

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research

Bangladesh has a strong national commitment to education and has one of the largest primary education organizations in the world. Despite many achievements during the past era, major improvements are still needed in order for all children to obtain the benefits of quality education. In order to guarantee quality primary education for all children, it is important to change curriculum, re-write textbooks and enhance quality of teaching and learning in the classroom (UNICEF & JICA, 2009). Bangladeshi primary curriculum is competency-based, but there are lots of gaps in curriculum, textbooks and its' implementation system (JICA, 2009). According to the research findings the impacts of competency-based curriculum in mathematics in Bangladesh are far below the level of expectation. So, there is a gap among intended, implemented and attained curriculum. In the process of rendering education and implemented curriculum (transferred by teacher) being situated in the middle position plays a vital role for materializing the intended curriculum and enabling the students acquire the attained curriculum (Uddin, 2005).

With a view to improve the quality of primary education, the Government of Bangladesh has undertaken an integrated sub-sector wide programme known as PEDP since 2005 in co-operation with development partners. Now the Third Primary Education Development Programme (PEDP 3) for 2011-2016 (extended up to 2017) is running to improve the quality in all levels of the primary education sub-sector. The key objectives of PEDP 3 are: (i) to improve the quality of primary education in Bangladesh through the introduction of Primary School Quality Level (PSQL) standards; (ii) to make primary education accessible to all children in Bangladesh; (iii) to increase enrolment, attendance and the rate of completion of the primary education cycle; (iv) to adopt a child-centered approach in the classroom; (v) to fully integrate PEDP 3 activities within the organizational and operational systems of the Ministry of Primary and Mass Education and the Directorate of Primary Education.

Teachers are irreplaceable agents of the educational process in all levels of education system and in all types of educational provision (Svatopluk Petracek, 1989). But in Bangladesh teacher training is not good enough for successful implementation of

competency-based curriculum. The traditional and dominant way of teaching in most schools tends to focus on memorizing facts. There is little emphasis on developing analytical, practical or vocational skills (UNICEF, 2009). Also teachers rely too heavily on the textbooks to present the content on teacher-centered way without sufficient explanation using life-like examples and materials or problem solving strategies and diagnosis error patterns (Uddin, 2005). So, poor quality of teaching is recognized as one of the key variables contributing to the low level of learning achievement in primary schools (Bangladesh Education Sector Review, 2002). If teaching and learning process is not uniformly effective for all students, the difficulties in acquiring skills by the students could get deteriorate.

Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover during the allotted time; and how in-depth to make their instruction (Borich, 2007). In planning process defining objectives and learning outcomes is important. The other factors in planning process are knowledge about students, knowledge of subject matter, and knowledge about teaching techniques.

Commonly implemented lesson plan practices include the concept or objectives to be taught, time block, procedures to be used, required materials, questions, independent practice, and evaluation. Lesson plan affects not only teachers teaching but classroom management as well. Characteristics of a well-managed classroom are that (1) students are deeply engaged in their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected; which would be possible via routinely implemented good lesson plans; (3) there is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan (Wong 2009:81).

Lesson plans should be prepared most up-to-date one week before the beginning of the academic year with the necessary arrangements to be made. The plan should be practical and usable, be reasonable in terms of teacher capability and time, and strengthen the

educational program. Depending on the grade level and subject matter, teachers may be required to follow curriculum designed by NCTB.

In Bangladesh annual lesson plan, daily lesson plan, daily class routine, teacher's guide, teachers' edition, Essential Learning Continua (ELC) etc. are important for effective implementation of primary curriculum introduced by National Curriculum and Textbook Board (NCTB). Effective use of the above mentioned materials plays an important role for continuous professional development of teachers and achievement of competences by students. This concept for teachers' continuous professional development was started from 2004 under JICA Support Programme (JSP).

Teaching Packages (TP) of science and mathematics were developed through SGAs and SWs during the PEDP-II project period under the first phase of JICA support program which was the remarkable contribution for ensuring quality teaching-learning in elementary mathematics and science.

Considering the importance of using lesson plan in the classroom eight intelligence-based lesson plan was introduced under the IDEL project funded by UNICEF.

This study is an attempt to explore the present status of using lesson plan in the primary classroom in order ensure the quality teaching learning.

1.2 Objectives of the Research

- To identify the knowledge of primary school teachers in Bangladesh regarding lesson plan.
- To find out the degree of using lesson plan at the primary classroom in Bangladesh.
- To analyze the effective way of using lesson plan recognized as easily accessible to primary school teachers in Bangladesh.
- To create awareness among the supervisors/head teachers about the importance of using lesson plan for classroom practices.
- To provide important suggestions and recommendations to ensure quality primary education to the higher authority so that authority can take necessary steps in implementing and monitoring the use of lesson plan.

- To find out the constraints of using lesson plan by the class teachers and provide suggestions to develop and use it

1.3 Research Questions

In order to meet the objectives of this research, the following questions were set to guide the study.

- What is the Bangladeshi primary school teachers' knowledge about lesson planning?
- How often do Bangladeshi primary School teachers use lesson plan in the classroom?
- What are the ratios of using teaching supported materials by primary School teachers?
- What kind of support is required for teachers to prepare and use lesson plan effectively?
- What sorts of difficulties do the teachers face for preparing and using lesson plan?

1.4 Educational Structure of Bangladesh

Existing education in Bangladesh has four major stages: primary, secondary and higher Secondary and higher Education. Primary education is provided through two major streams: general and madrasa with 5 years of schooling. Secondary education has 7 years of schooling with three sub stages: junior secondary, secondary and higher secondary. Secondary education also has three major streams: general, technical-vocational and madrasa. Like secondary education higher education has also these three streams. According to National Educational Policy “..preparatory education conducted together with other fellow-mates will create an enthusiasm for learning in the children. With this objective, a one-year pre-primary schooling must be introduced for 5+ children. Later, this will be extended up to 4+ children.”

Table 1: Bangladesh educational structure is shown in a simple and easy way to understand the structure of education in Bangladesh.

Higher Education	General Education	Vocational Technical Education	Madrasha Education
Secondary Education	General Education	Vocational Technical	Fazil & Kamil
	Higher Secondary Education (XI-XII)	Vocational Technical	Alim
	Secondary Education (IX-X)	Vocational Technical	Dakhil
	Junior Secondary (VI-VIII)		
Primary Education	General (I-V)		Ebtadayee
Pre-primary Education	Pre-primary		

1.5 Primary Education in Bangladesh

Primary Education comprises 5 years of formal schooling from grade 1 to 5. The age group is 6+ to 10+ years. These five years of primary education is compulsory for all children. In Bangladesh the Compulsory Primary Education act (CPE act) was enacted in 1990 in order to implement the constitutional provision for free, universal and compulsory education. The act empowered the government to undertake legal and administrative measures to implement the CPE act. The whole country was brought under CPE program in 1993. Bangladesh is committed to EFA and Dakar Framework and UN Millennium Development Goals for 2015. Its national development objectives and plans are guided by a strategy of poverty reduction and human development in which education, especially at the basic level, has a critical role. Primary education is generally imparted in the primary schools.

In order for all children to receive the benefits of quality education, recently Government started one year pre-primary education (age 4+ to 5+) in all primary schools. At present

there are 11 types of primary level institutions in Bangladesh namely Government Primary school (GPS), Experimental School (EXP) attached to PTI, Registered Non-Government Primary School (RNGPS), Community school (COM), Satellite School (SAT), High school attached Primary Section (H/A PS), Non-Registered Non-Government Primary School (NGPS), Kindergarten (KG), Ebtadayee Madrasha (EB), High Madrasha attached Ebtadayee Madrasha, and NGO run Full Primary School. Besides these, there are many private schools around the country namely Pre-cadet Schools, Kindergarten Schools. These schools start from nursery. Many of these private schools are located in the urban area.

1.5.1 Organizational Structure of Primary Education in Bangladesh

In Bangladesh, Management of primary education remains centralized. The Ministry of Primary and Mass Education (MOPME) is responsible for policy formulation, planning, evaluation and execution of plans and initiating legislative measures related to primary and non-formal education, headed by the Secretary of the Government. The Ministry is liable for administrative management and overall supervision of Primary education and non-formal education.

The Directorate of Primary education (DPE) was set up in 1981 and was created in order to streamline the universal primary education and strengthen the infrastructure. DPE has five divisions each headed by a Director. The divisions are Administrative division, Planning and Development division, Training division, Monitoring and Evaluation division, Policy and Operation division. There is a separate MIS cell in the Directorate of Primary Education for collection of data on selected primary education indicators. Under DPE, there are seven Offices of the Divisional Deputy Directors at each divisional headquarters. DPE has been decentralized for administrative management, training, inspection and supervision through the division offices to ensure better management of districts, upazilas, clusters and schools within the division. Also Divisional Deputy Director is responsible for the administrative management of PTIs and URCs within the division.

There are 64 District Primary Education Offices around the country headed by District Primary Education Officer. The DPEOs' main tasks and responsibilities are to take decisions

related to administration and supervision of all primary schools in the district. DPEO is also responsible for recruitment, posting and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks and supervision of schools within the district.

There are 481 Upazila Education Offices throughout the country. The UEO is in charge of general responsibilities for management and monitoring of primary education in the upazila. Primary schools located within each upazila are divided into clusters. A cluster comprises 20-30 schools. One AUEO is in charge of each cluster. At present each cluster consists of 4-5 sub-clusters with 25-30 teachers in each sub-cluster. The AUEO's main duties are to supervise and monitor the teaching and learning in the classroom within the cluster area schools. The AUEO is also responsible for the regular in-service training of all teachers of the sub-cluster. In fact, the AUEOs play the basic role for the development of the skills of teachers, for the implementation of all kinds of innovative programs and for conducting sub-cluster training programs for overall development of the quality primary education.

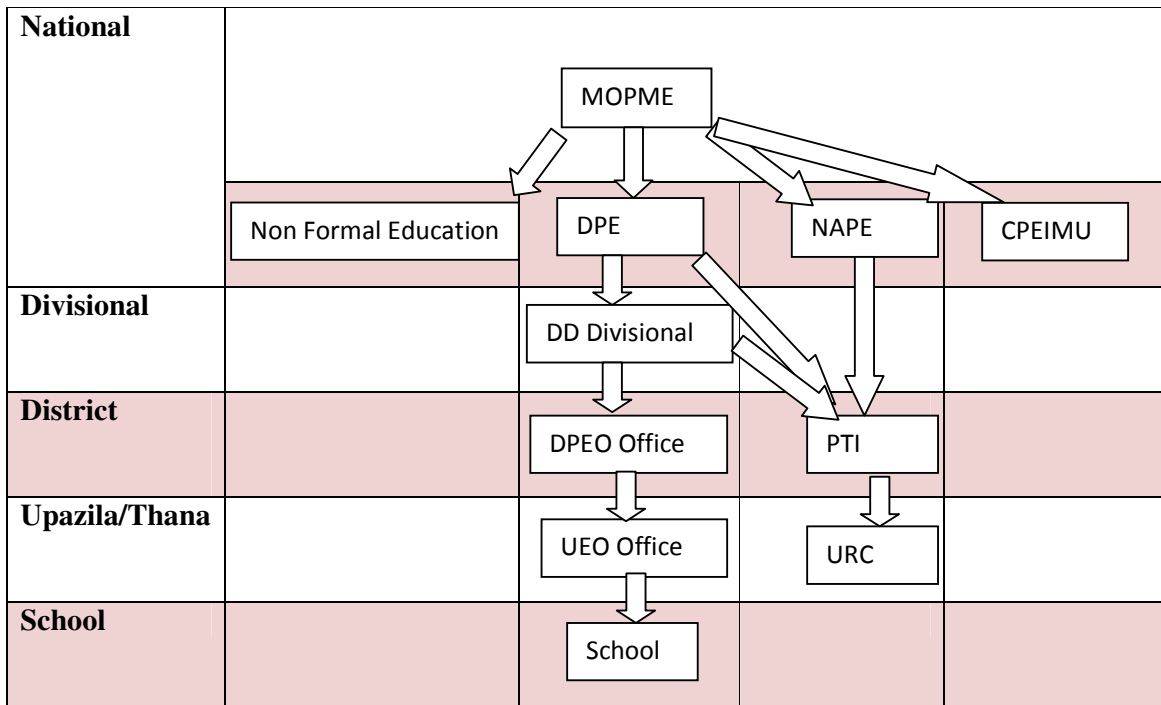


Figure 1: Organizational Structure of Primary Education in Bangladesh

The National Academy for Primary Education (NAPE) is the highest training institute for primary education. The responsibilities of the academy are development of C-in-Ed and DPed curriculum and the academic supervision of Primary Teachers Training Institutes, organizing officer’s training, research, workshops, seminars etc.

The Primary Teachers Training Institutes (PTI) offers one and a half year formal course termed as Diploma in Primary Education (DPed) and one year Certificate in Education (C-in-Ed). Both of these courses are designed to train the teachers on pedagogical aspects and subject teaching methods. Upazila Resource Centre (URC) is the new institution at the upazila level for professional development of teachers in order to improve the quality of primary education.

