

A Research Report on

Post-Training Utilization of English Language Programme: A Case Study of 24th and 25th Foundation Training Course

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ABBREVIATION

BCS	: Bangladesh Civil Service
BPATC	: Bangladesh Public Administration Training Centre
ELP	: English Language Programme
FTC	: Foundation Training Course
IELTS	: International English Language Testing System
TNA	: Training Need Assessment
TOEFL	: Test of English As a Foreign Language

Table of Contents

EXECUTIVE SUMMARY.....	I-VI
I. INTRODUCTION	1
A. Background of the Study.....	1
B. Objectives of the Study.....	2
C. Hypothesis.....	2
D. Methodology of the Study.....	2
E. Scope and limitations of the Study.....	3
II. THE CONCEPTUAL FRAMEWORK OF THE STUDY.....	4
III. FINDINGS.....	6
A. Base -Line Information about the Respondents.....	6
B. Achievement of ELP Objectives.....	8
C. Transfer of Knowledge, Skills and Attitude.....	9
D. Comparison between level of knowledge and skills before and after training.....	9
E. Areas where Knowledge and Skills had increased and Areas where Attitudinal Change had taken place	11
F. Application of Acquired Knowledge, Skills and Attitudes on the Job.....	12
G. Application of Acquired Knowledge, Skills and Attitudes by the Specified groups of Respondents.....	15
H. Changes in the Content of ELP	16
I. Areas to Improve the Effectiveness of ELP.....	17
IV. ANALYSIS OF FINDINGS.....	19
A. Information about the Respondents	19
B. Objectives of the Study.....	19
V. CONCLUSION AND RECOMMENDATIONS.....	23
A. Conclusion.....	23
B. Recommendations.....	24
VI. BIBLIOGRAPHY.....	25
VII. ANNEXURES (A, B, C, D, E and F)	

EXECUTIVE SUMMARY

1. English Language Training is one of the important instruments by which the knowledge and skills of English as well as attitude towards English can be improved. Considering this issue, importance has been given on English Language Programme (ELP) in all of the core courses of BPATC.

2. The Foundation Training Course (FTC) is one of the most important core courses of BPATC. To improve the efficiency and dynamism of the entry-level civil servants and to make them competent in global context, they will have to be equipped with modern knowledge and necessary skills and at the same time, they must have good command over written and spoken English. Keeping this in mind, the BPATC authority has emphasized on English language and included a module on English language in the FTC.

3. There are four questions in the objectives of the study. These questions are:

- i) Whether the knowledge and skills of the participants of FTCs on English have increased and whether any positive changes of their attitudes towards English have taken place.
- ii) Whether they utilize their acquired knowledge, skills and attitude on the job.
- iii) Whether they face any barriers or impediments in utilizing the acquired knowledge, skills and attitude in day-to-day works.
- iv) Whether course curriculum needs to be changed which will make the ELP more effective.

4. This study mainly depends on primary data. The data have been collected through one set of pre-tested structured questionnaire. In collecting primary data, interview method and observation methods were used. The participants of 24th and 25th FTC have been selected for collecting data. Selecting respondents to collect data was purposive. However, due to inconvenience of reaching the respondents, the researchers could not be

researchers could not be able to collect all the data purposively. In this research report, secondary data has also been used. The main sources of secondary data were the course-end evaluation reports of the concerned courses and some related research reports and documents.

5. The supervisors of trained participants were not interviewed due to some inconveniences. It could have been better, if it were possible to incorporate their views in the study. The study has found out some barriers, which the participants face in utilizing their acquired knowledge. But the study did not try to give any indication as to how these barriers can be removed. The researchers have not tried to analyze the job descriptions of the trained officers. It would have enriched the study if the researchers could analyze the job descriptions of the trained officers in pre and post-training situation and if they would try to find out the correlation between job description and learning of ELP. Since training is a service-oriented activity, it is difficult to measure the outcome of training. The researchers have tried to measure the outcome of training by analyzing the answer of all the specific questions of the study. But, no doubt, there is scope for improving the outcome measurement. The study was based mainly on sample survey. So the study reflects the views of the selected samples, not of the whole population.

6. Most of the respondents (33%) were members of BCS (Economic) cadre. A quite sizable 17% and 12% represented BCS (Information) and BCS (Roads and Highways) cadres respectively. Although the researchers did not try to analyze the job descriptions of the respondents, it would not be unreasonable to say that majority of the respondents need English in their workplaces. The educational background of the respondents also shows that the majority of the respondents (92%) are not from the English background. A significant number of respondents (73%) did not attend IELTS/TOEFL examination before attending ELP. Therefore, it would not be unwise to say that the selection of respondents was rational to find out the post-training outcome of the ELP of FTC.

7 The researchers have analyzed the findings against each of the specific questions of the objectives of the study. In the analysis of first question, it has been

found that 77% respondents admit that some positive changes in their knowledge, skills and attitudes have taken place. To find out whether participants' knowledge and skills have increased, the researchers compared the level of knowledge between pre and post- training situations. In comparing these, the researchers have taken only the contents, which were common for both the courses. The findings shows that the average level of knowledge and skills have increased (both in % and in median) against every topic in both courses. In most of the cases, the level of knowledge before training was not satisfactory (median values were below 3.5). In some cases, the level was moderate (median values were between 3.5 and 3.99). But in almost all the cases, the level of knowledge after training have increased to satisfactory level (median values were between 4.0 and 4.99).

8. To supplement the answer to first question, the researchers have identified the areas where the participants' knowledge had increased. The areas are English writing, pronunciation, use of preposition, learning of uncommon grammatical mistakes, proper use of adjectives, use of English in official correspondence, use of conversational fillers and expressions, use of paraphrasing and use of appropriate words.

9. The researchers have also identified the areas where the participants' skills on English have increased after attending the course. The areas are: fluency in speaking English, listening skills, presentation skills, informal conversational skills, pronunciation skills, writing skills, participation skills in meeting, seminar and workshop, communication skills, skills in free expressions, etc.

10. The researchers have also identified some areas where some immediate positive changes in the attitude of participants towards English had taken place. These are: feel encouraged to read more journals, newspapers and novels, feel free in speaking English, increased confidence, feel encouraged to enjoy more English movies, etc.

11. The findings show that the average achievement of one of the objectives of FTC, which is related to ELP, is 70 in %. At the concluding days of the courses, the

participants of 24th and 25th FTCs rated the achievement of same objectives as 85 and 80 respectively. It is clear from the comparison that after passing some time after the course, the rate of achievement has deteriorated. The findings show that among three objectives of ELP, the average achievement of two objectives (64 in % and 3.84 in median) is moderate, where the average achievement of another objective (70 in % and 4.12 in median) is satisfactory. The moderate and satisfactory rate of achievement of the objectives indicates that at least some individual improvement of the participants has occurred. But at the same time, the deterioration of the rating from the course time to post training time indicate that the chain of output of ELP looses as it moves on from individual situation to job situation.

12. To find out the answer of second question, the study tried to find out whether individual improvement had been reflected in the job situation. The first step in this case was to find out whether the participants tried to utilize their gained knowledge, skills and attitude on the job situation. The finding shows that 82% participants had tried to utilize their acquired knowledge and skills. The findings show that the trained participants have applied their acquired knowledge and skills much less than that of what they have acquired. Although they had utilized less than what they acquired, they had utilized to some extent more than what they had before attending training.

13 Although the participants had utilized their knowledge much less on the job situation, they were successful in many cases. The finding shows that 13 % of the participants were fully successful and 70% of them were partially successful to apply their knowledge and skills in their workplaces. Therefore, it can be claimed that 83% of the trained participants, who tried to utilize their knowledge, had become successful to apply their knowledge. The researchers have also found out the areas where they are utilizing their acquired knowledge and skills. These are different official correspondences, preparing research reports/articles, communicating with the foreign delegates, formal presentations, class room lectures, self development, free speaking, reading, translation of professional write-up.

14. The findings shows that the respondents of the group belong to BCS (Economic), BCS (Information) and BPATC are more successful in using acquired knowledge and

skills of English than the other group which includes rest of the cadres.. It is found that the areas of use of English knowledge for the respondents of earlier group are wider than the respondents from other group.

15. To find out the answer to the third question, the researchers have identified some factors or forces faced by the participants, which impeded the outcome of ELP on the job. According to the opinion of 70% of the total respondents, the lack of congenial atmosphere and limited scope of applicability in the workplaces are the most important factors or forces that impeded the proper utilization of knowledge and skills acquired from ELP.

16. To find out the answer to the fourth question, the researchers found that a total of 41 participants (56%) viewed that a change in the ELP module is needed. The researchers also identified the topics that could be included or emphasized more or omitted to increase the applicability of the ELP.

17. On the basis of the findings, the researchers have formulated recommendations, which can be divided into two categories. The recommendations, which can be implemented during short span of time, are short-term recommendations and the recommendations, which needs long period of time to implement, are long-term recommendations.

18. The following short-term recommendations are put forward to achieve the intended out come of ELP more effectively:

- IELTS/TOEFL contents should be incorporated in the ELP¹.
- More emphasis on reading skills, listening skills and spoken English should be given in the ELP².
- More participatory methods of training methodology should be used.
- Debate and extempore speech should be included in the module.
- Free hand writing in English should be emphasized.

¹ Some components of IELTS and TOEFL have already been incorporated in the ELP.

² Emphasis on these has already been given.

19. The following long-term recommendations are put forward to achieve the intended outcome of ELP more effectively:

- The whole Foundation training should be conducted in English.
- All communications during the training period should be conducted in English.
- Advanced English training course should be arranged for the ex-foundation trainees.
- Formal presentation, report writing, professional write-up, etc. should be encouraged in the workplaces.
- Cooperation and encouragement should be given by the supervisors to use English more in the workplaces.
- Congenial atmosphere should be created at the workplaces.

I. INTRODUCTION

A. Background of the Study

1.1 English is now considered as a universal medium of communication. Since English is not their native language, Bangladeshis have to learn English for their existence. In the education system of Bangladesh, medium of instruction is mostly Bengali. The official language of Bangladesh is also Bengali. So it is quite understandable that proficiency in English language of most of the public servants may not be up to the mark. English Language Training is one of the important instruments by which the knowledge and skills of English as well as attitude towards English can be improved. Considering this issue, emphasis has been given on English Language Programme (ELP) in all core courses of Bangladesh Public Administration Training Centre (BPATC).

1.2 The Foundation Training Course (FTC) is one of the most important core courses of BPATC. Now a day, the efficiency and dynamism of the civil servants are the major concerns of the government of Bangladesh. To improve the efficiency and dynamism of the civil servants and to make them competent in global context, they will have to be equipped with modern knowledge and necessary skills and at the same time, they must have good command over written and spoken English. Keeping this in mind the BPATC authority has emphasized on English language and has included a module on English language in the FTC.

