11) On the issue of development of ICP centre at Gede will be taken up on priority.

12) The matter of handing over of CS records of 29 missing mouzas of Chapainawabganj district, across Murshidabad district, was agreed upon by both the sides subject to approval.

13) Border Haats will be established at three locations in Nadia district and at two locations of Bangladesh of Godagari, Rajshahi and Doulatpur of Kustia in consultation with government to promote trade and livelihoods at border areas by the approval of competent authority.

14) Joint inspection on the issue of river erosion at Narukaki across Rajshahi district will be started from middle of January, 2015 to make corrective measures, subject to the approval of appropriate authority.

15) The Both sides agreed to be more vigilant and to maintain zero tolerance regarding smuggling of arms; ammunitions; drugs and cattle.

26.12.2014

Md. Mezbah Uddin Chowdhury ,
District Magistrate, Rajsahi
Banagladesh

26/12/14

Dr. P. B Salim, IAS
District Magistrate & District Collector , Nadia
India.

Appendix- 13
Interview Schedule for Joint Secretary (Training) of MOPA

Statement of Aims and Objectives of the Interview

The interview is meant for the purpose of PhD research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. It is noted that the research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by you will be used only for the purpose of the research. Moreover, the researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.

Personal Information about the Interviewee

Name: Mobile No.:   E-mail:

Questions

1. Does MOPA think good proficiency in English a mandatory qualification or an added qualification for the officers of BCS Administration cadre in Bangladesh?

2. How much importance does MOPA attach on English language training for the officers of BCS Administration cadre?

3. It is known that there is no exclusive post for English language trainer at BPATC, and BCSAA. Would you please comment on the issue?

4. Would you please share about the matter of coordination between BPATC and BCSAA in terms of providing training to the officers of BCS Administration cadre?

5. Would you please share your opinion about the quality of English language training given to the officers of BCS Administration cadre at BPATC and BCSAA?

Thanks for your cooperation

Appendix- 14
Interview Schedule for MDS (Programme & Studies) of BPATC

Statement of Aims and Objectives of the Interview

The interview is meant for the purpose of PhD research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. It is noted that the research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by you will be used only for the purpose of the research. Moreover, the researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.

Personal Information about the Interviewee

Name: Mobile No.:   E-mail:

Questions

1.   What is the position of English in the FTC and ACAD programmes?

2.   Who made the English Language curricula for the P63rd FTC, and 114th ACAD programmes?

3.   There is no exclusive post for English language trainer in the institute. Do you think that English language training can be offered properly without qualified English language trainer?

4.   Is there any provision in the institute to assess the post-training impact of English language programmes on the trainees?

5.   Is there any coordination between BPATC and BCSAA in case of English language curriculum?

6.   Would you please like to share anything else about the English language curricula of the FTC and ACAD programmes?

Thanks for your cooperation

Appendix- 15
Interview Schedule for Director (Training) of BCSAA

Statement of Aims and Objectives of the Interview

The interview is meant for the purpose of PhD research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. It is noted that the research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by you will be used only for the purpose of the research. Moreover, the researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.

Personal Information about the Interviewee

Name: Mobile No.:   E-mail:

Questions

1.   What is the position of English in the 100th LAC programme?

2.   Who made the English Language curriculum for the 100th LAC programmes?

3.   There is no exclusive post for English language trainer in the institute. Do you think that English language training can be offered properly without qualified English language trainer?

4.   Is there any provision in the institute to assess the post-training impact of English language programme on the trainees?

5.   Is there any coordination between BCSAA and BPATC in case of English language curriculum?

6.   Would you please like to share anything else about the English language curricula of the FTC and ACAD programmes?

Thanks for your cooperation

Appendix- 16
Interview Schedule for the English Language Module Director of BCSAA

Statement of Aims and Objectives of the Interview

The interview is meant for the purpose of PhD research titled *Evaluation of the Existing English Language Curricula of the Training Institutes for BCS Administration Cadre in Bangladesh* at Institute of Bangladesh Studies (IBS) in Rajshahi University, Bangladesh. It is noted that the research is being carried out with permission of the Ministry of Public Administration (MOPA), Government of Bangladesh. The information provided by you will be used only for the purpose of the research. Moreover, the researcher is committed to follow the accepted research ethics as regard to collection and preservation of data.

Personal Information about the Interviewee

Name; Designation at BCSAA; Designation in Cadre Service (if any); Highest Academic Qualification: Mobile No.; E-mail;

Questions

1. Who were involved with the designing the English Language curriculum for the 100th LAC?

2. Was there any survey for 'needs-analysis' before development of the English Language curriculum for the programme?

3. How much time and marks were allocated for the English language curriculum in the programme?

4. Why did the institute engage British Council for conducting the English language training in the programme?

5. There was detailed schedule in the course guideline about the English language curriculum of the programme. Did the trainers follow the schedule?

6. Would you please tell in detail about how the trainers of British Council implemented the curriculum in the programme?

7. Did you have enough control over the trainers of British Council?

8. Did you have any institutional provision to assess the post training impact of the English language curriculum on the trainees?

9. If you are given four options like 'not at all', 'to a limited extent', 'to a great extent', and 'fully' to express your degree of satisfaction about the overall achievement of the English language training in the 100th LAC, which of the options are you likely to choose?