1.5.2 Supportive Institutes of Primary Education

1.5.2.1 National Curriculum and Textbook Board (NCTB)

The National Curriculum Development Centre was merged with the Textbook Board to reform the National Curriculum and Textbook Board (NCTB) in 1992. The NCTB currently serves as the national curriculum agency for the country as a whole and has been trusted

with curriculum and instructional materials development activities from pre-primary to higher secondary level. The primary level related tasks of the National Curriculum and Textbook Board include: development of curriculum, completion of curriculum revision for all primary grades; field trials as well as the production of teaching-learning materials for pre-primary and classes I-V, including pupil assessment system; introduction of revised curriculum and materials for classes I-V in the school system throughout the country; development of supplementary/complementary teaching aids (i.e. charts, maps, reading-learning materials, kits, video films, etc.) organization of experimental and innovative activities in the content of primary education; development of training packages and participation in the training programmes for dissemination of revised primary curriculum; monitoring and evaluation of the training programme and development of reinforcement materials; development of motivational materials for media coverage.

1.5.2.2 National Academy for Primary Education (NAPE)

National Academy for Primary Education is an apex institution for training, research, academic supervision and management in the field level of primary education in Bangladesh, which is headed by a director General (DG) and governed by a Board of Governors headed by the secretary of Ministry of Primary and Mass Education (MOPME). In NAPE, there is a board called DPED/C-In-Ed board which is responsible for managing the one and half year DPED and one year C-in-Ed program conducted by the PTIs. Through the management of DPED and C-in-Ed training NAPE delivers necessary information, instruction for smooth running of DPED/C-in-Ed among the PTIs. NAPE also monitors and supervises DPED and C-in-Ed training program, prepares questionnaire for DPED and C-In-Ed examination, monitors examination, evaluates DPED and C-in-Ed training. NAPE jointly works with IER for ensuring quality of the DPED programme. NAPE also jointly works with different international organizations to develop training manual, supplementary materials for teaching and learning and enhance the quality management of field level institutions of primary education and teaching-learning in the classroom, NAPE has been working with JICA supported program since 2004. Besides this NAPE plays a vital role to develop and revise DPED and C-in-Ed curriculum and textbooks. In addition, NAPE is responsible for preparing questionnaire for Primary School Certificate Examination (PECE) which was started from 2008.

1.5.2.3 Primary Teachers' Training Institute (PTI)

In Bangladesh there are 65 government and two non-government Primary Teachers' Training Institutes (PTIs). Most of the PTIs conduct one and a half year DPEd program and some of the PTIs conduct one year Certificate in Education Training for the untrained government primary schools teachers. The curriculum of DPEd and C-in-Ed are provided by National Academy for Primary Education (NAPE). This course is designed to enrich teachers' subject matter knowledge and pedagogical content knowledge. In each PTI there are sixteen instructors who are involved in teaching, supervision of students teaching and other related activities of DPEd program, an assistant superintendent who is responsible for academic management and a superintendent who is responsible for academic and administrative management.

Besides one year DPEd and C-in-Ed course PTIs also conduct different types of short course training for field level officers and teachers. PTI personnel conduct academic supervision in the catchment area's primary schools in order to carry out the instructions of the Directorate of Primary Education (DPE). Sometimes PTIs instructors work as trainers (facilitator) in different kinds of short course training in different places around the country according to the instruction and plan of training division of DPE and other government organizations.

1.5.2.4 Upazila/Thana Resource Centre (URC/TRC)

The Upazila Resource Centre Training was introduced in 1998 under PEDP-I (Primary Education Development Program-1). In Bangladesh there are 491 upazilas (as of 9 January 2017) and every upazila has one Upazila Resource Centre. Each URC has an instructor, an assistant instructor, a data entry operator cum cataloger and a night guard. The expectations from the URC professionals are to provide academic and technical support to the local level teachers for improving the quality of teaching-learning in the classroom. Thus establishment of URC in upazila level is a step towards decentralization of training and support services to local level for schools and teachers for improving quality of education which is the vital challenge in primary education of Bangladesh. In future URC may be an effective platform for teachers in the upazila level where they can get together in meetings, workshops or seminars in order to enhance quality of teaching-learning in the classroom. Under second primary education program URC conducted different kinds of short course

training for the head teachers and assistant teachers, such as subject-based training on Mathematics, Science, Bangla, English, Social Science, and Multiple Ways of Teaching and Learning, School Management Training etc.

1.6 Rational

The study team hopes that the present study will provide important suggestions and recommendations to ensure quality primary education. The research report will give a clear picture of the present situation of using lesson plan in the classroom. Government of Bangladesh has been taking different initiatives for ensuring quality education. Lesson plan is one of the most important tools to ensure quality teaching learning in the classroom.

A good daily lesson plan includes the timeline of classes such as when it will start on and how long will it take to cover a topic or a small part of the topic; instructional materials and pedagogical methods to be used to realize the learning objectives; how to connect the previously taught content with the current one, practical examples from daily life, etc. It should also be noted that daily lesson plans can be revised based on the needs that arise.

Daily lesson plan is a written document of what a teacher would like to have during a certain lesson or class period. It should have the concept or objective, the time block, the procedure and the instructional materials needed.

Due to the importance of using lesson plan in many countries many researchers conducted research related to lesson plan. In Bangladesh, it is also recognized that a lesson plan can change the classroom atmosphere. Lesson plan creates scope for a teacher to gain knowledge about students, curriculum, pedagogy and subject matter. Although different institutes of teachers' education and different projects have taken initiative to make the teachers competent in preparing lesson plan and conducting lesson according to the prepared lesson plan but real scenario is not satisfactory. Many teachers reluctantly use lesson plan.

This research will help the researchers as well as the policy makers to make a future plan and also this research will help the policy makers to decide the ways of ensuring quality education through implementing lesson plan. Related teacher-educators gain new insights into their role to ensure implementation of lesson plan in order to ensure quality teaching learning in the classroom. Although this is not only research in this area but it will provide a real scenario about using lesson plan and concrete guide for the policy makers and educators about how they can play their role to make the teachers competent and

committed to use lesson plan. So, this research is very important in order to ensure quality education

1.7 Limitation of the Research

Every sample-based survey research has some limitation. To conduct a research is a very intensive and complicated job. In this research there are several limitations that arose in this study.

The time frame for collecting data of survey was a big limitation for this study. Within a very short time survey data were collected. In Bangladesh there are 509 URC/TRC. But data were only collected from 16 URC Instructors. Data were also collected from 16 UEOs and 32 Head Teachers. So a small sample size was a big limitation of this research. There are different types of primary schools. All types of primary schools there are about 76000 primary schools around the country. But data were collected only from thirty two government primary schools. Thus the result of the research presents only the situation of the government primary schools. All other schools were excluded from the study.

The minimum standard of sample size in any research should be in between 5% to 10% as mentioned in Khurshid (1996). According to the formula, the sample size of this research would be much bigger, but the researchers could not cover it due to the limitation of time and budget. The researchers used purposive sampling considering different limitations. In this situation there might have some sampling errors which can affect the result of the research. In addition to that members of the research group were very busy carrying out a lot of activities like preparation of competency-based test item, training activities etc. That is why researchers could not do all the activities of this research with full attention.

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CHAPTER TWO

LITERATURE REVIEW

It is important to discuss relevant literature to know about what research was done in the relevant area. It is also important to discuss the relevant topic. It helps the researchers to know the problem properly and its impact on the relevant field. Similarly it is important to the readers and the researchers to understand the topic properly. The relevant literature review reveals the importance of lesson plan.

In this situation researchers studied the relevant literature and reviewed which is mentioned below:

2.1 Factors Influencing Quality Teaching Learning

Several factors are important in influencing the quality of primary education in Bangladesh (BRAC 2004, Rahman 2008). Some of them which are closely related with preparing and using lesson plan are listed below.

1. Professional learning of teachers e.g. in-service teacher training.
2. Prior preparation of the teachers, preparation of lesson plan and teaching aids.
3. Effective use of lesson plan, teaching aids and chalkboard.
4. Interesting, sequential and well-organized presentation of the topic.
5. Learner's friendly environment in the class: particularly interesting, well-managed and rapport between teachers and students.
6. Active, standard-based, participatory, child-centered and relevant instructional method that facilitate active student learning through democratic process between teachers and learners.

2.2 Teacher Education and Training

Many people use the word 'training' to mean the 'education' and 'education' to mean the 'training'. Both of the concepts are closely related and sometimes it is very confusing to differentiate both the terms.

According to Oladosu, A.G.A.S. “The concept of education is related to training” and training has to do with the acquisition of specific skills in specific area of specialization. Peters as stated by Schofield (1972) says that training always implies the acquisition of a ‘skill’ and ‘drill’ is an essential part of training whereas education must provide those committed to it with knowledge, understanding and cognitive perspectives.

Rao (2004) views education as a process emphasizing the development of knowledge and moral values required in all walks of life whereas training emphasizes knowledge, skills and behavior patterns required to perform a particular job.

It’s obvious that education is a broader concept and training is used to achieve specific skill. Generally training lies within education.

2.3 Teacher Education

Teacher education is necessary to develop the proficiency and competency of the teachers. Teacher education enables and empowers them to meet the professional requirements and face the challenges of society and time. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

Teacher education can be considered as the triangular combination of teaching skills, pedagogical theories and professional skills.

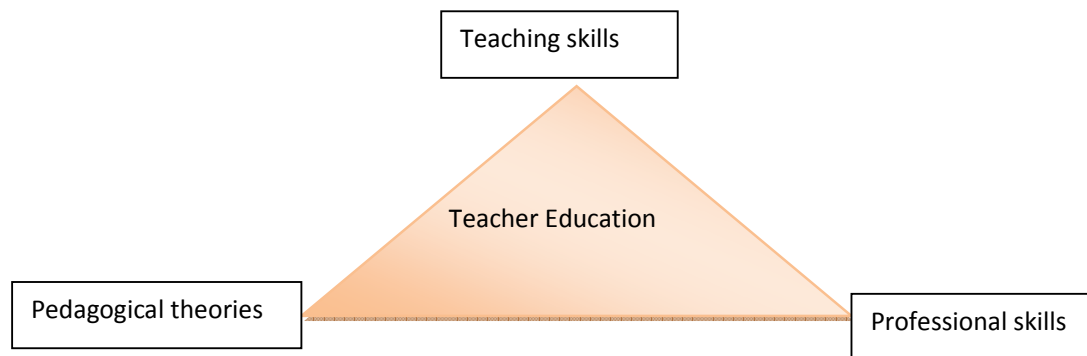


Figure 2: Three angles of teacher education

Teaching skills would be developed by providing training and practice in the different techniques, approaches and strategies of teaching and learning. This skill will help the teachers to plan teaching learning activities for effective classroom.

Professional skills are that type of skills which change to think, act or do as a teacher. In 'Effective teachers professional and personal skills' Chelo Moreno Rubio mentioned content knowledge, good planning, classroom management, communication skill and motivation to learning as professional skills of a teacher.

Pedagogical Theories mean method of teaching. Better understanding on Philosophy, Sociology and Psychology makes a teacher better on pedagogical theories. These disciplines provide the base for better understanding and application of Teacher education.

In Bangladesh **Teachers' Training Colleges** (TTCs) are playing a vital role for teacher education. Besides government and private TTC's some public and private universities are also playing an important role for teacher education by offering their different programs in teachers professional development. The existing curriculum of the one year B.Ed program in TTCs was introduced from the academic year 2006-2007. This course emphasized the following five learning areas: Professional Studies, Educational Studies, Teaching Studies, Technology and Research Study and Teaching Practice.

2.4. Different Phases of Teacher Education

According to Dunking teacher education can be considered in three phases: Pre-service, Induction and In-service.

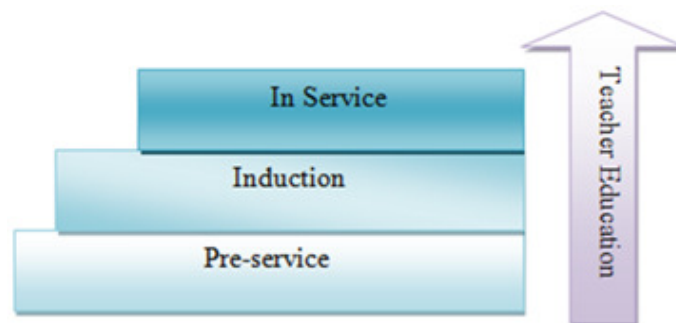


Figure 3: Different phases of teacher education

These three phases are considered as parts of a continuous process:

Pre-service: A preliminary course before entering the classroom as a fully responsible teacher who has a desire to choose teaching as a profession can enroll in the B. Ed or M. Ed degree with some prerequisite qualification before starting the job.

Induction: The process of providing training and support during the first few years of teaching or the first year in a particular school. According to the National Education Policy-2010 of Bangladesh without delay after their recruitment, primary and secondary teachers will undergo two months' foundation training. The primary and secondary level teachers must achieve DPED/C-in-Ed) and B.Ed within three years of joining their post.

In-service: This is an in-service process for practicing teacher's development or continuing professional development (CPD). Under the Ministry of Education of Bangladesh there are several development projects to improve the quality of the education. Under these projects teachers are taking training on different pedagogy to meet the current challenges of classroom, new concepts of assessment, use of ICT in teaching- learning and also on the modern techniques of teaching- learning.

2.5 DPED Program

Teachers are the most important educational resource in the process of developing human capabilities (UNESCO, 2010). They can play an invaluable role in shaping a nation's future citizens by helping young people achieve their full potential and preparing them for lifelong learning. The purpose behind this role is rooted within the professional values teachers practice. For example, a good teacher understands that knowledge is not something which exists only in books; it is something which must come alive within the learner. Knowledge makes sense when it is related to the learner's individual experience, and is best learnt through action and through communication with others. Therefore, it is developed through *reflection* both at a personal level as well as collaborative and is continuously shaped and reshaped through the interactions with the 'change-agents' and materials in the learning environment (Engeström, 1987). In contrast, the didactic or 'top-down' nature of teaching in traditional method is based on the assumption that knowledge can be simply transmitted from the teacher to learner and depends predominantly on de-contextualized tasks, rote learning and repetition.