1.3 From its inception till date BPATC has organized 29 Foundation Training Courses. The duration of each FTC was four months. The English Language Module was incorporated in the 21st FTC¹ for the first time and since then it has continued as a regular module. So far, no training needs assessment (TNA) was done in designing the English language module of the FTC and no initiatives have yet been taken to know how far the trainees are using their acquired knowledge and skills on English in their workplaces. Time has now come to find out how far the trained participants are using their acquired knowledge and skills on English in their workplaces. The present study has taken the initiatives of post-training utilization of English language Programme of FTC.

¹ The 21st FTC begun on March 08, 1998 and concluded on July 05, 1998.

B. Objectives of the Study

1.4 After completion of the study, the researchers will be able to answer the following four questions:

- i) Whether the knowledge and skills of the participants of FTC on English have increased and whether any positive changes of their attitudes towards English have taken place.
- ii) Whether they utilize their acquired knowledge, skills and attitude on the job.
- iii) Whether they face any barriers or impediments in utilizing the acquired knowledge, skills and attitude in day-to-day works.
- iv) Whether course curriculum needs to be changed which will make the ELP more effective.

C. Hypothesis

1.5 h_0 : The level of knowledge and skills of and attitude to English of the FTC's participants have not increased. This can be expressed mathematically as: $h_0 = u_1 = u_2$

where, u_1 is the average level of knowledge and skills of the participants before attending the course and u_2 is the average level of knowledge and skills after attending the course.

h_1 : The level of knowledge and skills of and attitude to English of the participants of the FTC have increased. This can be shown mathematically as: $h_1 = u_1 < u_2$

1.6 i_0 : The participants of the FTC are not applying their acquired knowledge, skills and attitude on the job.

i_1 : The participants of the FTC are applying their acquired knowledge, skills and attitude in their workplaces.

D. Methodology of the Study

1.7 This study mainly depends on primary data. The data have been collected through one set of pre-tested structured questionnaire (Annexure-A). In collecting primary data, interview method and observation methods were used. The participants of 24th and 25th FTC² are the sources of collected data. These two FTCs were selected on two grounds. One is, from 24th FTC, a well-structured module on English was introduced. The number and title of the topics under different heads (spoken, listening, structure and written comprehension and style) of ELP were clearly

² The 24th FTC begun on August 10, 1999 and ended on December 07, 1999. The 25th FTC begun on February 12, 2000 and concluded on June 10, 2000.

mentioned in the course guidelines from 24th FTC. Another reason is, after the completion of these two courses, the participants have passed a significant amount of time in the field which is essential to have the study on post-training utilization. Selecting respondents to collect data was purposive. However due to inconvenience of reaching the respondents, the researchers could not be able to collect all the data purposively.

1.8 In this research report, secondary data has also been used. The main sources of secondary data were the course-end evaluation reports of the concerned courses and some related research reports and documents. The collected data have been analyzed by using necessary statistical tools (mean, median, percentage, standard deviation and t-test). The data have also been presented in the report in tabular form and in the form of charts and graphs (histogram and pie charts).

E. Scope and limitations of the Study

1.9 English Language Programme is one of the most important modules of FTC. In this study, an attempt has been made to find out whether the participants' knowledge and skills in English have increased and whether their attitudes towards English have achieved positive dimensions. The study has also tried to find out whether they utilize acquired knowledge and skills in their workplaces. The present study also tries to find out the barriers, the participants face, in utilizing acquired knowledge and skills. To make the ELP of Foundation Course more interesting, the effectiveness of the training methodology of ELP has been found out. Finally, what types of additions, subtractions and modifications are needed in the contents of ELP has been identified to develop the course curriculum.

1.10 Due to inconvenience of reaching the supervisors, the supervisors of trained participants were not interviewed. It could have been better, if it were possible to incorporate their views in the study. The study has found out some barriers, which the participants face in utilizing their acquired knowledge. But the study did not try to give any indication of how these barriers can be removed. The researchers have not tried to analyze the job descriptions of the trained officers. It would have enriched the study, if the researchers could analyze the job descriptions of the trained officers in pre and post-training situations and if they would try to find out the correlation

between job description and learning of ELP. Since training is a service-oriented activity, it is difficult to measure outcome of training. The researchers have tried to measure the outcome of training by analyzing the answer of all the specific questions of the objectives of the study. But, no doubt, there is scope for improving the outcome measurement. The study is based mainly on sample survey. So, the study reflects the views of selected samples, not of the whole population.

1.11 Moreover, it is mentionable that out of total 75 respondents, 41 respondents belongs to BCS (Economic), BCS (Information) and BPATC personnel those who have comparatively greater opportunities to use English in their work places. Therefore, in finding the utilisation of English module in the work places, research findings may be influenced by the opinions of the respondents of those cadres.

II. CONCEPTUAL FRAMEWORK OF THE STUDY

2.1 The post-training utilization study of any training programme is nothing but to find out the outcome of that training. So, the main objective of post-training utilization of ELP of FTC is to find out the outcome of that programme.

2.2 To measure the outcome of ELP, it would be wise to find out the answers of all the questions one by one, which are stated in the objectives of the study (para-1.4).

2.3 To find out whether participants' knowledge and skills on English have increased and whether any positive changes of their attitude towards English have taken place, the researchers compared the level of knowledge, skills and attitude of the participants on English before and after the training. In comparing these, the researchers have taken only the contents of the ELP, which were common for both the 24th and 25th FTC. The researchers have also found out the areas where their knowledge and skills had increased and where some positive changes in their attitude towards English have taken place. To find out the answer to the first question, the researchers have also tried to find out the achievements of the objectives set by ELP and the FTC.

2.4 In order to find out the answer of the second question, the researchers asked the respondents about how far they are applying their acquired knowledge and skills in their day-to-day works. To find this out, the researchers compared the level of acquired knowledge with the level of utilization. In order to justify the findings where the respondents had become successful to use their knowledge, the researchers found out the areas of application. In this connection, the researcher also found out the areas of interest, which were generated after attending this programme. But in the cases, where the respondents were unsuccessful in using their knowledge, the researchers identified the factors or forces, which impeded the use of their knowledge. In doing that, the researcher, in fact tried to answer the third question of the study.

2.5 In future, the entry-level government officials who are the participants of FTC will lead the nation. To make them more efficient in every sphere to face the challenges of 21st century, their command over English must be improved. So, there must be an effort to make this programme more effective. To make the ELP more effective and more applicable to the participants, the researchers tried very intensively to find out their needs. In these regards, what topics should be added, subtracted and modified, have been identified. To make the recommendations about the changes in module curriculum, the researchers gave due attention over the reasons why their knowledge and skills had not increased and why their attitudes towards English did not get positive orientation. To make the final recommendations to increase the effectiveness of the module, the effectiveness of the training methodology of ELP and the overall comments made by the respondents were also examined and considered.

2.6 The researchers have also tried to find out the nature of use of knowledge and skills of English module of the respondents those who have comparatively greater opportunity to use English in their work places. The researchers thought that the respondents belong to BCS (Economic), BCS (Information) and BPATC have greater opportunity of using English in their work places than that of other cadres respondents.

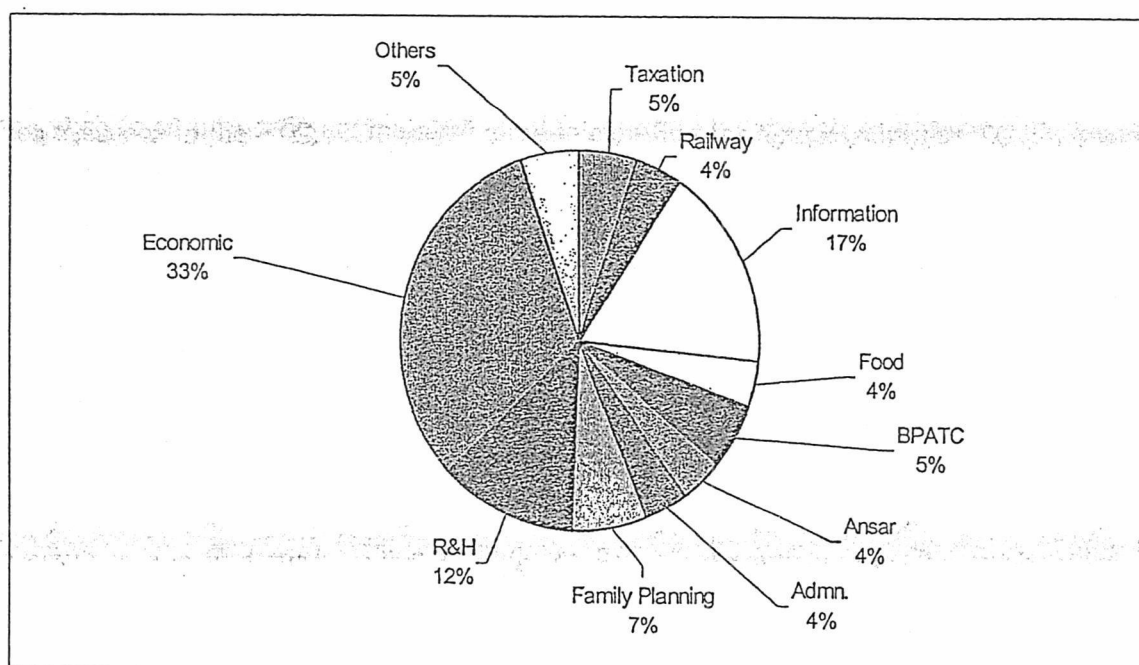
III. FINDINGS

A. Baseline Information about the Respondents

3.1 In the 24th FTC, total number of participants was 236 and they belonged to 15 cadres. On the other hand, in the 25th FTC, the number of participants was 168 and they were from 8 cadres and BPATC. The total number of participants of these two courses was 404. Out of these 404 participants, 75 participants were interviewed which is 19% of the total number of participants. Out of these 75 respondents, 34 respondents (45%) belonged to 24th FTC and 41 respondents (55%) belonged to 25th FTC. The respondents from the 24th FTC were from 10 different cadres and the respondents from the 25th FTC were from 8 different cadres and BPATC. The cadre-wise distribution of the respondents may be seen at Table-I (Annexure-B).

3.2 The distribution of major cadres of the respondents may be seen at a glance in the pie chart presented in the following Fig-1.

Figure-1: Distribution of Major Cadres of the Respondents



3.3 The highest educational qualifications possessed by the respondents have been divided broadly into two categories. These are: 1) MA and equivalents and 2) BA

(Hons) and equivalents. The respondents have also been divided according to subjects background. These are English and other than English background.