10. Would you please like to share anything else about the English language curriculum of the programme?

Thanks for your cooperation

Appendix- 17
List of Interviewees

SL. No.	Name, Designation, and Place of Posting
1	Mr. Dinarul Islam, Joint Secretary, Joint Secretary (Training) Ministry of Public Administration
2	Dr. Rizwan Khayer, Joint Secretary, MDS (P&S) BPATC
3	Mr. Jahirul Islam, Joint Secretary Director (Training) BCSAA
4	Mz. Mallika Dey, Senior Assistant Secretary, Deputy Director and English Language Module Director, BCSAA
5	Mz. Sheilla Barret, Senior Lecturer, Business School, University of Greenwich, UK

Appendix- 18
List of Participants in PGD/ Master's Degree programme

SL. No.	Name and Batch of Service
1	Mr. Muhammad Abdus Salam (22nd Batch of BCS)
2	Kazi Md. Abdur Rahman (22nd Batch of BCS)
3	Mr. Subrato Kumar Dey (22nd Batch of BCS)
4	Mr. Md. Abul Kalam Azad (24th Batch of BCS)

Appendix- 19
Government Order for China Tour

Government of the people's Republic of Bangladesh
Ministry of Posts, Telecommunications & Information Technology
Information and Communication Technology Division
ICT Tower, Agargaon, Dhaka.
Personnel Service Section
www.ictd.gov.bd

No. 56.00.0000.015.25.038.15-477   Date: 31 May, 2016

To   : Chief Accounts Officer
      Information & Communication Technology Division (ICTD)
      CGA Bhaban, Segun Bagicha, Dhaka.

Subject: Sanction to attend the Hi-Tech Park/Special Economic Zone Management Training programme to be held in China during 6-12 June, 2016.

Dear Sir,

     I am directed to convey the sanction of the Government of the People's Republic of Bangladesh in favour of the following officials/persons attend the Hi-Tech Park/Special Economic Zone Management Training programme to be held in China during 6-12 June, 2016 under the following terms and conditions:
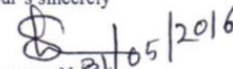
Sl.	Name	Designation & Office
1.	Mr. Md Shahadat Hossain	Director (Joint Secretary), Bangladesh Computer Council
2.	Mr. Md Siddiqur Rahman	Joint Secretary (Law Adviser), Ministry of Housing & Public Works
3.	Mr. Mina Masud Uzzaman	Deputy Secretary, ICT Division
4.	Mr. Md Azizul Islam	Deputy Project Director (Deputy Secretary), Support to Development of Kaliakoir Hi-Tech Park Project, Bangladesh Hi-Tech Park Authority, ICT Division
5.	Mr. A.H.M. Jahangir	Deputy Chief (World Bank-3), Economic Relations Division
6.	Mr. Md Ataul Gani	Additional Deputy Commissioner, DC Office, Rajshahi
7.	Mr. Md Bhikharuddoula Chowdhury	Additional Deputy Commissioner (Revenue), Shariatpur
8.	Mr. Mohammad Sanuar Hossain	Upazila Nirbahi Officer (UNO), Kaliakoir, Gazipur
9.	Mr. Md Alamgir Kabir	Upazila Nirbahi Officer (UNO), Companiganj, Sylhet
10.	Mst Farhana Rahman	Sr. Assistant Secretary, Road Transport and Highways Division
11.	Ms. Rumana Yasmin Ferdausi	Sr. Assistant Secretary, Legislative and Parliamentary Affairs Division
12.	Kazi Nurul Islam	Joint Director, National Institute of Local Government, LGD
13.	Mr. Md Monjurul Hafiz	Deputy Director (Administration), Department of ICT, ICT Division
14.	Ms. Nasrin Alam Shathe	Sr. Assistant Secretary, PS to the Executive Chairman, BEZA
15.	Ms. Shamsun Nahar Begom	Assistant Secretary, ICT Division
16.	Ms. Eva Marion	Systems Analyst, Bangladesh Computer Council, ICT Division
17.	Mr. Mohammed Morshedur Rahim	Deputy General Manager, Dhaka Palli Bidyut Samity-1
18.	Mr. Md Wahedun Nabi Sarker	Director (Rules and Training), Central Procurement Technical Unit, IMED
19.	Mr. Md Abdus Salam Shah	System Analyst, Finance Division, Ministry of Finance
20.	Ms. Gibanur Binta Jahir	Sub-Assistant Engineer (E/M-1), Bangladesh Hi-Tech Park Authority
21.	Mr. Md Hasan Ibne Shahi	Sub-Assistant Engineer, Bangladesh Hi-Tech Park Authority
22.	Mr. Obayet Hossen	Sub. Assistant Engineer, Bangladesh Hi-Tech Park Authority
23.	Mr. Abu Saleh Md Sushan	Training & Management Specialist, Support to Development of Kaliakoir Hi-Tech Park Project, Bangladesh Hi-Tech Park Authority, ICT Division

Terms and conditions:

     (a) During this visit the government officers will be treated as on duty.
     (b) All expenses in this connection will be borne by the "Support to Development of Kaliakoir Hi-Tech Park Project".
     (c) They will leave Dhaka for China on 5 June, 2016 or on nearer date and will leave China for Dhaka on 13 June, 2016 or on nearer date.
     (d) They will draw their pay and allowances in local currency during the aforesaid period.

02. This order is issued with the approval of competent authority.

Your's sincerely

31/05/2016

(Shamsun Naher)
Assistant Secretary
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Appendix- 20
Extract from Trainer's Opinion

1. Curriculum should be designed taking expert opinions from the specialists in the line.

2. English Language is not emphasized at all in the training institutes.

3. No expert trainer / trainers pool to facilitate the training sessions.

4. Evaluation is done as a formality.

5. There is less scope for error correction.

6. Time allocated for the module is, too ~~ineffi.~~ insufficient for dealing with the issues relevant for the participants

7. There is a negative attitude of most of the Faculty members regarding ~~holding~~ holding sessions on English Language Module.