An effective teacher training programme must develop knowledge and values that underpin practice and therefore, practice should inform the skills development process. For this reason, there are two main components of the DPED:

- PTI based learning
- School based learning

These two components are given approximately equal weighting within the programme in terms of both time, content and assessment as the integration seeks to combine theoretical knowledge with practical knowledge and vice versa. The curriculum emphasizes a balance between the taught modules and the components of the practicum. For example, the theories of formative and summative assessment techniques are elaborated through focused reflection on case studies as well as observation and teaching practice in the classroom.

Developing the skills discussed above is a highly difficult task for a novice trainee teacher. The Diploma in Primary Education offers a specific route to the trainee teachers to embark on a journey of a continuing professional development programme which can enhance these skills through an on-going career path. This is particularly important as providing opportunities for continuous professional growth is a crucial factor in developing the quality of teachers in Bangladesh.

Against this backdrop, the following are principles which underpin the philosophy of the proposed Diploma in Primary Education programme:

- Learning as a continuous life-long 'process';
- Knowledge is developed at a personal level as well as together;
- Teacher as facilitator of learning;
- Reflective practice as an essential element in teacher's professional development;
- Learner-centered education;
- An inclusive approach to education;
- Experiencing theory in-context;
- Learning is participatory;
- Creativity as an essential component of learning; and
- Professional development process as a continuum.

The DPED programme replaces the Certificate-in-Education (C-in-Ed) programme, which, despite having a focus on theory, does not take an integrated approach to develop teachers' knowledge and understanding about learning at a deeper level. The stated professional values (of the C-in-Ed programme) such as, 'learner-centered', 'reflective' approach to pedagogy contradicts the practice exemplified through the delivery mechanism. Although the new programme addresses these factors, one of the challenges of the proposed DPED is the issue of equity regarding teachers' background qualifications and experiences. Careful consideration needs to be given to the recommendations (see section on 'Institutional Capacity Building') suggested for effective implementation.

The DPED programme seeks to develop teachers who will enable their students to construct new knowledge in ways which are participatory, interactive and creative. Building on the discussion above, the next section illustrates a list of objectives for the new Diploma in Primary Education.

2.5.1 Objectives of DPED program

The following programme objectives derive from the *Rationale* and relate to the skills, knowledge and qualities expected of a qualified teacher

The Diploma in Primary Education programme aims to develop teachers':

Professional Knowledge and Understanding

1. Subject knowledge needed to plan, teach and assess the full range of the primary and pre-primary curricula effectively and with confidence;
2. Pedagogic knowledge and understanding needed to plan, teach and assess the full range of the primary and pre-primary curricula effectively and with confidence;
3. Knowledge of the national primary and pre-primary curricula - their structure, content, competencies and assessment strategies;
4. Knowledge and understanding about child development, and learning theories in relation to effective and inclusive practice and vice versa;
5. Familiarity with rules, regulations and policies which apply to teaching responsibilities;

Professional Practice

1. Ability to plan and facilitate engaging learner-centred lessons, using differentiated methods and techniques according to the needs of all learners;
2. High expectations of all children;
3. Communication skills - the ability to present the learning contents of lessons in a way which is clearly understood by all children;
4. Communication skills – the ability to scaffold learning through various types of activities and appropriate questioning and classroom management skills;
5. Ability to shape a safe, caring, creative, motivating challenging and inclusive learning environment;
6. Ability to select, use and create relevant and effective teaching resources, including ICT;
7. Ability to plan and use assessment both to appraise and support children’s learning and to promote inclusion;

Professional Values and Relationships

1. A commitment to equity, inclusiveness and justice for all students
2. A commitment to reflective practice and continuing professional development.
3. The ability and commitment to work effectively with all members of the school community;
4. A commitment to professional collaboration with colleagues.

Research reveals that the teacher is probably the single most important factor affecting student achievement in a study with 60,000 students (Marzano et al., 2003:1). As cited in *The First Days of School: How to Be an Effective Teacher* (Wong, 2009:12),

- An effective teacher has positive expectations for student success; and lesson plan reflects such expectations.
- An effective teacher knows how to design lessons for student mastery which is reflected in lesson plan.
- An effective teacher is an extremely good classroom manager which is possible via good time management during class time and that is possible only by effective implementation of a good lesson plan.

Also, characteristics of a well-managed classroom is that (Wong, 2009:81)

- Students are deeply engaged with their work which possible if their roles are described and they have a goal as provided in a good lesson plan.
- Students know what is expected which possible via routinely implemented good lesson plans.
- There is little wasted time, confusion which possible via effective implementation of a good lesson plan.
- The climate of the classroom is work-oriented, but relaxed and pleasant which possible via good time management due to effective implementation of a good lesson plan.

Lesson plans should be ready as latest as one week before the beginning of the academic year for the necessary arrangements to be made. The plan should be practical and usable, be economical in terms of teacher's time, and strengthen the educational program. Depending on the grade level and subject matter, teachers may be required to follow curriculum designated by campus or district administration.

Modified lesson plans will be needed for students receiving special education (SPED) services (as cited in Effects of Training in Universal Design for Learning on Lesson Plan Development Remedial and Special Education, 2007:108-116). For AP (Advanced placement) courses in high school, lesson plans that are in line with detailed curriculum that is submitted and approved for the previous academic year will be needed (Mattern et al., 2009).

Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in-depth to make their instruction (Borich, 2007). In planning process defining goals and objectives is important. The other factors in planning process are knowledge of the learner, knowledge of subject matter, and knowledge of teaching methods.

Volkan Cicek¹ Hidayet Tok² mentioned, commonly implemented lesson plan practices include the concept or objectives to be taught, time block, procedures to be used, required materials, questions, independent practice, and evaluation.

Lesson plans affect not only teachers' instruction but classroom management as well.

Characteristics of a well-managed classroom are that (1) students are deeply engaged with their work, which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected, which would be possible via routinely implemented good lesson plans; (3) there is little wasted time, confusion, which would be possible via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant, which would be possible via good time management due to effective implementation of a good lesson plan (Wong 2009:81).

The literature review reveals that the importance of lesson planning is emphasized in the education process of many countries. Borich (2007) states that as a combination of lesson objective designing, teaching, modeling, checking for understanding, re-teaching and teacher's self-reflection, lesson plan is a crucial element in the process of meeting national content standards and optimizing the outcome of classroom teaching and learning.

Considering the importance of lesson plan most of the teachers in different countries around the world use lesson plan.

2.5.2 Planning

What teachers think about prior to teaching is said to shape what they do in the classroom (Carnahan, 1980; Clark & Peterson, 1986; Clark & Yinger, 1987). The act of planning often serves as a guide or mental image of the upcoming lesson and therefore, influences the content covered, lesson focus, learning opportunities, organization of students, and teacher-student interaction (Carnahan, 1980; Griffey & Housner, 1991; Hill, Yinger, & Robbins, 1981; Peterson & Comeaux, 1987). Therefore, the planning process serves as a connection between curriculum, instruction, and student learning.

Why and How Teachers Plan

Research supports the notion that planning has to occur in order for teachers to demonstrate effective teaching behaviors (Byra & Coulon, 1994; Clark & Yinger, 1979; Griffey & Housner, 1991; Housner & Griffey, 1985). Clark and Yinger (1979) identified eight reasons for why teachers plan:

1. Determine a direction to take a lesson.
2. Build confidence and security about the lesson.
3. Learn the material or refresh their memory by studying and reviewing the content.
4. Organize the material for presentation.
5. Make decisions on timing and flow of the lesson.
6. Organize students.
7. Provide an outline for instruction and evaluation.
8. Meet organizational needs such as daily, weekly, and semester schedules.

In addition, planning provides an opportunity to connect prior learning, student characteristics, and environmental conditions to the teaching/learning process (Griffey & Housner, 1991; Housner & Griffey, 1985).

Usually lesson plans are categorized into yearly lesson plans, weekly lesson plans which consist of five daily plans, daily lesson plans and substitute teacher plans (Farrell, 2002; Bailey:1986:15-40);

2.5.2.1 Overall Yearly Plan

Overall yearly plan provides an overview of the course in curriculum. It indicates the units to be taught and the time devoted. Yearly plans are usually submitted to the dean of academics, who is usually an assistant or vice principal either directly by the teacher or through department heads at the end of first week of instruction of the respective academic year. A shorter version of the yearly lesson plan may be included in the syllabus as well.

2.5.2.2 The Daily Lesson Plan

Daily lesson plan is a written account of what a teacher would like to have happen during a certain lesson or class period. It should contain the concept or objective, the time block, the

procedure and the instructional materials needed. Daily lesson plans are submitted usually via email either to dean of academics, who is usually an assistant or vice principal or to the department heads at the end of each week for the following week. The first year teacher must realize that as a general rule, it will be necessary to plan in considerable on more detail than the teacher with more experience and training.

2.5.2.3 Substitute Teacher Plan

Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view and included in the sub-teacher folder. In case there is no sub-folder provided by the regular teacher to the substitute teacher, which normally includes lesson plan, materials to hand out, etc then the substitute teacher should still be strict and may give a test, puzzles, summarizing assignments or have students read or write an essay or even watch educational movies or documentaries as the last resort.

2.6 Pre-planning Strategies for Writing-up Lesson plans

Before writing-up a lesson plan the teacher first should be aware of the learning styles of the students, reading levels/skills of students and inventory access to technology. Answers of the following questions will also help teacher writing-up an effective lesson plan;

- What do I want all students to know and be able to do at the end of this lesson?
- What will I do to cause this learning to happen?
- What will students do to facilitate this learning?
- How will I assess to find out if this learning happened?
- What will I do for those who show through assessment that the learning did not take place?

The correct question to ask when preparing lesson plans is what students are going to learn, achieve, and accomplish tomorrow and not what the teacher is going to cover tomorrow because the role of the teacher is not to cover, it is to uncover. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes (Wong, 2009:87). Based on the answers of these questions, teacher should prepare the

lesson plan establishing a variety of instructional strategies focusing on academic expectations and core content to connect writing to what is being taught.

More specifically, a lesson plan should address the following (Richards, 1998:103-121);

1. Concept or objectives to be taught, which tells the student what they will learn.
2. Time blocks, e.g., approximate time expected to be devoted to the lecture.
3. Procedures to be used for instructional design.
4. Materials needed both for the student and the teacher.
5. Independent practices or student time on task.
6. Evaluation, applications, and student understanding,

e.g. main questions to be asked by the teacher to check student understanding. In other words, a successful lesson plan provides for each class to have a focus; each minute of the class and role of students are planned; lecture is designed to engage class making the students active participants; important points are repeated multiple times within a period and throughout the semester; and how new class material relates to earlier material are pointed out building a foundation for students learning (McCutcheon, 1980: 4-23; Purgason, 1991: 419-431).

Tina J. Hall and Mark A. Smith, 2006 mentioned, Teaching experience influences the planning, instruction, and reflection practices of teachers. Furthermore, experience adds to a teacher' knowledge base and ability to aid student learning. Planning, whether mental, written, or a mixture of both significantly influence what learning occurs in the classroom. While the acts of planning and reflection prepare teachers for the multidimensional complexities of teaching, many in-class decisions are made without time to thoroughly reflect or plan. Additionally, for many teachers, the bell signaling the end of the class period does not signify the end of the cognitive process. Through reflection, teachers often evaluate the lesson and the teaching day, in general, seeking ways to improve or modify instructional practices and student understanding holistically. Their aim is to better facilitate student learning in future lessons—interestingly, a goal of planning.

Conceptual framework as shown in figure 3 was developed based on Ball (2011) and used to answer the research questions of this study. Table 3 describes the components of framework.

2.7 Conceptual Framework

In order to meet the objectives of this research, a conceptual framework was developed based on the ideas of Ball et al. (2008) and Hill et al. (2007). This framework would enable to explore the elementary teachers' knowledge about lesson Plan and how much they used their knowledge in preparing and using Lesson Plan. It will also enable to analyze effective ways of using lesson plan recognized as easily accessible by Bangladeshi primary School teachers.

Therefore, three components: knowledge of content and students, knowledge of content and curriculum, and knowledge of content and teaching were considered from PCK for present study.

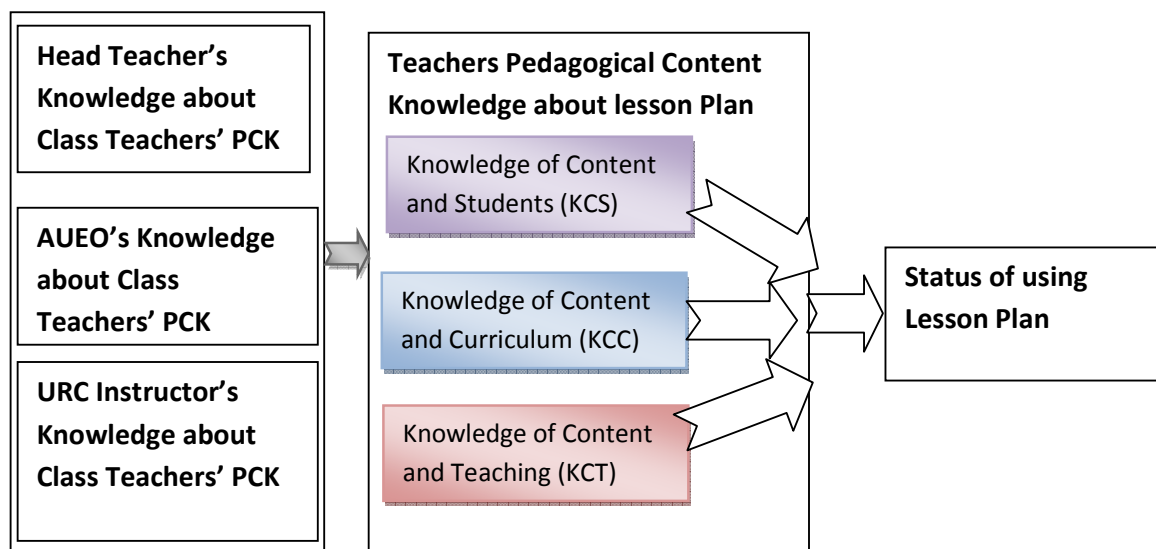


Figure 4: Conceptual Framework

Table 2 : Modified framework for analyzing PCK (based on ideas of Chick, Baker, Pham & Cheng, 2006).