Table-1: Educational Background of the Respondents

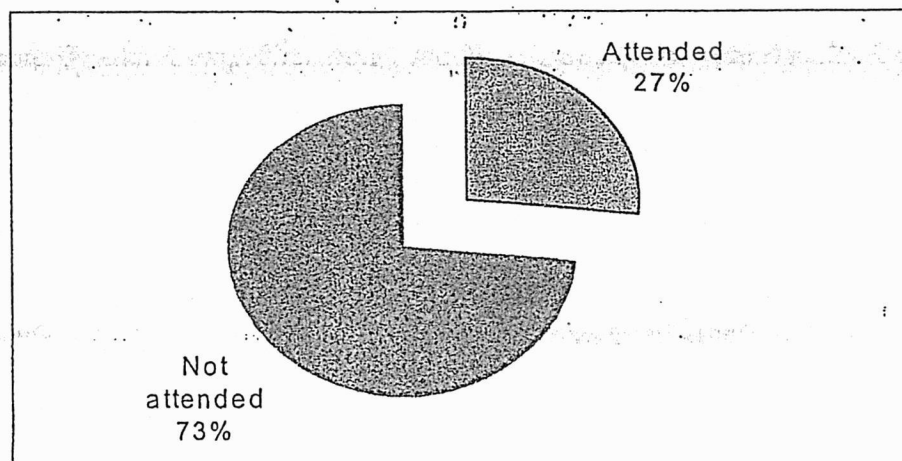
Degree and Subjects	MA and Equivalents			BA (Hons) and equivalents			Total		
	Subjects			Subjects			Subjects		
	English	Other than English	Total	English	Other than English	Total	English	Other than English	Total
FTC Batch									
24 th FTC	3	20	23	0	11	11	3	31	34
25 th FTC	2	27	29	1	11	12	3	38	41
Total	5	47	52 (69)	1	22	23 (31)	6 (8)	69 (92)	75 (100)

Figure in the parenthesis indicates percentage

Table-1 shows that out of 75 respondents, 52 respondents (69%) have MA degree and 23 respondents (31%) have BA (Hons.) or equivalent degree. Of the respondents surveyed, the majority of the respondents are from other than English background (92%). Only 8% of the respondents are from English background.

3.4 Out of 75 respondents, 20 (27%) respondents have participated in TOEFL/IELTS tests and have achieved reasonable score. Figure-2 shows the percentage participation of TOEFL/ IELTS tests by the respondents. Details of the percentage participation of TOEFL/IELTS tests score range of TOEFL/IELTS and frequency distribution of respondents may be seen in Table II, III and IV at Annexure-B.

Figure-2: Participation of TOEFL/ IELTS Tests by the Respondents (in %)



B. Achievement of ELP Objectives

3.5 To measure how far the objectives of ELP as well as the broader objective of the FTC regarding ELP had been achieved, the trained participants were asked to rate the pre-determined objectives using the scale between 1 and 6, where minimum score is 1 and maximum is 6. According to the opinion of the trained participants, the average percentage and median of achievement of the objectives can be shown in Table-2.

Table-2: Percentage Achievement of ELP and ELP Related Objectives of FTC

Objectives	Achievement (in % and in median)					
	24 th Foundation Course		25 th Foundation Course		Average	
	Percentage	Median	Percentage	Median	Percentage	Median
1. Improve oral presentation skills and written expressions in English ³	73	4.38	66	3.95	70	4.17
1. Comprehend English Speeches, conversations and dialogs through listening comprehension	65	3.91	62	3.76	64	3.84
2. Identify the Common mistakes while using English in day to day life	67	4.0	61	3.68	64	3.84
3. Speak English with reasonable fluency and accuracy and improve written expressions	73	4.35	66	3.88	70	4.12

Achievement of objectives (median 3.5): 5 to 6 "highly satisfactory", 4 to 4.99 "satisfactory", 3.5 to 3.99 "moderate" and below 3.5 "not satisfactory".

3.6 Table-2 shows that in the objectives related to spoken English and written English, the average achievement (in %) is 70 (column 5, row 1 and 4). The average achievement (in median) in these objectives are satisfactory (4.17 and 4.12 respectively). The average achievement of the objectives related to listening and grammar is 64 (column 5, row 2 and 3) and the median is moderate (3.84).

³ This was one of the main objectives of FTC regarding ELP. The rest were the other objectives of ELP.

C. Transfer of Knowledge, Skills and Attitude

3.7 It has been tried to find out whether some positive changes in the participants' knowledge, skills and attitude have taken place. According to 77% of the respondents, positive changes regarding their knowledge, skills and attitude on English have taken place (Table-3). In the case of 24th FTC, the percentage of respondents where the changes have taken place is greater (85%) than that of 25th FTC (70%)

Table-3: Changes of Knowledge, Skills and Attitude on English after attending FTC

Changes Taken (Number of participants)			Total no. of Participants and %
Foundation Batch	Yes	No	
24 th FTC	29 (85)	5 (15)	34 (100)
25 th FTC	26 (70)	11 (30)	37 (100)
Total	55 (77)	16 (23)	71 (100)

Figure in the parenthesis indicates percentage

D. Comparison between level of knowledge and skills before and after training

3.8. There were 48 and 29 topics in the ELP of 24th FTC and 25th FTC respectively. In these topics, there were 22 topics, which were common for both the courses. The respondents of both the researchers asked the courses that how much knowledge and skills in English they had before attending FTC and how far their knowledge and skills had increased after FTC. The details of the findings regarding the comparison between the pre-training level and post-training level of knowledge and skills according to the above mentioned 22 (twenty-two) common topics might be seen in Table-V at Annexure -B.

3.9 In the Course Guidelines of 24th and 25th FTC, the ELP module was divided into four main heads. These were (a) spoken English, (b) listening comprehension, (c) structure and written comprehension, and (4) style. The contents of ELP of both the courses may be seen at Annexure-C. There were five common topics under the "*spoken English*" head. It is visible from the Table-V of Annexure-B that the level of knowledge has increased in each of the topics after FTC. The researchers have also tried to find out the average level of knowledge after training and average level of

application of the acquired knowledge for each of the four main heads. The findings of these average results have been portrayed in Table-4. The average level of knowledge on the *spoken English* head before training was 61 in % and 3.68 in median (Table-4). The average level of acquired knowledge on the *spoken English* head after training has increased to in 73% and in median 4.38 and it is 12 percentage points higher than that of the level before FTC (Table-4).

Table-4: Comparison between Pre and Post-training Level of Knowledge and Skills under Four Major heads and their Applications (in % and in median)*

Main Heads	Level of Knowledge before FTC		Level of Knowledge after FTC		Level of Knowledge increased	Level of Application	
	Percentage	Median	Percentage	Median	Percentage point	Percentage	Median
Spoken English	61	3.68	73	4.38	12	62	3.75
Listening Comprehension	58	3.46	72	4.27	14	62	3.72
Structure and Written Comprehension	60	3.51	71	4.27	11	65	3.86
Style	57	3.43	71	4.26	14	65	3.88
Average	59	3.52	71.75	4.30	12.75	63.5	3.80

* The data of this table has been derived from the Table -V of Annexure -A

Level and application of knowledge (Median 3.5): 5 to 6 "very high", 4 to 4.99 "high", 3.5 to 3.99 "moderate" and below 3.5 "low".

3.10 In the *Listening Comprehension* part of ELP, there were 6 (six) common topics. It is visible from the Table-V of Annexure-B that the level of knowledge has increased for all the topics after attending FTC. The average level of knowledge on the *Listening Comprehension* head before training was 58 in % and 3.46 in median (Table-4). The average level of acquired knowledge on the *Listening Comprehension* head after attending FTC has increased to 72 in % and 4.27 in median and it is 14-point percentage higher than that of the level before attending FTC (Table-4).

3.11 In the *Structure and Written Comprehension* section of ELP, there were 7 (seven) common topics. It is visible from Table-V of Annexure-B that the level of knowledge has increased for all the topics after attending FTC. The average level of knowledge on the *Structure and Written Comprehension* head before training was 60 in % and in 3.51 median (Table-4). The average level of acquired knowledge on the *Structure and Written Comprehension* head after training has increased to 71 in %

and 4.27 in median and it is 11 percentage points higher than that of the level before FTC (Table-4).

3.12 In the *Style head* of ELP, there were 4 (four) common topics. It is visible from the Table-V of Annexure-B that the level of knowledge has increased for all of the topics after FTC. The average level of knowledge on the *Style* part of ELP before training was 57 in % and 3.43 in median (Table-4). The average level of acquired knowledge on the *Style* part after training has increased to 71 in % and it is 14 percentage points higher than that of the level before FTC (Table-4).

E. Areas where knowledge and skills had increased and Areas where Attitudinal Change had taken place

3.13 According to the respondents, their knowledge on English have increased in the following areas⁴ after attending the course:

- Grammatical knowledge (5)
- English writing (4)
- Pronunciation (4)
- Use of preposition (2)
- Learning of uncommon grammatical mistakes (2)
- Proper use of adjectives (2)
- Use of English in official correspondence (2)
- Use of conversational fillers and expressions (2)
- Use of paraphrasing (2)
- Use of appropriate words (2)

3.14 The trained participants have identified the following areas where their skills on English have immediately increased after attending the course:

- Fluency in speaking English (34)
- Listening skills (10)
- Presentation skills (7)
- Informal conversational skills (5)
- Pronunciation skills (5)
- Writing skills (4)
- Participation skills in meeting, Seminar and Workshop (3)
- Communication skills (2)
- Skills in Free expressions (1)

⁴ Figure in the parenthesis indicates the number of respondents. Multiple responses were recorded

3.15 According to the respondents of the study, some immediate positive changes in their attitude towards English have also taken place which have been identified as follows:

- Feel encouraged to read more journals, newspapers and novels (11)
- Feel free in speaking English (6)
- Increased confidence (4)
- Feel encouraged to enjoy more English movies (4)

F. Application of Acquired Knowledge, Skills and Attitudes on the Job

3.16 The important aspect is to observe whether the trained participants have tried to utilize this gained knowledge, skills and attitude on the job situation. Table-5 shows that the large number of respondents has tried to utilize these in their own job situation.

Table-5: Initiatives Taken by the Trained Participants to Apply Acquired Knowledge, Skills and Attitude

Foundation Batch	Initiatives Taken		Total no. of Participants
	Yes	No	
24 th FTC	29 (85)	5 (15)	34 (100)
25 th FTC	31 (80)	8 (20)	39 (100)
Total	60(82)	13 (18)	73(100)

Figure in the parenthesis shows the percentage

According to Table-5, 29 (85%) respondents of the 24th FTC have taken initiatives to use the acquired knowledge and skills in their day-to-day works. The rest other 5 (15%) of them have not tried to use it. In case of 25th FTC, 31 (80%) respondents have tried to use it where as 8 (20%) respondents have not tried to use it. Among the total of 73 respondents, 80 % of them (60) have tried to utilize the acquired knowledge and skills in their daily life where as 20% (13) have not taken initiatives to use it.