PCK category for preparing and using lesson plan		Evidence
Knowledge of Content and Students (KCS)	<ul style="list-style-type: none"> -How much students know about a specific content -Knowledge of Students ability -Knowledge of students thinking 	<ul style="list-style-type: none"> -To consider students previous knowledge and students ability in order to prepare lesson plan -Incorporate students thinking scope in the lesson plan
Knowledge of Content and Curriculum (KCC)	-Knowledge of curriculum and text	- Use competencies/outcomes from the intended curriculum and setting appropriate activities in the lesson plan in order to meet them.
Knowledge of Content and Teaching (KCT)	-Knowledge of teaching strategies and approaches	Use appropriate strategies or approaches in the lesson plan for teaching a specific content.

CHAPTER THREE

METHODOLOGY

This chapter addresses research locale and participants, research instruments survey procedure and data analysis procedure of the study. A mixed method approach (Qualitative and quantitative) was adopted to conduct this study. But most of the data were collected for this study through open-ended questionnaires, lesson observations, document analysis. They are selected through purposive sampling technique from the Government Primary Schools of different districts of Bangladesh (which are mentioned in the 3.1)

3.1 Research Locale, Respondents and Tools

Table 3.1: Research Locale, Participants and Tools:

Areas	Participants				Tools	lesson Observation	tool	Documents (related with lesson plan)	tool
Division (8)									
Districts (1 district in each division)									
2 Upazilas in each district	Urc Instructor (related Upazila)				Questionnaire				
2 Schools in each Upazila (1-Urban& 2- Rural)		AUEO (related Cluster)	HT(related School)	AT (four in each School) (Related schools)	Questionnaire	1 lesson in each school	Observation check list	All schools	Check list

3.1 Research Locale

According to the above table the sample survey covered the selected 32 GPS from 8 administrative divisions of Bangladesh. It is decided that a form of purposive sampling has been used in selecting districts, upazilas and schools nationwide from all eight divisions taking into consideration cultural, geographical and socio economic variation.

3.2: Tools for Data Collection

According to the above table the following tools have been used to collect data from different categories of respondents through field visits:

- i) Classroom observation checklist
- ii) Interview questionnaire for Assistant Teachers (4 teachers in each schools) of the selected school
- iii) Interview questionnaire for HT of the selected school
- iv) Interview questionnaire for AUEO of the related cluster of the two selected schools
- v) Interview questionnaire for URC Instructor of the selected upazila
- vi) Document analysis checklist

3.4: The Categories of Respondents

The stakeholders are the right population who can give the correct information about preparing and using lesson plan in the classroom. So for questionnaire survey, the following categories of respondents have been selected purposively as sources of data.

- a. 4 Assistant teachers in each school
- b. Head Teachers (HT) in each school.
- c. AUEO of the related cluster of the two selected schools
- d. URC Instructor of the selected Upazila

3.5: Validity of the tools and data collection procedures

Before administering, the study teams drafted tools based on the objectives which were

used in the study of “Impact of Using lesson Plan at Primary Level in Bangladesh”. The study team presented the draft tools in front of all faculty members at NAPE and finalized it in accordance with their feedback.

All the primary and secondary data have been collected from the field through the use of interview questionnaires, observation checklist and document analysis. For this purpose, the NAPE research team visited all the sample schools and uapzilas in accordance with the mentioned table (tabe-3). Each research team consisted of 2 members and they stayed 5 days in the upazila for collecting data carefully.

3.4 Data Analysis Procedure

At first researchers collected data in the SPSS templates. After cleaning the data researchers prepared tables and graphs by using SPSS software one by one according to the demands of the objectives of the research. Researchers also interpreted the tables and graphs and checked them very carefully. In some cases data were also interpreted without using SPSS due to the demands of meeting the objectives of the research. On the other hand, to find out teachers' knowledge regarding lesson plan, the degree of using lesson plan at the primary classrooms and to analyze effective ways of using lesson plan by Bangladeshi primary school teachers were summarized based on cross case thematic analysis method developed by Miles and Huberman (1994) using the responses in the questionnaire of assistant teachers, head teachers, AUEs and URC Instructors

This is a very thorough, explicit and systematic method for deciding on the ordering of cases, in which the analysis needs to order the cases according to how much change had occurred in users. To order the cases the analyst began with a rough estimated ordering, entered the data in each case and re-arranged the rows (and sometimes columns) until the systematic ordered shown appeared. In order to develop the categories, the responses were summarized and checked, to develop profile of teachers' knowledge regarding lesson plan. They were categorized into what materials they used for preparing lesson plan, how they developed lesson plan and what necessary things they considered for preparing lesson plan and from whom they get help in preparing and using lesson plan.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction:

Several types of tools were used in this study for collecting pertinent information. All the tools were brought under coding for analyzing the data properly and showing the relationship of information provided by different respondents. The data were analyzed through SPSS in the light of three objectives of the study. For this reason data are presented here according to the objectives of the research. The validity of the information was ensured through triangulation with all the relevant information from different tools. Different types of table and diagram were used to make the information clear to the readers of the study. The information under different headlines are presented below according to the sequence.

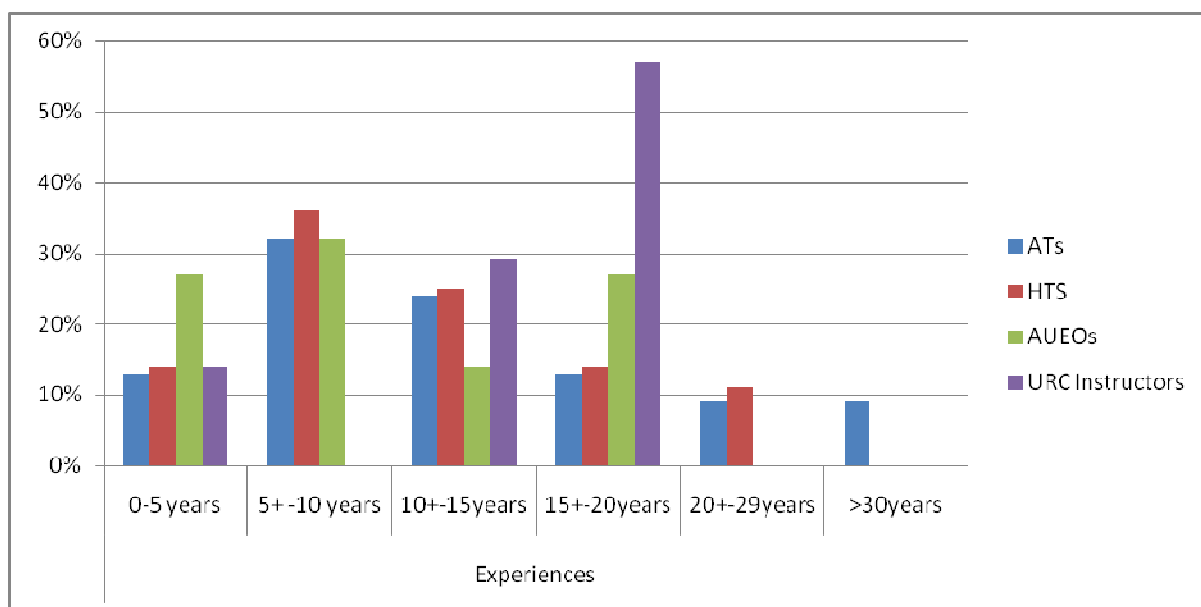
Table 4.1: Percentage of male and female Assistant Teachers, Head Teachers, AUEOs and URC Instructors under the study areas

Male (%)				Female (%)			
ATs	HTs	AUEOs	URC Instructors	ATs	HTs	AUEOs	URC Instructors
17	39	73	71	83	61	27	29

It is evident that 17% male and 83% female assistant teachers, 39% male and 61% female head teachers, 73% male and 27% female AUEOs and 71% male and 29 % female URC instructors were the respondents of this research.

Table 4. 2: The experiences of the respondents:

Respondent	Experiences					
	0-5 years	5 ⁺ -10 years	10 ⁺ - 15years	15 ⁺ - 20years	20 ⁺ - 29years	>30years
ATs	13%	32%	24%	13%	9%	9%
HTS	14%	36%	25%	14%	11	0%
AUEOs	27%	32%	14%	27%	0%	0%
URC Instructors	14%	0%	29%	57%	0%	0%



Graph 1: The experiences of the respondents

It is revealed that 32% teachers have 5⁺-10 years experience and 24% and 13% have 15⁺-20 years whereas 13% and 18% teachers have 0-5 years and greater than 20 years teaching experience. The above table and graph show that 36% HTs have 5⁺-10 years experiences and 14%, 25%, 14% and 11% HTs have 0-5 years, 10⁺-15years, 15⁺-20years and 20⁺-29 years experience. As a respondent of AUEOs, from the above table it is found that 32% have 5⁺-10 years and 27%, 14% and 27% have 0-5 years, 10⁺-15years and 15⁺-20years experiences. It is also found that 57% URC Instructors have 15⁺-20 years and 14% and 29% have 0-5 years and 10⁺-15 years experiences.

Table 4.3: The experiences of the other respondents as AT and HT:

Respondent	Experiences						Remarks
	As an ATs (%)			As a HT(%)			
years	0-5	5 ⁺ -10	10 ⁺	0-5	5 ⁺ -10	10 ⁺ -15	
HTs	71%	7%	22%				
AUEOs	27%	9%	9%	36%	5%	5%	
URC Instructors	14%	0%	0%	7%	0%	0%	7% as high school teachers

It is found from the above table that 71% HTs have 0-5 years, 7% have 5⁺-10 years and 22% have more than 10 years experience as a assistant teacher. The above table shows that 27% AUEOs have 0-5 years, 9% have 5⁺-10 years and 9% have more than 10 years experience as an assistant teacher. It also found that 36% AUEOs have 0-5 years, 5% have 5⁺-10years and 5% have 10⁺-15 years experience as a HT. It is revealed that 14% URC Instructors have 0-5 years experience as an assistant teacher and 7% have experiences as a HT.

Table 4.4: The highest educational degree that the respondents have achieved

Respondents	Qualification				
	SSC	HSC	BA/B.Sc	Honours	MA/M.Sc
ATs	5%	16%	36%	14%	29%
HTs			35%	4%	61%
AUEOs					100%
URC Instructors					100%

It is evident that 36% and 29% assistant teachers have BA/BSC and MA/MSC degree respectively. 16% and only 14% teachers have HSC and Honours degree respectively. From the above table it shows that most of the head teachers (61%) have masters' degree while 35% have graduation and 4% have honors degree. It also shows that all of the AUEOs and URC Instructors have masters' or equivalent degree.

Table 4.5.1: Long term training of the respondents

Respondent	Long term training					C-In-Ed and Bed (both)
	C-in-Ed (%)	DPEd (%)	B.Ed (%)	M.Ed (%)	Not mentioned (%)	
ATs	82	2	7	1	8	
HTs	79	4	11		6	
AUEOs	14		18	14		9
URC Instructors			57	21	22	

It is revealed that 82% teachers have C-in-Ed, 2% have DPED training, and 7% have B.Ed and 1 % teachers have M.Ed and 8% teachers did not mention. It is found from the table that 79% Head Teachers have Certificate in Education. On the other hand, 11% have B.Ed degree and 6% didn't mention. From the above table, it is shown that 18% AUEOs have B.Ed degree and 14% have C-in-Ed and 14% have M.Ed degree whereas 9% have both C-in-Ed and B.Ed degree. It is also found from the above table 57% URC Instructors have B.Ed degree and 21% have M. Ed degree.

Table 4.5.2: Basic/foundation training

Respondent	Long term training	
	Basic course	Foundation
AUEOs	14%	0
URC Instructors	0	36%

It is revealed that only 14% AUEOs have basic training and 36% URC Instructors have foundation training among the respondent groups.

Table 4.6.1: Short term training for assistant teachers

Respondent	Short Course Training (Subject-based/MWTL/Others in %						
	Bangla	English	Mathematics	BGS	Primary Science	MWTL	Others(ICT, Arts & Craft)
ATs	22	58	58	20	22	7	63

It is evident that more than half of the teachers (58%) have short training on mathematics and English. Around 20% teachers have short training on Bangla, BGS and primary science. 63% teachers have other training like ICT, Arts & craft, etc.

Table 4.6.2: Short term training for HTs, AUEOs and URC Instructor

Name of the training	HT (%)	AUEO(%)	URC Instructor (%)
Subject-based	63	43	57
Leadership	78	64	79
Marker	21	64	36

ECL	14	57	43
Pre-Primary	0	50	86
Curriculum dissemination	33	50	14
MWTL	7	21	14
Inclusive	19	43	0
TSN	19	36	0
ICT	21	5	36
Need-based Sub-cluster	28	18	21
Professional Development	7	14	43
ACS	11	9	14
SLIP	0	71	7

It is evident that most of HTs have leadership training and more than half (63%) of them have subject-based training. More than half of the AUEOs have, leadership, marker, ECL, pre-primary and curriculum dissemination training and most of the URC instructor have pre-primary and leadership training and around half of them have subject-based, ECL and professional development training.

Table 4.7: Availability and use of Teaching-learning Materials in the School

Teaching Learning Materials	The school has	The school doesn't have	Not mentioned	Material used by teachers	Material does used by teachers	Not mentioned
Text Book	100	0	0	88	2	10
Shikhak Sohayeka	73	13	14	70	2	18
Teachers' Edition	78	8	14	61	13	26
Shikhak	70	13	17	69	14	27

Nirdeshika						
Essential Learning Continua	70	7	23	61	7	32
Teaching Package	43	21	36	35	23	42
Question Booklet	41	23	36	30	26	44

It is evident that all schools have text books and $\geq 70\%$ school has Shikhak Sohayeka Teachers' Edition, Shikhak Nirdeshika and Essential Learning continua. On the other hand 43% and 41% teachers said that there are teaching package and question booklet in their schools.

Most teachers (88%) use text books in their teaching. It is also revealed that more than 60% teachers use Shikhak Sohayekas, Shikhak Nirdeshika, and Essential Learning Continua in their classroom teaching.

Table 4.8.1: How do teachers use teaching-learning materials?

Sl.	Name of the teaching-learning materials	During teaching	Developing lesson planning	For assessing	For preparing and developing teaching aids
		AT	AT	AT	AT
1	Text book	100	80	59	58
2	Shikhak Sohayeka	46	73	31	34
3	Teachers' Edition	50	77	32	28
4	Shikhak Nirdeshika	60	40	53	26
5	Teaching Package	15	38	9	9
6	Questions booklet	6	0	33	0

It is evident from the table 7 that all assistant teachers use text books during teaching whereas nearly half of the teachers (46%) use Shikhak Sohayeka and 50% teachers use teachers' edition, 60% teachers use Shikhak Nirdeshika and only 15% teachers use teaching package and 6% teachers use questions booklet during teaching.

It is also revealed from the above table that 80% teachers use text books for developing lesson plan while most teachers ($\geq 73\%$) use Shikhak sohayeka and teachers' edition and 40% teachers use Shikhak Nirdeshika and only 38% teachers use teaching package for developing lesson plan.

It is also opined that more than half of the teachers (59%, 53%) use text books and Shikhak Nirdeshika for assessing students' learning and around 30% teachers use Shikhak Sohayeka, teachers' editions question booklet for assessing students' learning.

It is found that 58% teachers use text books to prepare and develop teaching aids while 34%, 28% and 26% teachers use Shikhak Sohayeka, Teachers' Edition, Shikhak Nirdeshika respectively for this purposes and only 9% teachers' use teaching package for preparing and developing teaching aids.

Table 4.8.2: How are the teaching learning materials used?

Sl.	Name of the teaching-learning materials	During teaching			Developing lesson planning			For assessing			Have but not used		
		HT	AUE O	URC Ins	HT	AUE O	URC Ins	HT	AUE O	URC Ins	HT	AUE O	URC Ins
1	Text book	86	91	86	89	86	100	82	73	71	00	05	14
2	Shikhak Sohayeka	25	55	57	54	73	50	29	36	07	07	05	07
3	Teachers' Edition	43	55	29	68	68	57	25	27	14	04	05	07
4	Shikhak Nirdeshika	32	50	87	57	59	50	43	27	07	04	00	00
5	ELC	21	23	21	61	68	43	21	27	07	04	09	21
5	Teaching Package	14	32	07	46	36	14	18	18	00	04	18	43
6	Questions booklet	11	18	14	36	27	07	18	55	07	07	14	36

According to the response from HTs it is revealed from the above table that most teachers ($\geq 80\%$) use text books for lesson planning, teaching in the class, assessing students' learning and making materials and using them. 68% teachers use teachers' edition for lesson planning. 25%, 54% and 29% teachers use Shikhak Sohayeka for lesson planning, teaching in the class, assessing students' learning and making materials and using them respectively.

It is opined by the AUEOs that 86% teachers use textbooks for lesson planning, 91% teachers use in teaching and 73% in assessing students' learning and 5% teachers doesn't textbooks in any of these activities. 73% , 55% and 36% teachers use Shikhak Sohayeka in lesson planning, teaching in the class and assessing respectively. 68%, 55% and 27% teachers use teachers' edition in lesson planning, teaching and assessing students learning respectively. 59% , 50% and 27% teachers use Shikhak Nirdeshika in lesson planning, teaching in the class and assessing respectively. In the case of using Essential Learning Continua, 68%, 23% and 27% teachers use that material in lesson planning, teaching and assessing while 9% teachers doesn't use that. In case of science and math teaching package, only 36%, 32% and 18% teachers use that material in lesson planning, teaching and assessing while 18% teachers doesn't use that at all. 27%, 18% and 55% teachers use question booklet in lesson planning, teaching and assessing and 14% teachers doesn't use it at all.

It is opined by the instructors that all teachers use textbooks for lesson planning, 86% teachers use in teaching and 71% in assessing students' learning and 14% teachers don't use textbooks in any of these activities. The same percentage of teachers (50% , 57% and 7%) use Shikhak Sohayeka and Shikkak Nirdeshika in lesson planning and teaching in the class and assessing respectively. 57%, 29% and 14% teachers use teachers' edition in lesson planning, teaching and assessing students learning respectively. In case of using Essential Learning Continua, 43%, 21% and 7% teachers use that material in lesson planning, teaching and assessing while 14% teachers don't use that. In the case of science and math teaching package, only 14% and 7% teachers use that material in lesson planning and teaching while 43% teachers don't use that at all. 7% teachers use question booklets in lesson planning and assessing, 14% teachers use it in teaching and 36% teachers don't use it at all.

Table 4.9: Do the teachers conduct teaching-learning according to lesson planning regularly?

Respondent	Using Lesson Plan		
	Yes (%)	No(%)	Not Mentioned (%)
AT	86	5	9
HT	93	07	00
AUEO	59	27	14
URC Instructor	14	86	00

It is found from the above table that 86% teachers use lesson plan regularly while conducting classes. According to the above table it is revealed that 93% HTs mentioned teachers use lesson plans regularly. Only 59% AUEOs and 14% URC instructors cited that teachers use lesson plans regularly in their classroom teaching.

Table 4.10 a): How do teacher develop lesson plan?

According to learning outcomes by teachers themselves	With the help of colleagues	With the help of head teacher & colleagues	With the help of teachers' edition/teaching package	Using all mentioned	Not mentioned
% of teachers	% of teachers	% of teachers	% of teachers	% of teachers	% of teachers
9	3	25	20	41	2

It is found from the above table that 41% teachers develop lesson plans with the assistance from colleagues and Teachers' edition and Teaching package. On the other hand, it is found that 25% and 20% teachers develop lesson plans with the help of colleagues and head teachers and only following the instruction given in the teachers' edition/teaching package respectively.

Table 4.10 b): How did the academic supervisors advise to improve the developed lesson plan?

Respondent	Teacher him/herself according to learning outcomes	On the basis of learning outcomes with the help of colleagues	On the basis of learning outcomes with the help of Head teacher & colleagues
HT	36	57	61
AUEO	50	73	14
URC Instructor	14	36	29

It is revealed from the table that 61%, 57% and 36% HTs advised to improve the developed lesson plan on the basis of learning outcomes with the help of HT and colleagues, only with the help of colleagues, and teacher him/herself respectively.

From the responses of AUEOs it is found that 50% and 73% AUEOs advised teachers to improve their lesson plans by themselves, and with the help of colleagues on the basis of learning outcomes respectively. Only 14% teachers improve their lesson plan with the help of Head teachers and colleagues.

It is also found that 36% and 29% URC instructors advised teachers to improve their lesson plans on the basis of learning outcomes with the help of colleagues and on the basis of learning outcomes with the help of Head teacher & colleagues respectively. Only 14% teachers improve their lesson plan by themselves according to learning outcomes.

Table 4.10 c): If the teachers do not develop lesson plan, what is done by the supervisors?

Activity	Respondent			
	AUEO		URC Instructor	
	Yes (%)	No (%)	Yes (%)	No (%)
Ask why the teacher didn't develop LP?	64	36	57	43
After the reasons, advise to plan lesson	68	32	79	21
Encourage to use LP	68	32	64	36

It is found from the above table that 68% AUEOs advised to plan lesson after finding the reason and the same percentage of AUEOs encouraged teachers to use lesson plan regularly in teaching. 68% instructors wanted to know the reason for not planning lessons on a regular basis. More than 30% AUEOs didn't mention regarding these questions.

It is found from the above table that 79% URC instructors advised teachers to plan lesson after finding the reason, 64% instructors encouraged teachers to use lesson plan regularly in teaching and 57% instructors wanted to know the reason for not planning lessons on a regular basis.

Table 4.11 a): Information using lesson plan about the conducted classes in the last week?

All classes were taken using lesson plan	More than 75% classes were taken using lesson plan	50-75% classes were taken using lesson plan	25-49% classes were taken using lesson plan	Less than 25% classes were taken using lesson plan	not used lesson plan at all	Not mentioned
72% teacher	6% Teacher	10% teachers	1% teacher	3% teachers	5% teachers	3% teachers

It is revealed that 72% teachers used lesson plan last week in their teaching in the classroom.

Table 4.11 b): Assistant Teachers opinion about observed class teachers' teaching by HT/AUEO/URC regularly

	Yes(%)	No(%)	Not mentioned (%)
Class observed by head teachers/ AUEOs/ URCIs	41	40	19

It is evident that 41% and 40 % teachers gave their opinions affirmatively and negatively respectively on the issue of observing their class in the last week by the academic supervisors and 19% teacher didn't pass their opinions regarding this issue.

Table 4.11 c): Percentage of observed class teachers' teaching by HT/AUEO/URC regularly

Class observed	Yes(%)	No(%)	Not mentioned (%)
HT	78	4	18
AUEO	68	32	00
URC Instructor	57	43	00

78% Head Teachers opined that they observed their class teachers teaching last week while 18% didn't mention.

It is found from the table that 68% AUEOs and 57% URC Instructors visited classes in the last week while 32% and 43 didn't.

Table 4.12 a): Areas of providing suggestions for the lesson plan or lesson to develop

	Yes (%)	No (%)	Not mentioned (%)
% of teacher	42	5	53

It is found from the above table that 42% teachers said that the observers gave advice for improving the lesson plan while only 5% answered in the negative and 53 percent teachers didn't give their opinions regarding this issue.

Table 4.12 b): Percentage of written suggestions from academic supervisors

	Yes (%)	No (%)	Not mentioned (%)
% of teacher	35	20	45

It is found from the above table that 35% teachers said that the observers gave advice in written form while only 20% answered in the negative and 45 percent teachers didn't give their opinions regarding this issue.

Table 4.13 a): What were the suggestions?

Suggestions/advice	Percentage
To provide extra care to weaker students	40
To try to achieve learning outcomes by learners	40
To use attractive teaching aids	33

To give equal emphasis to all learners	33
To ensure 100% attendance	20
To give more tasks for mixed group	20
To be more cordial	20
To use real objects	13
To use more English in the class	13
To take test on each week's lesson	13
To maintain classroom discipline	7
To divide time of the lesson	7
To ensure everyone's reading ability	7

It is found from the table that 40% teachers were advised to provide extra care to the weaker students and try to achieve learning outcomes by the learners. 33% supervisors advised the teachers to use attractive teaching aids and give equal emphasis to all learners. 20% supervisors suggested ensuring 100% attendance; giving more tasks for mixed group and being more cordial in teaching. 13% teachers were advised to use real objects in teaching, use more English in the English class and take test on each week's lessons. Only 7% supervisors advised the teachers to maintain classroom discipline, divide time of the lesson for moving forward and ensure everyone's reading ability.

Table 4.13 b): Percentage of Head Teachers advise to the class teachers

Advised	Yes(%)	No(%)	Not mentioned (%)
Ways of using Lesson Plan in teaching	79	0	21

It is revealed from the above table that 79% Head Teachers advised the teachers on the observed class and 21% didn't mention.

Table 4.13 c): Head Teachers' advice for improving and using lesson planning

Sl	Advice	% of teachers
1	use attractive materials	50
2	Give more emphasis towards slow learners	29
3	Use Pair and group work Techniques	18
4	Assess according to learning outcomes	18
5	Manage Time properly	14
6	Present the lesson easily & joyfully	11
7	Ask students to work on board	7
8	Engage learners to achieve learning outcomes of slow learners	7
9	Make digital content	7
10	Ask competency-based questions	7
11	Increase subject-based knowledge	4

It is found from the above table that 50% teachers advised teachers to use attractive teaching materials. 29% and 18% Head teachers advised teachers to give more emphasis towards slow learners, using pair and group work and assessing students learning according to lessons' learning outcomes.