3.17 Now the important question is to find out whether the trained participants have been successful to apply these acquired knowledge and skills in their job situation. In some cases they have been successful fully or partially and in some cases they have been unsuccessful. Table-6 shows that out of 60 participants who have tried to apply

their knowledge on the job, only 8 (13%) have been successful, 42 (70%) have been partially successful and 10 (17%) have been unsuccessful.

Table-6: Applications of Acquired Knowledge, Skills and Attitude

Foundation Batch	Application in day-to-day works (No. of participants)			Total Number of respondents (a+b+c)
	Successful (a)	Partially Successful (b)	Not Successful (c)	
24 th FTC	2	21	6	29 (100)
25 th FTC	6	21	4	31(100)
Total	8 (13)	42 (70)	10 (17)	60 (100)

Figure in the parenthesis shows the percentage

3.18 Table-V of Annexure-B and Table-4 clearly shows that the trained participants have applied their acquired knowledge much less than that of what they acquired. Table-V of Annexure-B shows that the level of application of all the topics under *spoken English head* is lower than that of acquired knowledge. Table-4 shows that the average level of utilization under this head is in % 62 and in median 3.75. It is clear that the level of application of learning in all the topics under *Listening English head* is also lower than that of acquired knowledge (Table-V of Annexure-B). The average level of application under this head is in % 62 and in median 3.72 (Table-4). It is clear that the level of application of all the topics under *Structure and Written Comprehension* head is also lower than that of acquired knowledge (Table-V of Annexure-B). The average level of application of this head is in % 65 and in median 3.86 (Table-4). It is clear that the level of application of all the topics under *Style* part is lower like all other parts of ELP (Table-V of Annexure-B). The average level of utilization of this part is in % 65 and in median 3.88 (Table-4).

3.19 The researchers have tried to find out the areas⁵ where the trained participants of 24th and 25th FTC are using their acquired knowledge, skills and attitudes. The areas are as follows:

- In different official correspondence (13)
- In preparing research reports/articles (13)
- Communications with the foreign delegates (12)
- Formal presentation (6)
- Class room lectures (3)
- Self development (3)

⁵ Figure in the parenthesis indicates the number of respondents. Multiple responses were recorded

- Free speaking (3)
- Reading (1)
- Translation of professional write-up (1)

3.20 The researchers have also tried to find out the areas where ELP has generated some interests among the participants, which may encourage them to use English in day-to-day works than before. The areas are as follows:

- Free speaking (20)
- Preparing report /Professional writings (17)
- Official dealings with development partners/foreign delegates (11)
- Delivering lectures /formal presentation (09)
- Reading English books and journals (07)
- Viewing and listening English Programme (07)
- Conversation with peers (07)
- Using phrasal verb/different kind of words (02)
- Use of preposition (02)

3.21 However, it is important to identify the factors or forces that impede the utilization of outcome of ELP by the trained participants on the job. Table-7 portrays the problems faced by the trained participants in utilizing the acquired knowledge, skills and attitude from ELP.

Table-7: Problems of Application of English Faced by the Participants

Problems faced	25 th FTC (no. of respondents)	24 th FTC (no. of respondents)	Total no. of respondents
Lack of congenial environment in the work place	15 (43)	20 (44)	35 (44)
Limited scope of applicability in the work places	9 (26)	17 (38)	26 (33)
Lack of cooperation from the supervisor	6 (17)	4 (9)	10 (13)
Official medium of communication is Bengali	3 (9)	4 (9)	7 (9)
Lack of practice	1 (3)	0 (0)	1 (1)
Level of knowledge on English is low	1 (3)	0 (0)	1 (1)
Total	35 (100)	45 (100)	80 (100)

Figure in the parenthesis indicates percentage. Multiple answers were recorded

According to the majority of the respondents (44%), one of the main problems faced by the trained participants in using English is lack of congenial environment in the

work place. Another main problem mentioned by the participants (33% of the responses) is limited scope of applicability in the field level.

G. Application of Acquired Knowledge, Skills and Attitudes by the Specified groups of Respondents

3.22 The researchers have already found out the number of the respondents who are successful, partially successful or not successful in applying their knowledge and skills of English in their day-to-day works.

Now it is important to find out which groups of cadres are more successful in using English knowledge and skills in their work places. The researchers have divided the whole respondents into two different groups. The respondents of the cadres BCS (Economic), BCS (Information) and BPATC belonged to the first groups who have comparatively greater opportunity to use English in their work places and the rest of the respondents belonged to the second group who have comparative less opportunity to use English in their work places⁶.

Table-8: Applications of Acquired Knowledge, Skills and Attitude by the Specific group of Cadres

Specific Group	Application in day-to-day works (No. of participants)			Total Number of respondents (a+b+c)
	Successful (a)	Partially Successful (b)	Not Successful (c)	
First Group	6 (75)	22 (52)	4 (40)	34 (57)
Second Group	2 (25)	20 (48)	6 (60)	26 (43)
Total	8 (100)	42 (100)	10 (100)	60 (100)

Figure in the parenthesis shows the percentage

Table-8 shows that out of 8 successful users of English, 75% are from the first group and only 25% are from the second group. In case of partial successful users, 52% are from first group and 48% are from second group. Similarly, in case of not successful users, the percentages are less in first group (40%) and it is higher in second group (60%).

⁶ The division of two groups was made according to the suggestion of the Faculty Seminar on the draft research report held in January 06, 2003, BPATC.

3.23 The researchers have also segregated the views of the respondents about the areas⁷ of application of their knowledge, skill and attitude of English on the basis of two specified groups. According to the opinion of the respondents from the BCS (Economic), BCS (Information) and BPATC, the areas where they are using their acquired knowledge and skills are as follows:

- Communications with the foreign delegates (12)
- In different official correspondence (8)
- In preparing research reports/articles (7)
- Formal presentation (6)
- Class room lectures (3)
- Translation of professional write-up (1)

3.24 According to the opinion of the respondents from the second group the areas where they are using their acquired knowledge and skills are as follows:

- In different official correspondence (5)
- In preparing research reports/articles (6)
- Free speaking (3)
- Self development (3)
- Reading (1)

H. Changes in the Content of ELP

3.25 The trained participants were asked whether they would recommend any addition to the course contents. In reply, a large number of participants (56%) recommended some changes to the course contents, which is shown in Table-9.

Table-9: Changes in the Contents of ELP Desired by the Respondents

Batch	Changes Desired (no. of participants)		Total no. of Participants
	Yes	No	
24 th FTC	18 (53)	16 (47)	34 (100)
25 th FTC	23 (59)	18 (41)	41 (100)
Total	41 (56)	34 (44)	75 (100)

Figure in Parenthesis indicates percentage

⁷ Figure in the parenthesis indicates the number of respondents. Multiple responses were recorded

3.26 According to the trained participants, the following topics may be incorporated or emphasized more in the ELP. The topics⁸ are as follows:

- Practicing free writing (13)
- Conversation practice (10)
- More class on spoken English (8)
- Contents of TOEFL/IELTS (7)
- Techniques on writing skills (7)
- Debating or extempore speech (6)
- Reading comprehension (5)

3.27 According to the trained participants, the following topics may be omitted from the ELP. The topics are as follows:

- Dangling Modifiers (7)
- Causative, Parallelism, Conditionals (4)
- Important words commonly mispronounced (2)
- Conversational fillers and expressions (1)
- Suggestions and assumptions (1)

I. Areas to Improve the Effectiveness of ELP

3.28 To identify the areas to increase the effectiveness of ELP the researchers considered the reasons, what the respondents mentioned, as causes of not increasing their knowledge. The trained participants identified the following reasons⁹:

- The whole FTC was not conducted in English (4)
- The ELP was not well designed (3)
- Lack of practice of English in the training situation at BPATC and also in the work places (2)
- All the topics were not widely discussed (2)
- Listening classes were very few (2)
- The speakers had no objectives to increase the participant's knowledge (1)
- Teaching style was not appropriate (1)
- Different lecturers created some confusions (1)
- Contents were more theoretical rather than practical (1)
- There were comparatively less sessions on spoken English and writing paragraph (1)

⁸ Figure in the parenthesis indicates the number of respondents. Multiple responses were recorded

⁹ Figure in the parenthesis indicates the number of respondents. Multiple responses were recorded

3.29 The effectiveness of the training methodologies used in the ELP have been found out in Table-10.

Table-10: Effectiveness of the Training Methodology Used in the English Language Programme (in % and in Median)

Training Methodologies Used	24 th Foundation Course		25 th Foundation Course		Total	
	Effectiveness		Effectiveness		Effectiveness	
	in %	in Median	in %	in Median	in %	in Median
Lecture & Discussion, Exercise, Listening practice	68	4.09	64	3.85	66	3.97

Level of effectiveness (Median 3.5): 5 to 6 "very high", 4 to 4.99 "high", 3.5 to 3.99 "moderate" and below 3.5 "low".

As Table-10 shows, the overall effectiveness of the training methodologies used in ELP is in % 66 and in median 3.97.

3.30 To make the ELP more effective and more applicable, the researchers considered the following suggestions made by the respondents:

- IELTS/TOEFL contents should be incorporated
- Emphasis on reading skills and spoken English should be given
- The whole training should be conducted in English
- Modern English Lab should be set up
- Sessions should be more participatory
- Debate and extempore speech may be included in the module
- Advanced English training course should be arranged for the ex-foundation trainees
- Free hand writing should be emphasized
- All communications during the training period should be conducted in English

IV. ANALYSIS OF FINDINGS

A. Information about the Respondents

4.1 Most of the respondents (33%) were members of BCS (Economic) cadres. A quite sizable 17% and 12% of respondents represented BCS (Information) and BCS (Roads and Highways) cadres respectively (Table-I of Annexure-B). Although the researchers did not try to analyze the job descriptions of the respondents, it would not be unreasonable to say that majority of the respondents need English in their workplaces. In many cases, the members of the BCS (Economic) cadres make their official correspondence in English. The members of BCS (Information) who work in mass media need English in their day-to-day works. It is also applicable for many other services. The educational background of the respondents also shows that the majority of the respondents (92%) are from other than English background (Table-1). Figure-2 shows that a significant number of respondents (73%) did not attend IELTS/TOEFL examination before attending ELP. Therefore, it would not be unwise to say that the selection of respondents was rational to find out the post-training outcome of the ELP of FTCs.