Table 4.14 a): If the answer is yes or no: Observed teaching activities

Classes observed	No. of class observed	Had lesson plan		Did you advise to improve LP?		Did you advise in written form?	
		Yes(%)	No(%)	Yes(%)	No(%)	Yes(%)	No(%)
Class 1	4	75	25	100	0	0	33
Class 2	3	67	33	100	0	100	
Class 3	6	100	0	83	17	83	17
Class 4	4	50	50	75	25	100	0
Class 5	8	50	50	88	12	88	12

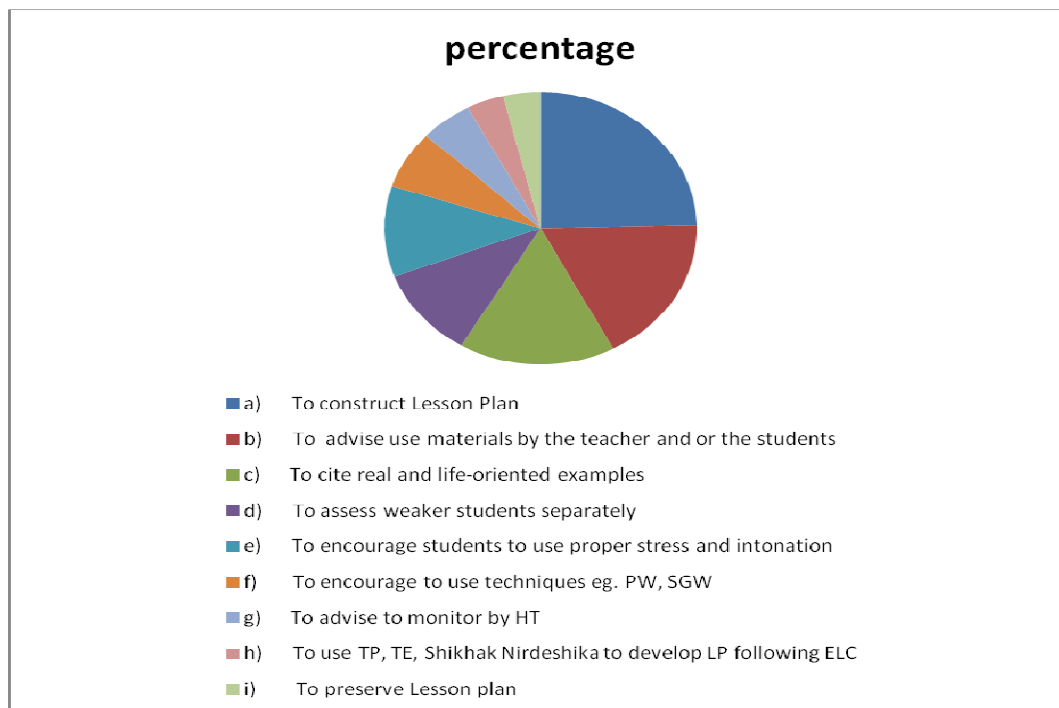
It is found from the table that 75% teachers of class I had lesson plan and the AUEOs advised all of them while 67% teachers of class II had lesson plan and the AUEOs advised them in written form to develop the used lesson plan.

All teachers of class III had lesson plan and 83% of them were advised to improve the lesson plan in written form for developing it.

50% of class IV and V teachers had lesson plans for teaching in the last week and most of them (100%, 88%) were advised in written form to improve their developed lesson plan.

Table 4.14 b): What sorts of advice did Supervisors give?

Area of advice	percentage
a) To construct Lesson Plan	32%
b) To advise use materials by the teacher and or the students	23%
c) To cite real and life-oriented examples	21%
d) To assess weaker students separately	14%
e) To encourage students to use proper stress and intonation	14%
f) To encourage to use techniques eg. PW, SGW	9%
g) To advise to monitor by HT	7%
h) To use TP, TE, Shikhak Nirdeshika to develop LP following ELC	5%
i) To preserve Lesson plan	5%



Graph 2: Percentage of advice from supervisors for improving LP

32% and 23% AUEOs opined that they advised to construct lesson plan and use materials of the teachers and or the students respectively. 21% AUEOs advised teachers to cite real and life-oriented examples during teaching. 14% AUEOs advised teachers to assess weaker students separately and encourage students to use proper stress and intonation in English subject teaching. Less than 10% AUEOs advised teachers to use pair work, small group work, use teachers' edition, teaching packages etc for constructing lesson plan, preserve lesson plan for further use and to monitor by head teachers.

Table 4.14 c): If the answer is yes or no, did the HT/AUEO/URC instructors advise and how?

Classes observed	No. of class observed	Had lesson plan		Did you advise to improve LP?		Did you advise in written form?	
		Yes	no	Yes	No	Yes	no
Class 1	2	0	100	0	100	0	100
Class 2	2	50	50	50	50	50	50
Class 3	6	83	17	83	17	50	50
Class 4	5	20	80	20	0	0	20
Class 5	7	29	71	29	0	29	0
Total	22	46	54	38	8	17	27

It is found from the table that all the teachers of class I didn't have lesson plan and the URC instructors didn't advise while 50% teachers of class II had lesson plan and the URC instructors advised them in written form to develop the used lesson plan.

83% of class III teachers had lesson plan and they were advised to improve the lesson plan by the observed instructors, but only 50% URC instructors wrote their advice for developing the lesson plan.

80% of class IV teachers didn't have lesson for teaching in the last week and only 20% teachers had. These 20% teachers were advised in written form to improve their developed lesson plan.

71% of class V teachers didn't have and use lesson plan while only 29% teachers of class V had and used lesson plan and the entire 29% teacher were advised in written form to improve the developed lesson plan.

Only 46% teachers used their developed lesson plan in teaching last week and 54% didn't have any lesson plan. Only 38% URC instructors advised the teachers to improve their developed lesson plan and only 17% instructors advised in written form.

Table 4.14 d): Advice for developing and using LP by academic supervisors

- a. To construct lesson plan-70%
- b. To use teaching package, teachers' editions, Shikhak Nirdeshika to develop LP following essential learning continua-70%.
- c. To advise to approve by head teachers -70%
- d. To incorporate Class room language in developing lesson plan -70%
- e. To include listening and speaking activities in English lesson plan-70%
- f. To show adjunct letter by separating each in Bangla -30%
- g. To include assessment questions assessing learning outcomes-30%
- h. To use domain-based questions-30%
- i. To mention the lesson related learning outcomes in lesson plan-20%
- j. To provide opportunity for doing science task-20%

Most HTs (70%) advised class teachers to construct lesson plan, use teaching package, teachers' editions, Shikhak Nirdeshika to develop lesson plan following essential learning continua, to approve the lesson plan by head teachers, incorporate class room language in developing lesson plan and also include listening and speaking activities in lesson plan in the case of English topics.

Only 30% URC instructors advised to show adjunct letter by separating each in Bangla, include assessment questions assessing learning outcomes, use domain based questions and mention the lesson related learning outcomes in their constructed lesson plan and provide opportunity for doing science task.

Table 4.15 a): Which structure was used to develop lesson plan?

Respondent	On the basis of base-line survey results (%)	Following the lesson plan given in the JICA teaching package (%)	According to Lesson plan given in teachers' edition (%)	Others
AT	15	2	45	38
HT	64	21	75	7
AUEO	32	27	73	0
URC Instructor	36	21	57	14

It is evident that most teachers (45%) use teachers' edition to develop their lesson plan and 15 % teachers use base line survey results and another 38% teachers mentioned other different techniques.

It is revealed according to the responses of HTS that 75% teachers develop lesson plan using teachers' edition and 64% teachers construct lesson plan by identifying students' level through base line survey.

It is revealed from the responses of AUEOs that 73% teachers use Teachers' edition, 32% use base line survey result, and 27% teachers use teaching package for constructing lesson plan.

It is revealed from the responses of URC instructors that 57% teachers use Teachers' edition, 36% teachers use base line survey result, 21% teachers use teaching package and 14% teachers use other materials for constructing lesson plan.

Table 4.15 b): Ratio of getting support from teacher's Colleagues, Head Teachers , AUEOs and URC Instructors in developing a lesson plan

Sl	From whom get help/support/ inspiration	Frequency co-operation				
		Often	Sometimes (%)	Seldom(%)	Never (%)	Not mentioned
1	Colleagues (teachers)	55	38	3	2	2
2	Head teacher	56	34	6	2	2
3	AUEOs	14	44	22	4	17
4	URC Instructors	12	37	28	3	20

From the above table it is revealed that more than 50% head teachers and colleagues cooperate often to develop lesson plan. On the other hand, more than 35% colleagues, head teachers, AUEOs, URC instructors cooperate in developing a lesson plan. Around 12% AUEOs and URCs instructors help teachers often regarding this aspect.

Table 4.15 c): Ratio of providing support by teacher's Colleagues, Head Teachers, AUEOs and URC Instructors in developing a lesson plan

Sl	Supportive personnel	Never			Seldom			Sometimes			Often		
		HT	AUEO	URC Ins	HT	AUEO	URC Ins	HT	AUEO	URC Ins	HT	AUEO	URC Ins
1	Colleagues(Class teachers)	0	9	7	0	14	7	32	36	43	39	41	36
2	From Head teachers	0	0	0	0	9	14	36	41	57	46	45	21
3	From AUEOs	4	0	7	14	9	14	61	45	50	18	45	7
4	From URC instructors	0	9	0	25	18	0	39	50	57	7	23	21

According to the above table it is found that 61% teachers get help from AUEOs and 18% teachers get help from the HTs in lesson planning. It is revealed according to the response of AUEOs that 41% teachers get support from colleagues often while 45% teachers get support from head teachers and AUEOs and only 23% from instructors for constructing lesson plan. It is also revealed from the answer of URC Instructors, 57% teachers use Teachers' edition, 36% teachers use base line survey result, 21% teachers use teaching package and 14% teachers use other materials for constructing lesson plan.

Table 4.16 a): Responses of Assistant Teachers about constraints in developing and using lesson plan.

Areas of constrains	Degree of constrains(less to most)			
	1	2	3	4
Lack of enough Subject Knowledge	22	19	10	24
Lack of clear conception about LP	27	12	20	25
Lack of time for developing LP	8	34	22	15
Engagement in other than teaching activities	10	31	22	15
Lack of necessary teaching learning materials	14	31	19	15
Lack of co-operation from colleagues	17	31	14	22
Lack of concrete knowledge about students	15	27	20	15
Lack of enough facilities in the classroom	15	27	20	32

Table 4.16 b): Responses of HTs, AUEOs and URC Instructors about constraints in developing and using lesson plan by ATs

Areas of constraints	Degree of constraints(less to most)											
	HT	AUEO	URC Ins.	HT	AUEO	URC Ins.	HT	AUE O	URC Ins.	HT	AUE O	URC Ins.
	1			2			3			4		
Lack of enough Subject Knowledge	18	18	14	7	14	29	25	41	14	57	28	43
Lack of clear conception about LP	11	5	7	14	32	36	21	41	29	54	23	28
Lack of time for developing LP	7	23	21	25	14	21	43	50	36	25	14	21
Engagement in other than teaching activities	14	5	21	11	41	36	57	36	29	29	18	42
Lack of necessary teaching learning materials	14	18	7	11	32	21	46	32	29	36	18	42
Lack of co-operation from colleagues	25	5	29	7	27	14	11	23	29	54	45	28
Lack of concrete knowledge about students	25	14	14	11	27	14	0	14	14	50	45	57
Lack of enough facilities in the classroom	18	9	14	18	27	14	29	59	43	29	0	28

It is revealed from the responses of HT's that half of the teachers (57%) have no constraints regarding subject knowledge, clear conception about LP, co-operation from colleagues and

concrete knowledge about students in developing and using LP. Some of the teachers have some constraints regarding engagement in other than teaching activities, necessary teaching learning materials, concrete knowledge about students and enough facilities in the classroom.

It is revealed from the responses of AUEOs and URC Instructors that some of the teachers (45% and 45%) have no constraint regarding co-operation from colleagues, concrete knowledge about students in developing and using lesson plan. According to the responses of AUEO, half of the ATs have some constraints regarding enough Subject Knowledge, time for developing LP, clear conception about LP and enough facilities in the classroom.

Table 4.17: What is the percentage of using lesson plan in teaching by teachers?

0-25%				26-50%				51-75%				76-100%				Not mentioned			
AT	HT	AUEO	URC Ins	AT	HT	AUEO	URC Ins	AT	HT	AUEO	URC Ins	AT	HT	AUEO	URC Ins	AT	HT	AUEO	URC Ins
6	4	23	57	9	14	23	29	62	25	36	14	22	57	5	0	1	0	14	0

It is found from the responses of ATs, that in using lesson plan in the classroom 62% teachers are in the range of 51-75% and 22% are in the range of 76% -100. It is revealed that 76-100% teachers use lesson plan which is opined by 57% Head Teachers.

23% AUEOs opined that up to 23% teachers and another 23% AUEOs mentioned that up to 50% teachers use lesson plan in teaching. 36% AUEOs opined that up to 75% teachers use lesson plan in teaching. 5 AUEOs opined that up to 100% teachers use lesson plan and 14% AUEOs did not respond regarding this question.

57% URC instructors opined that up to 25% teachers use lesson plan in teaching. 29% and 14% URC instructors opined that up to 50% and up to 75% teachers use lesson plan respectively in teaching.

Table 4.18: What are the causes for not using LP?

Causes for not constructing and using lesson plan	HT	AUEO	URC Instructor
	%	%	%
Lack of sincerity	14	41	21
Teachers posts remain vacant	21	41	57
Scarcity of time	33	36	14
Not interested in teaching	14	32	29
Back to back class	19	27	71
Involvement in other than class activities	21	21	7
Lack of accountability	4	7	7
Lack of strong academic supervision	4	7	5
Teaching materials	11	0	50

It is found from the above table that 41% AUEOs opined that teachers do not develop lesson plan for lack of their sincerity and due to vacant posts they also have to take extra class. 36% AUEOs opined that scarcity of time is the reason why couldn't teachers develop lesson plan while 32% mentioned that the teachers are not interested in teaching. 27% and 21% AUEOs opined not for developing lesson plan by teachers are back to back class and involving in other than class activities. Less than 7% AUEOs said lack of accountability and lack of strong academic supervision are the causes for not constructing lesson plan by the teachers.

It is found from the above table that 71% and 57% URC instructors opined that teachers do not develop lesson plan as they have to take back to back class and due to vacant posts they also have to take extra class. According to 50% URC instructors the other reason for not developing lesson plan is the teachers don't get teaching learning materials, for example, teachers' edition Shikhak Sohayeka etc in time. Moreover 29%, 21% and 14% URC instructors opined that teachers do not construct lesson plan because they are not interested in teaching following the methodology and for lack of sincerity and shortage of time. Only 7% and 5% URC instructors mentioned that the causes for

not developing lesson plan are lack of accountability, involvement in other than class activities and lack of strong academic supervision.

Table 4.19.1: What type of help do teachers want regarding developing and using lesson plan?

Sl	Areas of help	Percentage of teachers
1	Training on lesson planning	100
2	Reduce work load	87
3	Supply sufficient materials	100
4	Teacher- students ratio keep in 1:40	100
5	Reduce no. of class i.e not more than 3 classes a day	67
6	Provide two teachers in a class	33
7	Subject-based teacher recruitment	33

It is evident that all teachers need training on lesson planning and supply of sufficient materials and to keep the teacher students ratio 1:40. They also opined for reduction of work load and no. of classes.

Table 4.19.2: What type of support do teachers want in developing and using LP?

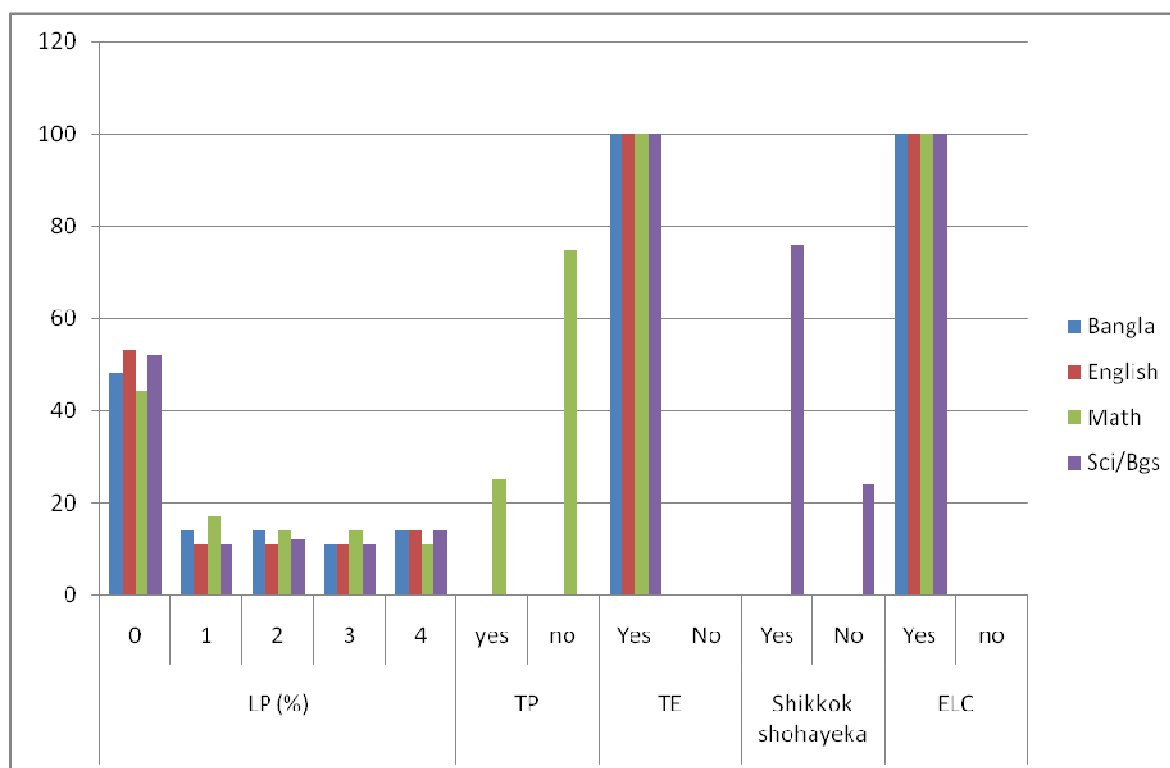
Area of support required	AUEO	URC Instructor
	%	%
Reduce back to back class	41	29
Supplying teaching learning materials timely	32	29
Co-operation from colleagues and head teachers	27	21
Training	18	29
Supply short lesson plan register centrally	5	7
Rewarding		7
Reduce other than classroom activities		7
Strong academic supervision		29

41% AUEOs mentioned that reducing back to back class is the key area of supporting teachers to encourage them to construct lesson plan on a regular basis. 32% AUEOs said that supplying teaching learning materials timely and 27% mentioned that mutual support is required for developing lesson plan. 18% AUEOs opined for arranging training regarding lesson planning as an area of support. Only 5 AUEOs mentioned supplying short lesson plan register as an other areas of support.

It is found from the above table that 71% and 57% URC instructors opined that teachers do not develop lesson plan as they have to take back to back class and due to vacant posts they also have to take extra class. According to 50% URC instructors the other reason for not developing lesson plan is that the teachers don't get teaching learning materials, for example, Teachers' Edition Shikkak Sohayeka etc in time. Moreover 29%, 21% and 14% URC instructors opined that teachers do not construct lesson plan because they are not interested in teaching following the methodology, and for lack of sincerity and shortage of time. Only 7% and 5% URC instructors mentioned that the causes for not developing lesson plan are lack of accountability, involvement in other than class activities and lack of strong academic supervision.

4.20 a) : Record keeping of LP and other supportive materials of grade-1 in the selected schools

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla	48	14	14	11	14	00	00	100	00	00	00	100	00
English	53	11	11	11	14	00	00	100	00	00	00	100	00
Math	44	17	14	14	11	25	75	100	00	00	00	100	00
Sci/Bgs	52	11	12	11	14	00	00	100	00	76	24	100	00



Graph 3: Record keeping of LP and other supportive materials in grade-1 in the selected schools

It is found from the above table that 48% schools in Bangla, 53% schools in English and 44% schools in math and 52% schools in science and BGS do not keep any LP. 14% schools in Bangla, 14% schools in English, 11% schools in math and 14% schools in Science and BGS keep lesson plan in the schools. 11%, 11%, 14% and 11% schools keep the entire LP in Bangla, English, math and science/BGS LP. 14%, 11%, 14% and 12% schools keep some Bangla, English, math and science and BGS LP. 14%, 11%, 17% and 11% schools keep very few LP of Bangla, English, math and science and BGS.

According to the above table Only 25% schools have class-1 TP, 100% schools have TE, and 100% schools have ELC. On the other hand 76% schools have Sikhak Shohayeka

Table 4.20. b): Record keeping and preserving LP and other supportive materials in grade-2 in the selected schools

	LP (%)					TP		TE		Sikhak shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla	44	17	15	13	11	00	00	100	00	00	00	100	00
English	56	11	14	11	08	00	00	100	00	00	00	100	00
Math	52	16	11	10	11	25	75	100	00	00	00	100	00
Sci/BGs	46	14	12	14	14	00	00	100	00	76	24	100	00

It is found from the above table that. 44% schools in Bangla, 56% schools in English and 52% schools in math and 46% schools in science/BGS do not keep any LP. 11% schools in Bangla, 08% schools in English, 11% schools in math and 14% schools in Science/BGS keep the entire LP in the schools 13%, 11%, 10% and 14% schools keep maximum of the LP in Bangla, English, math and science/BGS. 15%, 14%, 11% and 12% schools keep some Bangla, English, math and science and BGS LP. 17%, 11%, 16% and 14% schools keep very limited number of Bangla, English, math and science and BGS LP.

According to the above table Only 25% schools have class-2 TP, 100% schools have TE, 100% schools have ELC. On the other hand 76% schools have Shikkak Shohayeka

Table 4.20 c): Record keeping and preserving LP and other supportive materials in grade-3 in the selected schools

	LP (%)					TP		TE		Shikkak shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla	50	14	12	10	14	00	00	100	00	00	00	100	00
English	54	11	11	11	13	00	00	100	00	00	00	100	00
Math	48	17	11	13	11	20	80	100	00	00	00	100	00
Sci/Bgs	46	14	12	14	14	85	15	100	00	00	00	100	00

It is found from the above table that. 50% schools in Bangla, 54% schools in English and 48% schools in math and 46% schools in science/BGS not keeping any LP. 14% schools in Bangla, 13% schools in English, 11% schools in math and 14% schools in Science/BGS keep the entire LP in the schools 10%, 11%, 13% and 14% schools keep maximum of the LP in Bangla, English, math and science/BGS LP respectively. 12%, 11%, 11% and 12% schools keep some Bangla, English, math and science and BGS LP respectively. 14%, 11%, 17% and 14% schools keep very few number of Bangla, English, math and science and BGS LP respectively

According to the above table Only 20% schools have class-3 TP, 100% schools have TE, 100% schools have ELC.

Table 4.20 d): Record keeping and preserving LP and other supportive materials of grade-4 in the selected schools

	LP (%)					TP		TE		Shikkak shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla	42	14	14	16	14	00	00	100	00	00	00	100	00
English	48	16	11	11	14	00	00	100	00	00	00	100	00
Math	54	12	11	12	11	22	78	100	00	00	00	100	00
Sci/BGs	56	10	12	11	11	82	18	100	00	00	00	100	00

It is found from the above table that. 42% schools in Bangla, 48% schools in English and 54% schools in math and 56% schools in science/BGS do not keep any LP. 14% schools in Bangla, 14% schools in English, 11% schools in math and 11% schools in Science/BGS keep the entire LP in the schools 16%, 11%, 12% and 11% schools keep maximum of the LP in Bangla, English, math and science/BGS LP respectively. 14%, 11%, 11% and 12% schools keep some Bangla, English, math and science and BGS LP respectively. 14%, 16%, 12% and 10% schools keep very few LP of Bangla, English, math and science and BGS respectively.

According to the above table Only 22% schools have class-4 TP, 100% schools have TE, 100% schools have ELC.

Table 4.20 e): Record keeping and preserving LP and other supportive materials of grade-5 in the selected schools

	LP (%)					TP		TE		Shikkak shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla	48	14	14	11	14	00	00	100	00	00	00	100	00
English	53	11	11	11	14	00	00	100	00	00	00	100	00
Math	44	17	14	14	11	20	80	100	00	00	00	100	00
Sci/BGs	58	11	10	12	09	85	15	100	00	00	00	100	00

It is found from the above table that. 42% schools in Bangla, 53% schools in English and 44% schools in math and 58% schools in science/BGS do not keep any LP. 14% schools in Bangla, 14% schools in English, 11% schools in math and 09% schools in Science/BGS keep the entire LP in the schools 11%, 11%, 14% and 12% schools keep maximum of the LP in Bangla, English, math and science/BGS LP respectively. 14%, 11%, 14% and 10% schools keep some Bangla, English, math and science and BGS LP respectively. 14%, 11%, 17% and 11% schools keep very few LP of Bangla, English, math and science and BGS respectively

According to the above table Only 20% schools have class-5 TP, 100% schools have TE, 100% schools have ELC.

Table:4.21 Teacher performance about teaching learning in the classroom

Sl. no	Activities	Doing Nothing (%)	Showing little performance (%)	Showing good performance (%)	Showing excellent performance (%)
		0	1	2	3
1.	Creating safety environment and making the class ready for today's lesson through testing previous knowledge	9	47	34	9
2.	Maintain logical relation and	6	44	41	9

	coordination among learning outcomes, activities and allocated times				
3.	Teacher has clear knowledge about present content to relate students' real experience.	13	50	25	13
4.	Teacher's can answer any kinds of questions by students	6	47	38	9
5.	Teacher's techniques of using teaching aids are effective, attractive and visible.	6	44	44	6
6.	Teacher's techniques of using chalk board are effective and centered.	6	41	47	6
7.	Conduct activity-based learning	13	47	31	9
8.	Ensure every child's learning	16	44	34	6
9.	Maintain classroom role of seeking permission to ask and answer.	9	44	41	6
10.	Teacher's voice is audible	6	41	50	6
11.	Complete every activities within the allocated time logically	9	47	34	9
12.	Provide clear, concise and concrete instructions in every activity of the lesson	6	50	38	6
13.	Teacher's use different kinds of methods and techniques	6	53	34	6
14.	Ensure students active participation	13	47	28	13
15.	Teachers encourage every performance by student	9	50	31	9
16.	Teacher's showing smiling face and behaved friendly	9	47	38	6
17.	Teacher's evaluate student after every step and finally at the end of the lesson.	13	44	34	9
18.	Teacher summarizes the learning of the lesson and concludes by praising students.	9	50	34	6

It is revealed from the above table around 50% observed teachers' performance is very low and some of the teachers' performance is good and a very small number of teachers' performance is excellent in all activities.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

Findings:

The findings of the study which have been identified through analyzing the data are presented below:

1. Most respondent Assistant teachers and Head teachers are female and on the other hand most respondent AUEOs and URC Instructors are male.
2. Most ATs, HTs and AUEOs have more than 5 years of experience and most URC instructors have 15 years of experience.
3. Most HTs have less than 5 years of experience as an assistant teacher. Almost half of the respondent AUEOs have experience as an assistant teacher and half of them have experience as head teacher. A small number of URC instructors have experience as assistant teachers and a few numbers of them have experience as head teacher.
4. Most respondent Assistant Teachers have graduation and post graduation degree. Most Head Teachers have post graduation degree and all the respondent AUEOs and URC instructors have post graduation degree.
6. All respondent Assistant Teachers have C-in-Ed training.
7. Most respondent Head Teachers have C-in-Ed training and some of the respondent AUEOs and most respondent URC Instructors have B. Ed training and some of them have M. Ed training.
8. Some of the URC Instructors have Basic training and very of AUEOs have basic training
9. More than half of the teachers (58%) have short training on mathematics and around 20% teachers have short training on Bangla, BGS and primary science and more than half of the Assistant Teachers have other training like ICT, Arts & craft, etc.
10. Most respondent Head teachers have leadership training and more than half of them have subject-based training. More than half of the AUEOs have Subject-based, leadership, marker ECL, pre-primary and curriculum dissemination training and most of the URC instructor have pre-primary and leadership training and around half of them have subject-based, ECL and professional development training.
11. All schools have text books and $\geq 70\%$ schools have Shikhak Sohayeka Teachers' Edition, Shikhak Nirdeshika and Essential Learning continua. Most teachers (88%) use text books in their teaching and more than 60% teachers use Shikhak Sohayeka, Shikhak Nirdeshika, and Essential Learning Continua in their classroom teaching.
12. Most of the teachers use textbooks (Head Teachers and AUEO mentioned 86% and URC Instructors mentioned 100%) during teaching, lesson planning, assessing students' learning and making materials and using them.