B. Objectives of the Study

4.2 The researchers have analyzed the findings against each of the specific objectives of the study. In the analysis of first objective, it is found that 77% respondents admit that some positive changes in their knowledge, skills and attitudes have taken place (Table-3). To find out whether participants knowledge and skills have increased, the researchers compare the level of knowledge between pre and post-training situation. In comparing these, the researchers have taken only the contents, which are common for both the courses. Table-V of Annexure-B (Column 3 and 6) clearly shows that the average level of knowledge and skills for both the courses have increased (both in % and in median) in every topic. In most cases, the level of knowledge before training was not satisfactory (median values were below 3.5). In some cases, the level was moderate (median values were between 3.5 and 3.99). But in almost all the cases, the level of knowledge after training have increased to satisfactory level (median values were between 4.0 and 4.99). Table-4 shows the

comparison between pre and post-training level of knowledge and skills under four major heads. This comparison can also be seen in the following Histogram (Figure-3)

Figure-3: Comparison between Pre-training and Post-training Level of Knowledge and Skills under Four Major heads (in %)

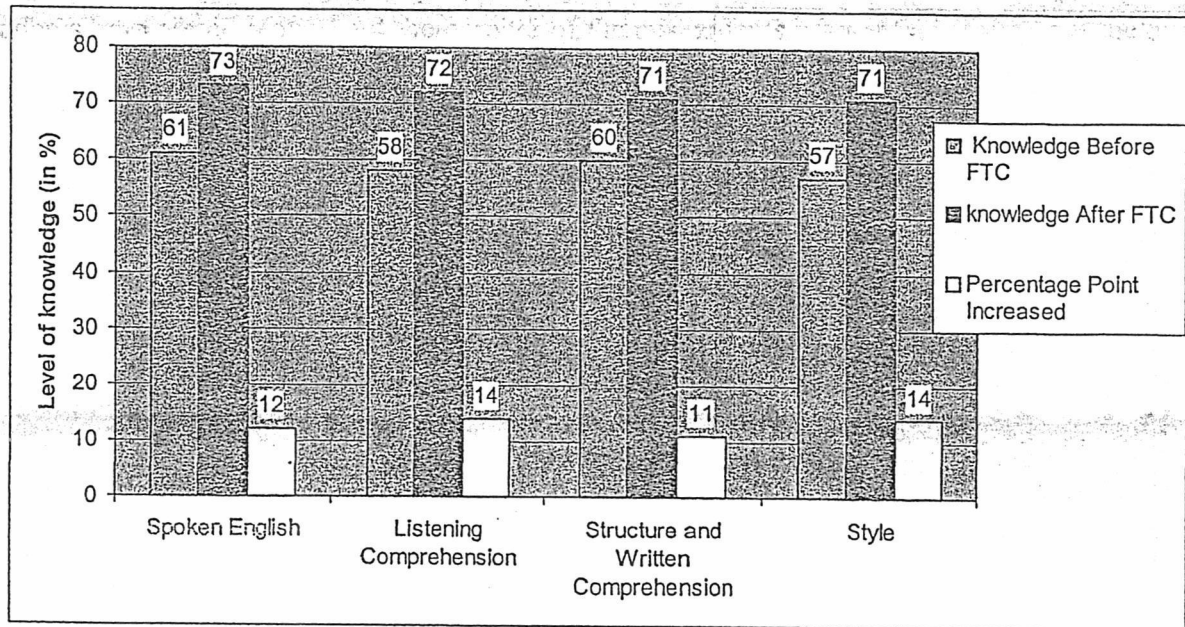


Figure-3 clearly shows that under each major head, the level of knowledge and skills have increased on an average from 11 to 14 percentage points.

4.3 Regarding objective 1, the researchers have identified the areas where the participant's knowledge and skills had increased (Para-3.13 and 3.14). The researchers have also identified some areas where some immediate positive changes in the participant's attitude towards English had taken place (Para-3.15).

4.4 To find out the answer of first question (first objective), it has been tried to find out the achievement of objectives of ELP. Table-2 (Row-1) shows that the average achievement of one of the objectives of FTC, which is related to ELP, is 70 in % and 4.17 in median. In 24th FTC it was 73 in % and in 25th FTC it was 66 in %. At the concluding day of the courses, the participants of 24th and 25th FTCs rated the achievement of same objective as 85 and 80 respectively. The information may be seen in the relevant pages of end-of -course evaluation report of 24th and 25th FTC (Annexure-D). It is clear from the comparison that after passing sometime from the

course, the rate of achievement has deteriorated. Table-2 also shows that among the three objectives of ELP, the average achievement of two objectives (64 in % and 3.84 in median) is moderate, where as the average achievement of another objective (70 in % and 4.12 in median) are satisfactory. The moderate and satisfactory rate of achievement of the objectives indicates that at least some individual improvement of the participants has occurred. But at the same time, the deterioration of the rating from the course time to post training time indicate that the chain of output of ELP looses as it moves on from individual situation to job situation.

4.5 To find out the answer of second question, the study tried to find out whether individual improvement had been reflected in the job situation. The first step in this case was to find out whether the participants tried to utilize their gained knowledge, skills and attitude on the job situation. The finding shows that 82% participants had tried to utilize their acquired knowledge and skills (Table-5). Table-V of Annexure-B (Column 6 and 9) clearly shows that the trained participants have applied their acquired knowledge and skills much less than that of what they have acquired. If someone compare columns 1, 3 and 6 of Table-4, it would be clear that although they had utilized less than what they acquired, they had utilized, to some extent, more than what level they had before attending training.

4.6 Although the participants had utilized their knowledge much less on the job situation, they were successful in many cases. Table-6 shows that 13 % of the participants were fully successful and 70% of them were partially successful to apply their knowledge and skills on the job situation. Therefore, it can be claimed that on an average in 83% cases, the trained participants who tried to utilize their knowledge, had become successful to apply their knowledge. The researchers have also found out the areas where they are utilizing their acquired knowledge and skills (Para-3.19). The researchers have also identified some areas (Para-3.20) where ELP had generated some interests among the participants, which encouraged them to use English in their day-to-day works. So it can also be claimed that some job improvement has already taken place. But at the same time it is clear from Table-V of Annexure-B (Column 3, 6 and 9) that the chain of outcome of ELP looses as it moves on from individual situation to day-to-day work situation.

4.7 It is found that the respondents belongs to the first group that is BCS (Economic), BCS (Information) and BPATC are more successful in using acquired knowledge and skills of English than the rest of the cadres (Table-8). The researchers have also segregated the areas (Para-3.23 and 3.24) where the respondents of group one and group two are using their acquired knowledge and skills of English. It is found that the areas of use of English knowledge for the respondents of group one are wider than the respondents from group two. The reason may be that the respondents of group one have relatively more opportunity to use English in their work places than the work places of the other cadre officers of the group two.

4.8 To find out the answer of third question, the researchers have identified some factors or forces (Table-7) faced by the participants, which impeded the outcome of ELP on the job. According to the opinion of 70% of the total respondents, the lack of congenial atmosphere and limited scope of applicability in the workplaces are the most important factors or forces that impeded the proper utilization of knowledge and skills acquired from ELP.

4.9 To find out the answer of fourth question, the researchers found that a total of 41 participants (56%) viewed that a change in the ELP module is needed (table-9). The researchers also identified the topics that could be included or emphasized more or omitted to increase the applicability of the ELP (para 3.26 and 3.27).

4.10 The researchers have investigated the areas that could be considered to increase the effectiveness of the ELP (para 3.28 and 3.30). The researchers have also found that the effectiveness of the training methodologies used in the ELP is "moderate" (in % 66 and in median 3.97). It is clear from the findings that there is a scope to increase the effectiveness of ELP. It is also interesting that the effectiveness of the training methodologies in case of 24th FTC is higher than that of 25th FTC (Table-10). In 24th FTC, it was 68 in % and in the 25th FTC it was 64 in %. In this respect, the researchers have compared the opinions of the participants of both the courses those were reflected in the end-of-course evaluation reports (the relevant pages of the reports may be seen at Annexure-D). Therefore, according to the opinion of the trained participants, the contents and training methodologies can be redesigned.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

5.1 The first objective of this study was to examine whether the level of knowledge, skills and attitude of the trained participants on English have increased or not after participating in the FTC. According to Table-4, the average level of knowledge on English before FTC was 59% but after FTC it increased to 71.75%. Therefore, it is obvious that the level of knowledge and skills of the trained participants have increased. In order to test these findings whether these are statistically significant or not, the researchers have used student's t-test. It is found that the estimated value of t-statistic is higher (which is 57.95) than that of its critical value at 52 degrees of freedom and at 99% confidence interval (which is only 1.67). This means that the result is "highly significant" and the null hypothesis (H_0) has been rejected. Therefore, the alternative hypothesis (H_1) has been accepted. The details of the calculations of t-value may be seen at Annexure-E.

5.2 The second objective of this study was to examine whether the trained participants are using the acquired knowledge and skills or not. The findings show that the average level of application is 63.5% (Table-4), which is lower than that of the level of acquired level of knowledge (71.75%). This means that the participants are not applying fully the acquired knowledge and skills. In order to test the significance of these findings the researchers again used the t-statistic. It is found that the estimated value of t-statistic (39.29) is higher than that of the critical value (which is only 1.67) at the 99% confidence interval at 52 degrees of freedom. This means again that the null hypothesis (H_0) has been rejected and the alternative hypothesis (H_1) has been accepted. The details of the calculations of the t-value may be seen at Annexure-F.

5.3 The researchers have also found out some barriers or forces, which are impeding the trained participants to use their acquired knowledge and skills of English on the work places. To increase the use of English in the workplaces, the authority of BPATC as well as the policy makers may think of how these barriers can be removed.

5.4 According to the opinion of the respondents, the contents of ELP as well as the training methodologies may be redesigned.

B. Recommendations

5.5 The researchers have divided the recommendations into two categories. The recommendations, which can be implemented during short span of time, are short-term recommendations and the recommendations, which needs long period of time to implement, are long-term recommendations.

5.6 The following short-term recommendations are put forward to achieve the intended outcome of ELP more effectively:

- IELTS/TOEFL contents should be incorporated in the ELP¹⁰.
- More emphasis on reading skills, listening skills and spoken English should be given in the ELP¹¹.
- More participatory method of training methodology should be used.
- Debate and extempore speech should be included in the module.
- Free hand writing in English should be emphasized.

5.7 The following long-term recommendations are put forward to achieve the intended outcome of ELP more effectively:

- The whole Foundation training should be conducted in English.
- All communications during the training period should be conducted in English.
- Advanced English training course should be arranged for the ex - foundation trainees.
- Formal presentation, report writing, professional write-up etc. should be encouraged to practice in the workplaces.
- Cooperation and encouragement should be given by the supervisors to use English more in the workplaces.
- Congenial atmosphere should be created at the workplaces.

¹⁰ Some components of IELTS and TOEFL have already been incorporated in the ELP.

¹¹ Emphasis on these has already been given.

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Savar, Dhaka**

**Post-Training Utilization of English Language Skills: A Case Study of Foundation
Training Courses**

(Note: This questionnaire is designed to collect opinions from the participants of 24th 25th and 26th Foundation Training Courses about the Post-Training Utilization of the English Language Skills of the Foundation Training Courses. All data and information collected through this questionnaire will be kept confidential and will only be used for research purposes)

Part-A: General Information/Personal Data

1.0 Name of the Respondents :-----

1.1 Age :-----Years

1.2 Last Educational Attainment : BA/B.Sc./B.Com/BSS Subject

(Please put tick ✓ mark)

MA/MSS/M.Com./Msc. Subject

MS/M.Phil

Ph. D

1.3 Designation :-----

1.4 Name of the Cadre :-----

Non -cadre (Pl. Specify) :-----

1.5 Official Address and Tel:-----

1.6 Please identify your Foundation Batch No: 24th FTC 25th FTC

(Please put tick ✓ mark)

1.7 Had you participated in any training courses on English Language before joining in the Foundation Training Course? (Please put tick ✓ mark)

Yes

No

1.8 If yes, please fill in the following table

SL. No	Institution	Name/Nature of the Training	Duration
1.			
2.			

1.9 Have you sit for TOEFL/ IELTS (Please put tick ✓ mark)

☐ Yes

☐ No

1.10 If yes, please specify your score:-----

PART-B: Comments on the Course Contents

2.0 Following was one of the major objectives of the Foundation Training Courses as mentioned in the Course Brochures of the courses. How far this has been achieved? (Using a scale 1-6, you are requested to tick (✓) the number with which you closely agree. 1 indicate minimum and 6 maximum)

2.1 Objectives: Improve oral presentation skills and written expression in English.

1 2 3 4 5 6

3.0 Following were the objectives of the English Language Skills Module of the Foundation Training Course as mentioned in the Course Brochure of the courses. How far this has been achieved?

3.1 Comprehend English speeches, conversations and dialogs through listening comprehension

1 2 3 4 5 6

3.2 Identify the common mistakes while using English in day-to-day life.

1 2 3 4 5 6

3.3 Speak English with reasonable fluency and accuracy and improve written expressions

1 2 3 4 5 6

Annexure-A

4.0 Following were the topics of the English Language Skills Module of the Foundation Training Course as mentioned in the Course Brochure of the course. Please give your opinion on the level of your knowledge before participating in the course and after participating in the course and its application in your day-to-day work environment. (Using a scale 1-6, you are requested to tick (✓) the number with which you closely agree. 1 indicate minimum and 6 maximum)

Topic	Level of knowledge before FTC						Level of knowledge after FTC						Application in day-to-day works					
Spoken English																		
Important Words Commonly Mispronounced	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Conversational Fillers and Expressions	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Asking & Answering	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Free Speaking on News Items/Film-Video Themes	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Listening & Paraphrasing for Spoken English	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Spoken English																		
Suggestions, Assumptions	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Problems, Topics	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Informal Conversations, Academic Conversations	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Class Discussions, Radio Programmes	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Tours, Academic Talks	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Lectures	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Structure																		
Tense +Modals	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Causative	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Conditionals	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Adjectives	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Prepositions	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Dangling Modifiers	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
The Adverb and its Forms	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Style																		
Faulty Agreement	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Verbal Modifiers	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Parallelism	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Redundancy	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

- 5.0 Do you recommend any change in the contents of this module?
(Please put tick ✓ mark)

Yes

No

- 5.1 If yes, what topics would you like to be include ?

1.

2.

3.

- 5.2 What topics would you like to omit?

1.

2.

3.

- 5.3 How do you rate the effectiveness of training methodologies used in the ELP?
(Those are Lecture/ Discussion/ Exercise and Listening practice in the Language Lab). Using a scale 1-6; you are requested to tick (✓) the number with which you closely agree. 1 indicates minimum and 6 maximum.

1

2

3

4

5

6

- 5.4 Do you think by attending the English Language Skills Module of the Foundation Training Course, some positive change in your knowledge, skills and attitude in this area have taken place? (Please put tick ✓ mark)

Yes

No

- 5.4.1 If yes, what are those changes?

1.

2.

3.

Annexure-A

5.4.2 If no, please mention reasons in favour of your opinion.

- 1.
- 2.
- 3.

5.5 Have you tried to utilize the gained knowledge, skills and attitude of English Language of the Foundation Course in your place of working? (Please put tick ✓ mark)

☐ Yes

☐ No

5.5.1 If yes, what is the result? (Please put tick ✓ mark)

☐ Successful ☐ Partially Successful ☐ Not Successful

5.5.2 If partially successful or not-successful then what are the factors of forces that impede the use of English knowledge achieved from the Foundation Training Course. (Please put tick ✓ mark)

- ☐ Lack of cooperation from the supervisors
- ☐ No applicability in the field level
- ☐ Lack of congenial environment in the work place
- ☐ Others (if any)-----

6.0 Would you agree that participation in the English Language Program of the Foundation Training Course has generated your interest in using English than before? (Please put tick ✓ mark)

☐ Yes

☐ No

6.1 If yes what are the areas of interest?

- 1.
- 2.
- 3.

Annexure-A

7.0 How have you utilized the gained knowledge, skill and experience of the English Language Program of the Foundation Training Course in your present job?

1.

2.

3.

8.0 Any Comments Please:

Thank you very much for your kind participation

Annexure-B

Table-I: Cadre-wise Distribution of the Respondents

Name of the Cadre	24th Foundation		25 th Foundation		Total (24+ 25 FTC)	
	Number of Respondents	Total number of Participants	Number of Respondents	Total number of Participants	Total No. of Respondents	Total Number of Participants
Non Cadres	0	0	4 (10)	8 (5)	4 (5.0)	8 (2)
Custom and Excise	0	0	1 (2)	0	1 (1.25)	0
BCS (Ansar)	0		3 (7)	12 (7)	3 (4)	12 (3)
BCS (Information)	4 (12)	13 (5)	9 (22)	27 (16)	13 (17.0)	40 (10)
BCS (Food)	2 (6)	8 (3)	1 (2)	1 (1)	3 (4.0)	9 (2)
BCS (Statistics)	1 (2)	5 (2)	0	0	1 (1.25)	5 (1)
BCS (Taxation)	4 (12)	16 (7)	0	0	4 (5.0)	16 (4)
BCS (Admn.)	3 (9)	44 (19)	0	0	3 (4.0)	44 (11)
BCS (Railway)	3 (9)	6 (3)	0	0	3 (4.0)	6 (1)
BCS (FPO)	1 (3)	24 (10)	4 (4)	43 (25)	5 (7.0)	67 (16)
BCS (R&H)	2 (6)	25 (11)	7 (18)	28 (17)	9 (12.0)	53 (13)
BCS (Judicial)	0	33 (14)	1 (2)	31 (18)	1 (1.25)	64 (16)
BCS (Police)	0	2 (1)	0	3 (2)	0 (0)	5 (1)
BCS (Pub. Works)	0	15 (6)	0	1 (1)	0 (0)	16 (4)
BCS (Foreign Affairs)	0	2 (1)	0	0	0 (0)	2 (1)
BCS (Cooperative)	0	4 (2)	0	0	0 (0)	4 (1)
BCS (Economic)	13 (37)	21 (9)	11 (27)	14 (8)	24 (33.0)	35 (9)
BCS (Telecom)	1 (3)	18 (8)	0	0	1 (1.25)	18 (4)
Total	34 (100)	236 (100)	41 (100)	168 (100)	75 (100)	404 (100)

Figure in the parentheses indicates the percentage.

Table-II : Participation of TOEFL/IELTS Tests (in no. and %)

24 th Foundation Course			25 th Foundation Course			Total		
Yes	No	Total	Yes	No	Total	Yes	No	Total
7	27	34	13	28	41	20 (27)	55 (73)	75 (100)

Figure in the parentheses indicates the percentage.

Table-III : Score Range of TOEFL and Distribution of Respondents (Upper limit included)

24 th Foundation Course		25 th Foundation Course		Total	
Score	Frequency	Score	Frequency	Score	Frequency
500-550	1	500-550	6	500-550	7
550-600	1	550-600	1	550-600	2
600-650	2	600-650	0	600-650	2
Total	4		7	Total	11

Figure in the parentheses indicates the percentage.

Table-IV : Score Range of IELTS and Distribution of Respondents (Upper limit included)

24 th Foundation Course		25 th Foundation Course		Total	
Score	Frequency	Score	Frequency	Score	Frequency
5.5-6.0	0	5.5-6.0	5	5.5-6.0	5
6.0-6.5	2	6.0-6.5	0	6.0-6.5	2
6.5-7.0	1	6.5-7.0	1	6.5-7.0	2
Total	3		6		9

Figure in the parentheses indicates the percentage.

Table-V: Level of Knowledge before FTC, Achievement of Knowledge after FTC and Their Applications

Topic	Level of Knowledge Before FTC (in %)			Achievement of Knowledge After FTC (in %)			Application of acquired knowledge in day-to-day works (in %)		
	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average
Spoken English									
Important words commonly mispronounced	61 (3.65)	61 (3.68)	61 (3.67)	75 (4.50)	72 (4.20)	74 (4.35)	61 (3.65)	65 (3.88)	63 (3.77)
Conversational fillers and Expressions	54 (3.25)	58 (3.64)	56 (3.45)	71 (4.24)	71 (4.28)	71 (4.26)	57 (3.44)	61 (3.66)	59 (3.55)
Asking and Answering	63 (3.76)	61 (3.63)	62 (3.70)	76 (4.59)	74 (4.45)	75 (4.52)	62 (3.74)	70 (4.22)	66 (3.98)
Free Speaking on news Items/Film-video Themes	59 (3.56)	76 (4.56)	68 (4.06)	73 (4.38)	72 (4.30)	73 (4.34)	58 (3.50)	65 (3.93)	62 (3.72)
Listening and Paraphrasing for Spoken English	58 (3.47)	57 (3.59)	58 (3.53)	75 (4.47)	73 (4.38)	74 (4.43)	61 (3.65)	64 (3.85)	62 (3.75)
Listening Comprehension									
Suggestion, Assumptions	59 (3.53)	56 (3.37)	58 (3.45)	72 (4.32)	69 (4.15)	71 (4.24)	57 (3.44)	64 (3.83)	61 (3.64)
Problems, Topics	59 (3.53)	57 (3.39)	58 (3.46)	70 (4.18)	72 (4.30)	71 (4.24)	57 (3.44)	64 (3.85)	61 (3.64)
Informal Conversation, Academic Conversations	60 (3.62)	63 (3.67)	62 (3.65)	74 (4.41)	74 (4.43)	74 (4.42)	61 (3.65)	67 (4.00)	64 (3.82)
Class	55	57	56	70	70	70	59	63	61

Topic	Level of Knowledge Before FTC (in %)			Achievement of Knowledge After FTC (in %)			Application of acquired knowledge in day-to-day works (in %)		
	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average
Discussions, Radio Programmes	(3.29)	(3.44)	(3.37)	(4.21)	(4.20)	(4.20)	(3.56)	(3.78)	(3.67)
Tours, Academic Talks	56 (3.38)	57 (3.44)	57 (3.41)	76 (4.56)	71 (4.28)	74 (4.42)	62 (3.74)	63 (3.76)	63 (3.75)
Lectures	55 (3.32)	59 (3.51)	57 (3.42)	71 (4.26)	71 (4.24)	71 (4.25)	62 (3.74)	65 (3.90)	64 (3.82)
Structure and Written Comprehension									
Tense + Modals	61 (3.65)	63 (3.80)	62 (3.73)	71 (4.26)	72 (4.33)	72 (4.30)	63 (3.76)	68 (4.05)	66 (3.90)
Causative	55 (3.29)	60 (3.59)	58 (3.44)	70 (4.21)	72 (4.33)	71 (4.27)	59 (3.56)	63 (3.79)	61 (3.67)
Conditionals	56 (3.38)	60 (3.59)	58 (3.49)	70 (4.18)	72 (4.30)	71 (4.24)	59 (3.56)	65 (3.93)	62 (3.74)
Adjectives	60 (3.59)	63 (3.78)	62 (3.69)	70 (4.18)	76 (4.56)	73 (4.357)	63 (3.76)	72 (4.30)	68 (4.03)
Prepositions	60 (3.62)	64 (3.85)	62 (3.74)	71 (4.26)	75 (4.53)	73 (4.40)	62 (3.74)	71 (4.25)	67 (4.0)
Dangling Modifiers	53 (3.18)	56 (3.38)	55 (3.28)	66 (3.94)	69 (4.15)	68 (4.04)	62 (3.74)	65 (3.93)	64 (3.84)
The Adverb and Its forms	58 (3.50)	61 (3.66)	60 (3.58)	70 (4.18)	72 (4.33)	71 (4.25)	61 (3.68)	66 (3.98)	64 (3.83)
Style									
Faulty Agreement	58 (3.47)	57 (3.39)	58 (3.43)	70 (4.21)	70 (4.17)	70 (4.19)	62 (3.74)	69 (4.13)	66 (3.93)
Verbal Modifiers	58 (3.47)	59 (3.54)	59 (3.50)	70 (4.18)	70 (4.22)	70 (4.20)	63 (3.79)	68 (4.04)	66 (3.92)

Table-VI: Interest generation in English Language After FTC

Foundation Batch	Yes (no. of respondents and percentage)	No (no. of respondents and percentage)	Total no. of Respondents and percentage
25 th FTC	26 (47)	12 (71)	38 (53)
24 th FTC	29 (53)	5 (29)	34 (47)
Total	55 (100)	17 (100)	72 (100)

Topic	Level of Knowledge Before FTC (in %)			Achievement of Knowledge After FTC (in %)			Application of acquired knowledge in day-to-day works (in %)		
	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average	24 th FTC	25 th FTC	Average
Parallelism	56 (3.38)	57 (3.39)	57 (3.39)	75 (4.47)	71 (4.25)	73 (4.36)	61 (3.68)	66 (3.95)	64 (3.82)
Redundancy	57 (3.41)	64 (3.83)	61 (3.62)	73 (4.35)	70 (4.18)	72 (4.27)	62 (3.74)	65 (3.93)	64 (3.84)

Figure in the parenthesis indicates median

Level of knowledge and Applications (3.5 median): 5 to 6 "highly satisfactory", 4 to 4.9 "satisfactory" 3.5 to 3.9 "moderate" and below 3.5 "not satisfactory".

Skill Development

Module-21 : English Language Programme

Module-in-charge : Syed Naquib Musallim

Evaluation Method : Written Test

Aim :

To familiarise the participants with the common mistakes and to help them enhance their power of expression in both written and spoken English.

Objectives :

To enable the participants to :

- comprehend English speeches, conversations and dialogues through listening comprehension
- identify the common mistakes while using English in day-to-day life
- speak English with reasonable fluency and correctness and improve written expressions.

Code	Topic	Speaker	Training Method
<u>Spoken English</u>			
153	Written and Spoken English: Various Levels	Naquib	L & D
154	Use and Non-use of Slang	Naquib	L & D
155	Important Principles of Correct Pronunciation-1	Jamir	L & D
156	Important Words Commonly Mispronounced	A. Huq	L & D
157	Basic and Distinctive Elements of Spoken English	Naquib	L & D
158	Stress and Intonation: Their Relations	Jamir	L & D
159	Conversational Fillers and Expressions-1	Naquib	L & D
160	Conversational Fillers and Expressions-2	Naquib	L & D

Code	Topic	Teacher	Method
161	Asking and Answering	Naquib	L. & D
162	Free Speaking on News-items/Film-Video Themes	Kanka	L. & D
163	Listening and Paraphrasing for Spoken English-1	Naquib	L. & D
164	Listening and Paraphrasing for Spoken English-2	Naquib	L. & D

Listening Comprehension

165	Details, Idiomatic Expressions	A. Huj	L. & D
166	Suggestions, Assumptions	A. Huj	L. & D
167	Predictions, Implications	A. Huj	L. & D
168	Problems, Topics	Kanka	L. & D
169	Informal Conversations, Academic Conversations	Kanka	L. & D
170	Class Discussions, Radio Programmes	Kanka	L. & D
171	Tours, Academic Talks	A. Huj	L. & D
172	Lectures	Kanka	L. & D

Structure and Written Communication

173	Main Verbs	Jamir	L. & D
174	Tense + Modals	Mcker	L. & D
175	Modals	Mostakim	L. & D
176	Causatives	Jamir	L. & D
177	Conditionals	Jamir	L. & D
178	Subjunctives	Jamir	L. & D
179	Infinitives + Passives	Mcker	L. & D
180	Passives	Mcker	L. & D
181	Have + Participle	Mcker	L. & D
182	Auxiliary Verbs	Jamir	L. & D
183	Pronouns(1)	Mostakim	L. & D
184	Pronouns(2)	Mostakim	L. & D
185	Nouns(1)	Mostakim	L. & D

Annexure-C

Code	Topic	Speaker	Training Method
186	Nouns(2)	Mostakim	L & D
187	Adjectives(Determiners-1)	Iftaker	L & D
188	Adjectives(Determiners-2)	Iftaker	L & D
189	Other Adjectives-(1)	Naquib	L & D
190	Other Adjectives-(2)	Naquib	L & D
191	Comparatives-1	A. Huq	L & D
192	Comparatives-2	A. Huq	L & D
193	Prepositions-1	Naquib	L & D
194	Prepositions-2	Naquib	L & D
195	Prepositions-3	Naquib	L & D
196	Prepositions-4	Naquib	L & D
197	Correlative Conjunctions	A. Huq	L & D
198	Other Conjunctions	A. Huq	L & D
199	Dangling Modifiers	Naquib	L & D
200	Adverbs	Mostakim	L & D
201	Intro.Adverbs Modifiers	Iftaker	L & D
202	Sentences and Clauses	Jamir	L & D
203	Confusibles	Naquib	L & D
Style			
204	Point of View	Mostakim	L & D
205	Faulty Agreement-1	Naquib	L & D
206	Faulty Agreement-2	Mostakim	L & D
207	Verbal Modifiers	Iftaker	L & D
208	Parallel Structure	Naquib	L & D
209	Redundancy	Naquib/A. Huq	L & D
210	Cliche's/Trite Expressions/Word Choice	Naquib	L & D
211	Exercise-1	A. Huq/Naquib/ Mostakim	
212	Exercise-2	A. Huq/Naquib/ Mostakim	

Skill Development

Module-21 : English Language Programme

Module-in-charge : Syed Naquib Muslim
 Evaluation Method : Written Test

Aim :

To familiarise the participants with the common mistakes and to help them enhance their power of expression in both written and spoken English.

Objectives :

To enable the participants to :

- i. comprehend English speeches, conversations and dialogues through listening comprehension
- ii. identify the common mistakes while using English in day-to-day life
- iii. speak English with reasonable fluency and correctness and improve written expressions.

Code	Topic	Speaker	Training Method
Spoken English			
153	Important Words Commonly Mispronounced	A. Huq	L & E
154-155	Conversational Fillers and Expressions-1 & 2	Iftaker	L & E
156	Asking and Answering	Iftaker	L & E
157	Free Speaking on News-items/Film-Video Themes	Kanka	L & E
158	Listening and Paraphrasing for Spoken English-1	Naquib	L & E
159	Listening and Paraphrasing for Spoken English-2	Naquib	L & E

Listening Comprehension

160	Suggestions, Assumptions	A. Huq	L & E
161	Problems, Topics	Kanka	L & E
162	Informal Conversations, Academic Conversations	Kanka	L & E
163	Class Discussions, Radio Programmes	Kanka	L & E
164	Tours, Academic Talks	A. Huq	L & E
165	Lectures	Kanka	L & E

Structure and Written Comprehension

166	Tense + Modals	Iftaker	L & E
167	Modals	Mostakim	L & E
168	Causatives	DRC	L & E
169	Conditionals	DRC	L & E
170	Adjectives-1	Naquib	L & E
171	Adjectives-2	Naquib	L & E
172	Prepositions-1	Naquib	L & E
173	Prepositions-2	Naquib	L & E
174	Dangling Modifiers	Naquib	L & E
175	The Adverb and its Forms	Mostakim	L & E
176	Confusibles	Naquib	L & E

Style

177	Faulty Agreement-1	Naquib	L & E
178	Faulty Agreement-2	Mostakim	L & E
179	Verbal Modifiers	Iftaker	L & E
180	Parallelism	Naquib	L & E
181	Redundancy	Naquib/A. Huq	L & E
182	Cliche's/Trite Expressions/Word Choice/	Naquib	L & E

Bangladesh Public Administration Training Centre
Savar, Dhaka
Evaluation Department

End-of-Course Evaluation Report
Twenty-fourth Foundation Training Course
(10 August 1999 – 07 December 1999)

Written Evaluation Report

1.0 The effectiveness of the following objectives of the Course according to the participants:

Objectives	Effectiveness (%)					
	A	B	C	D	E	Avg.
a. To build physical and mental fitness of the participants so that they can cope with arduous professional responsibilities	85	73	77	76	87	80
b. To develop decision making ability and analytical skills	75	72	74	69	82	74
c. To foster "esprit de corps" among the officers belonging to various cadres	83	79	85	83	89	84
d. To inculcate a uniform perception in the officers through imparting theoretical and practical knowledge on Administration and Development of Bangladesh as a whole	79	71	71	82	81	77
e. To build positive attitude among the officers so that they can create a congenial environment for people's participation in all development activities	81	75	77	78	87	80
f. To help them acquire skills and techniques of modern management	81	72	76	76	80	77
g. To familiarize them with the changes taking place in different fields, specially in administrative and development in our country and in other parts of the World as well	78	71	71	74	80	75
h. To equip them with knowledge and skills of computer application at their individual work places	78	81	79	79	80	80
i. To improve oral presentation skill and written expressions in English.	90	79	88	83	87	85

1.1 The effectiveness of the following areas according to the participants:

Topics	Effectiveness (%)					
	A	B	C	D	E	Avg.
a. Bangladesh Studies	72	67	72	79	80	74
b. Public Administration	82	70	79	75	85	78
c. Management Process	84	73	78	78	84	79
d. Development Economics	85	80	78	80	82	81
e. English Language Programme	85	77	84	82	85	83
f. Computer Training	83	83	83	85	87	84
g. Thana and District presentation	78	84	85	83	88	84

- Oral presentation should be concluded within first 15 days of the course.
- A panel of judges should evaluate oral presentation in order to ensure impartiality.

3.2 Syndicate, Term paper and Exercise

- For effective syndicate the number of members in a group should be reduced.
- Sitting arrangement should be proper in case of syndicate.
- The course management should select the topic of the term paper.
- Measures should be taken to ensure the equal participation of all the concerned in the Syndicate program.
- There should be separate arrangement for the round table discussion side by side with syndicate, term paper and exercise.
- There should be more syndicate, exercise in lieu of written test.
- While selecting the syndicate group the academic background of the members of the group should be taken into account.

4.0 English Language Programme and Computer Training:

4.1 English Language Programme

- It should be noted that although a number of theoretical classes have been taken on grammatical subjects, the overall standard of grammar has not been improved.
- Importance should be attached to syntax and use of vocabulary.
- There should be more sessions on subjunctive, mode and case.
- Emphasis should be given on spoken and written English instead of traditional grammar. Apart from this participants should be encouraged to speak English during the session.
- There should be some extra sessions exclusively on English writing skill.
- A model test may be arranged each week on different topics of ELP that was discussed in the classroom.
- There should be a language laboratory.
- Expert lecturer may be invited from the British Council to conduct ELP session.
- There are some grammatical mistakes in the ELP handouts. It should be avoided.

4.2 Computer Training

- There should be more sessions on computer.
- Only MS Word is highlighted, other programmes like MS-Excel, MS-PowerPoint should also be given the same importance.
- There should be sessions on LAN.
- Participants should have the opportunity to use E-mail, Internet

5.0 Film Show, PT and Sports

5.1 Film show

- Award winning movies should be arranged.
- The sound system of the film show room needs to be improved. The picture quality is good

Bangladesh Public Administration Training Centre
Savar, Dhaka

Evaluation Department

End-of-Course Evaluation Report

Twenty-fifth Foundation Training Course

(12 February 2000 – 10 June 2000)

The 25th Foundation Training Course was conducted from 12th February 2000 to 10th June 2000 at the Centre. A total of 172 officers from different Cadres of Bangladesh Civil Service initially joined the Course as participants. Out of them four were released from the Course on different ground. 168 officers participated in the Course and completed it successfully. Feedback about the Course was sought from these participants in written and oral form. Participants evaluated the Course in prescribed written evaluation form as well as they put their comments orally. On the basis of their feedback the End-of-Course-Evaluation Report has been prepared for the 25th Foundation Training Course comprising of Written Evaluation Report and Oral Evaluation Report.

A. Written Evaluation Report

1.0 The effectiveness of the following objectives of the Course according to the participants:

<u>Objectives</u>	<u>Effectiveness (%)</u>				
	A	B	C	D	Avg.
a. To build physical and mental fitness of the participants so that they can cope with arduous professional responsibilities	76	77	81	79	74
b. To develop decision making ability and analytical skills	77	75	76	79	77
c. To foster "esprit de corps" among the officers belonging to various cadres	78	79	80	79	79
d. To inculcate a uniform perception in the officers through imparting theoretical and practical knowledge on Administration and Development of Bangladesh as a whole	78	75	76	78	77
e. To build positive attitude among the officers so that they can create a congenial environment for people's participation in all development activities	86	79	79	80	81
f. To help them acquire skills and techniques of modern management	80	77	80	77	79
g. To familiarize them with the changes taking place in different fields, specially in administrative and development in our country and in other parts of the World as well	79	75	75	77	77
h. To equip them with knowledge and skills of computer application at their individual work places	77	75	78	76	77
i. To improve oral presentation skill and written expressions in Eng.	78	76	82	82	80

Annexure-D

2.0 The effectiveness of the following Modules according to the participants:

Modules	Effectiveness (%)				
	A	B	C	D	Avg
History, Culture and Resources of Bangladesh	65	65	73	67	68
Important Policies of the Govt. of Bangladesh	83	73	84	68	77
Development Administration	82	82	86	82	83
Governmental System	88	91	89	69	84
Administrative Reforms	77	75	75	66	73
Local Government of Bangladesh	88	83	86	84	85
g. TQM and Negotiation Techniques	67	63	72	77	70
h. Team Building and Coordination in Administration	79	75	79	81	79
i. Human Resource Management	84	80	83	90	84
j. Office Management	88	88	87	88	88
k. Important Criminal, Civil and Land Laws	77	77	77	77	77
l. Financial Management	91	88	92	89	90
m. Project Management	69	63	74	58	66
n. Environment and Disaster Management	68	60	73	66	67
o. Economic Theory: Micro and Macro	83	81	86	80	83
p. Quantitative Analysis	58	52	67	58	59
q. Research Methodology	78	72	82	72	76
r. Globalization and Sustainable Development	72	65	76	73	72
s. Human Development and Poverty Alleviation	83	82	88	88	85
t. Women and Child Development	74	73	83	78	77
u. English Language Programme	76	77	90	82	81
v. Computer and Information Technology	87	88	89	88	88
w. Field Study Programme	76	74	73	74	74
x. Reforming Public Administration	72	70	68	71	70
y. PT and Sports	64	61	74	72	68
z. Car Driving	86	81	88	82	84

3.0 Participants suggested the following topics to include in the course content:

Section-A

- a. TOEFL (10)*
- c. Debate (2)
- e. Motor Cycle Driving (1)
- g. Swimming (1)

- b. Organizational Behaviour (3)
- d. Special Module on Public Speaking (1)
- f. Practical English Language Course (1)
- h. Behavioural Science (1)

Section-B

- a. Organizational Behaviour (6)
- c. TOEFL (4)
- e. Behavioural Science (1)

- b. Motor Cycle Driving (5)
- d. Swimming (3)

* Figure in the parenthesis indicate the number of respondents

- ☞ Some of the instructors behaved in a arrogant way after they are evaluated badly in the mid-term evaluation. The authority should look into this matter.
- ☞ Participants are thankful to the BPATC for the car Driving programme. But the driving hour should be increased.
- ☞ Driving license should be issued within the duration of the course.

c. English Language Programme, Computer Training, Thana/District Presentation :

- ☞ There should be a language laboratory.
- ☞ The content of the English Language Programme should not be grammar based, rather emphasis should be on speaking ability.
- ☞ Computer Session is good.
- ☞ Typing tutor should be reduced and Bengali typing practice should be included.
- ☞ The participants should have access to internet and e-mail.
- ☞ The time span for Thana/District presentation should be increased.

d. Field Study Programme, BARD/RDA Attachment, Secretariat Attachment, Extension Lecture, Study Tour :

- ☞ Duration of field visit may be increased as it takes considerable amount of time in the journeys to and from remote places.
- ☞ Participants should be given options to select the field study area.
- ☞ Each cadre should have separate set of questionnaire to make the field survey relevant.
- ☞ Questionnaire should be concise and understandable to the client.
- ☞ Duration of BAD/RDA Attachment should be increased.
- ☞ In case of Secretariat Attachment Participants should be sent to their respective ministries.
- ☞ Secretariat Attachment may be reduced to one day or attachment hours may be reduced for each of the two days.
- ☞ Some Extension Lectures i.e., Importance of physical Exercise/Table Manners, should be arranged at the beginning of the course.
- ☞ There should be no extension lecture before an examination day.
- ☞ Study tour to Ansar Academy was very enjoyable and more study tour of this type should be introduced.

e. Syndicate, Term paper, Exercise:

- ☞ Group size should be reduced.
- ☞ Number of syndicates may be increased.
- ☞ Equal participation of all members should be ensured.

f. Training Methods :

- ☞ Two way communication system should be ensured.
- ☞ Class size should be reduced.
- ☞ Joint session should be avoided.

Annexure-E

The value of t has been estimated from Table-4. The first and third column of Table-4 represents the data series of u_1 and u_2 respectively.

Here

$$\bar{u}_1 = 59$$

$$\sigma_1 = 1.83$$

$$n_1 = 75$$

$$\bar{u}_2 = 71.5$$

$$\sigma_2 = 0.96$$

$$n_2 = 75$$

$$t = \frac{\bar{u}_1 - \bar{u}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where

$$s = \frac{n_1\sigma_1 + n_2\sigma_2}{n_1 + n_2 - \text{No. of Parameters} + 1}$$

Here the no. of parameters represent the number of topics

$$\begin{aligned} s &= \frac{75(1.83) + 75(0.96)}{75 + 75 - 23} \\ &= \frac{251.25 + 69}{127} = 2.52 \quad \text{Therefore} \quad s = \sqrt{2.52} = 1.59 \end{aligned}$$

Now estimated value of t - statistic is

$$\frac{59 - 71.75}{1.59 \sqrt{\frac{1}{75} + \frac{1}{75}}} = \frac{12.75}{0.22} = 57.95$$

Therefore, the estimated value of $t = 57.95$

Annexure-F

The value of t has been estimated from Table-4. The third and sixth column of Table-4 represents the data series of x_1 and x_2 respectively.

Here

$$\bar{x}_1 = 71.75$$

$$\sigma_1 = .96$$

$$n_1 = 75$$

$$\bar{x}_2 = 63.5$$

$$\sigma_2 = 1.73$$

$$n_2 = 75$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where

$$s = \frac{n_1\sigma_1 + n_2\sigma_2}{n_1 + n_2 - \text{No. of Parameters} + 1}$$

Here the no. of parameters represent the number of topics

$$\begin{aligned} s &= \frac{75(0.92) + 75(2.99)}{75 + 75 - 23} \\ &= \frac{69 + 224.25}{127} = 2.31 \quad \text{Therefore} \quad s = \sqrt{2.31} = 1.52 \end{aligned}$$

Now estimated value of t - statistic is

$$\frac{71.75 - 63.5}{1.52 \sqrt{\frac{1}{75} + \frac{1}{75}}} = \frac{8.25}{0.21} = 39.29$$

Therefore, the estimated value of $t = 39.29$