13. Most of the teachers use Shikhak Sohayeka in lesson planning, teaching in the classroom as opined by HTs, AUEOs and URC Instructors and some of them use it in assessing students' learning.
14. Most of the teachers use teachers' edition in lesson planning and teaching in the classroom and some of them use assessing students learning as opined by HTs, AUEOs and URC Instructors.
15. Head Teachers and URC Instructors mentioned that more than half of the teachers use Shikhak Nirdeshika in lesson planning, teaching in the class and some of them use for assessing students' learning.
16. Most of the teachers use Essential Learning Continua in developing lesson plan as opined by Head teachers and AUEOs but URC Instructors opined that some of the teachers use it for developing lesson plan.
17. Some of the teachers use Teaching package for developing lesson plan and assessing students' learning as opined by HTs, AUEOs and URC Instructors.
18. Most of the teachers use lesson plan regularly according to the opinion of ATs and HTs. According to the opinion of AUEOs more than half of the teachers use lesson plan regularly. On the other hand, URC Instructors mentioned that only 14% teachers use lesson plan regularly which is completely different than others.
19. Around half of the teachers developed lesson plan taking help from colleagues and using Teachers' edition and Teaching package and some of the teachers developed lesson plan with the help of colleagues and head teachers and using Teachers' Edition/Teaching Package.
20. All assistant teachers use text books during teaching whereas nearly half of the teachers (46%) use Shikhak Sohayeka and 50% teachers use Teachers' Edition, 60% teachers use Shikhak Nirdeshika.
21. Most of the teachers use textbooks, Shikhak Sohayeka and Teachers' Edition for developing lesson plan while 40% teachers use Shikhak Nirdeshika and only 38% teachers use Teaching Package for developing lesson plan.
22. More than half of the teachers (59%, 53%) use textbooks and Shikhak Nirdeshika for assessing students' learning.
23. Most of the teachers use textbooks to prepare and develop teaching aids while some of the teachers (34%, 28% and 26%) use Shikhak Sohayeka, Teachers' Edition, Shikhak Nirdeshika respectively.
24. Most of the Head Teachers advised class teachers to develop lesson plan on the basis of learning outcomes with the help of colleagues. Most of the Head Teachers and AUEOs advised class teachers to improve the lesson plan on the basis of learning outcomes with the help of colleagues. Half of the AUEOs advised class teachers to improve the lesson plan by themselves according to learning outcomes.

25. Most of the Head Teachers, AUEOs and URC Instructors asked the teachers (who didn't develop lesson plan) why they didn't develop lesson plan. Most of the respondents (HTs, AUEOs and URC Instructors) advised and encouraged them to prepare and use lesson plan.
26. 72% teachers used lesson plan last week in teaching in the classroom. Less than 50% HTs/ AUEOs/ URC Instructors observed their lesson in the classroom last week. But according to the table (table, 9.c) it is shown that maximum of the respondent HTs/AUEOs/ URC Instructors observed teachers' teaching last week.
27. According to the teachers' opinion, some of the respondent HTs, AUEOs and URC Instructors observed teachers lesson who had lesson plan and they gave necessary suggestions for the improvement of lesson plan. Some of them gave written suggestions for the improvement of the lesson plan.
28. Some of the observers suggested teachers to develop themselves in many areas such as how to use attractive teaching aids, give equal emphasis to all learners, provide extra care to weaker students, try to achieve learning outcomes by learners etc.
29. Most of the head Teachers (79%) mentioned that they observed teachers' lesson in the class and 50% of them advised the teachers to use attractive materials and a few of them advised them to improve it in other ways.
30. Most of the respondent class teachers of grade-1, 2, and 3 opined that during observation the supervisors (HTs, AUEOs and URC Instructors) gave written advice to improve lesson plan.
31. The supervisors advised the teachers to construct lesson plan, use materials, cite real and life-oriented examples, assess weaker students separately, encourage students to use proper stress and intonation in English class, encourage the teachers to use techniques eg. PW, SGW, use Teaching Package, Teachers' Edition, Shikhak Nirdeshika to develop lesson plan following Essential Learning Continua and preserve lesson plan for using in future. But the ratio of advice in different areas was not so significant.
32. HTs/AUEOs/URC instructors opined that all grade-3 teachers had lesson plan and in grade-2 half of them had lesson plan but in the other classes, but a few teachers used lesson plan. Percentage of giving advice to use and improve lesson plan in different classes except grade 2 and 3 was also insignificant.
33. Most of the HTs, AUEOs and URC Instructors advised class teachers to construct lesson plan, use teaching package, teachers' editions, Shikhak Nirdeshika and following essential learning continua. They also advised them to incorporate Class room language in developing lesson plan and also to include Listening and speaking activities in lesson plan in case of English subjects.
34. Maximum number of class teachers (45%) used Teachers' Edition to develop their lesson plan and 15 % teachers used base line survey results and another 38% teachers mentioned others different techniques. But according to the opinion of Supervisors

- (HT, AUEOs and URC instructors) it was also proved that most of the teachers developed lesson plan using teachers' edition.
35. Most of the respondent teachers mentioned that they often got help from their colleagues and Head Teachers to develop lesson plan. They seldom got help from AUEOs and URC Instructors.
 36. More than half of the AUEOs sometimes helped the teachers to develop lesson plan. Around half of the URC instructors sometimes helped teachers to develop lesson plan. Sometimes all Head Teachers helped teachers to develop lesson plan.
 37. Most of the teachers had constraints regarding lesson plan construction like lack of enough subject knowledge, clear conception about lesson plan, time for developing lesson plan, necessary teaching learning materials, co-operation from colleagues, concrete knowledge about students, enough facilities in the classroom in developing and using lesson plan. They have also problem in developing lesson plan due to engagement in other than teaching activities.
 38. Maximum number of the class teachers used lesson plan (62% teachers were in the range of 51-75% and 22% were in the range of 76% -100). According to the opinion of HTs, it was found that most of the teachers used lesson plan in their teaching (25% in the range of 51-75% and 57% in the range of 76-100%). But only 41% AUEOs mentioned teachers used lesson plan in range of 50-100% and only 14% URC Instructor mentioned teachers used lesson plan in the range of 51-75% (table-15).
 39. Most of HTs mentioned due to the shortage of time teachers didn't use lesson plan but most of the AUEOs mentioned due to the Lack of sincerity and teachers' vacant posts teachers didn't use lesson plan and URC Instructors mentioned that due to the teachers' vacant posts and lack of teaching materials teachers didn't use lesson plan. They (HTs, AUEOs and URC Instructors) also mentioned some other causes were behind for not using lesson plan by teachers.
 40. All teachers need training on constructing lesson plan, developing sufficient materials and to keep the teacher students ratio 1:40. Most of them also mentioned, it is necessary to reduce work load and reduce number of classes (not more than 3 classes)
 41. Most of the AUEOs mentioned, reducing back to back class (41%) and most of the URC Instructors also mentioned reducing back to back class, supplying teaching learning materials timely, training and strong academic supervision for ensuring lesson plan by teachers.
 42. Around 50% respondent schools don't keep lesson plan and a small of number schools keep entire lesson plan in each subject. In every school has TE, ELC and shikkak shohayeka but some of the school have math and science TP.
 43. Maximum of the observed teachers' performance was very low and some of the teachers' performance was good and a very small number of teachers' performance was excellent in teaching in the classroom.

44. It is evident from the findings that most of the respondent assistant teachers mentioned that they seldom got help from AUEOs and URC instructors to develop lesson plan. So AUEOs and URC instructors are supposed to be more attentive and cooperative to the assistant teachers to help them about lesson plan.

The understanding of the issue about conducting lesson in the classroom with LP depends on teachers' knowledge, skills and commitment. Many other issues are also related with effective use of LP in the teaching learning. But according to responses from the different stake-holders and findings from different studies it is revealed that teachers have some limitation in using LP in the classroom. It is also important to know how many quality teachers can maintain in prepare and use LP in the classroom and how much qualitative support is given to teachers in order to effective use of LP. However, further research based on how much knowledge teachers have for preparing and using LP effectively in the classroom.

This study concludes that teachers faced some challenges and got insufficient support from different sources in respect of preparing and using LP. If necessary support is provided to teachers according to the recommendations of the study teachers can use LP effectively and quality of teaching learning will be enriched.

Recommendations

1. An intensive training on constructing lesson plan should be arranged immediately for teachers and academic supervisors.
2. Academic Supervision and mentoring by the Head Teachers, URC instructors /Assistant URC instructors and AUEOs has to be increased on a regular basis.
3. Teachers must have to use Teachers' Edition, Teaching Package and Shikhak Sohayeka for constructing lesson plan.
4. Teachers should use Teachers' Edition in case of time constraint for delivering a lesson in the classroom.
5. Teachers must share ideas on developed lesson plan for its improvement with colleagues and Head Teachers.
6. Basic training of the remaining AUEOs and foundation training of the URC instructors should be completed as soon as possible.
7. The authority should monitor and mentor strictly about the use of lesson plan by the class teachers.

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QUESTIONNAIRE

(For Class Teacher)

This questionnaire is for not assessing you. The answers of your questions will be used only for research purposes. It is hoped, the results of this research will play an important role for enhancing the quality primary education of Bangladesh. So you are cordially requested to answer the questions impartially. All of the information provided by you through the questionnaire will be kept in secret.

1. School :
Upazila : District : Division:
2. Name of the teacher:
3. Date of joining :
4. Educational Qualification (last) :
5. Long term training:

Name of the training	Place	Year	Obtained grade/division/class
C-In-Ed/DPEd			
BEd			
MEd			
Others			

6. Short course training:

Sl.no	Name of the training	Venue	Date and duration of the training

7. Teaching-learning materials in school which are used in teaching-learning in the classroom

Sl. no	Materials	The school has		Materials does used	
		Yes (1)	No (2)	Yes (1)	No (2)
1.	Text Book				
2.	Shikhak Sohayeka				
3.	Teacher Edition				
4.	Shikhak Nirdeshika				
5.	Essential Learning Continua				
6.	Teaching Package				
7.	Question Booklet				

7. How do teachers use teaching-learning materials?

Sl.	Name of the teaching-learning materials	During teaching	Developing lesson planning	For assessing	For preparing and developing teaching aids
1	Text book				
2	Sikkhak sohayeka				
3	Teachers' Edition				
4	Sikkhak nirdeshika				
5	ELC				
6	Teaching Package				
7	Questions booklet				

8. Do you use LP regularly in teaching-learning in the classroom?

Yes	No
-----	----

If answer is yes,

a. How do you prepare lesson plan?

Him/herself according to learning outcomes	With the assistance of colleague in accordance with LO	With the assistance of HT and colleagues in accordance with LO	According to LO using the teaching - learning materials

9. Your presented lesson in the last week:

Sl. no	Content of the lesson	Subject	Class	Is lesson plan used?	
				Yes	No
1					
2					
3					
4					
5					
6					
7					
8					
9					

10. Did HT/AUEO/URC Instructor observe your lesson in the last week?

Yes (1)	No (2)
---------	--------

If observed,

What was the topic of the lesson?	In which class the lesson was?	Did you have LP?		Did observer advise to improve the LP?		Did observer write down the advices?	
		Yes(1)	No(2)	Yes(1)	No(2)	Yes(1)	No(2)

12 What sorts of advice were given?

- a)
- b)
- c)
- d)
- e)

13. What type of structure do you follow to construct LP?

By identifying students level through base line survey	By following the teaching package supplied by JICA	By following the teachers edition	Others (mentioned)
--	--	-----------------------------------	--------------------

14. Who does help you in preparing lesson plan?

Sl No	Supportive personnel	Never	Seldom	Sometimes	Often
1	Colleagues(class teachers)				
2	From Head teachers				
3	From AUEOs				
4	From URC Instructors				
5	From PTI Instructors				

15. What shorts of constrains do you have for preparing and using LP?

Sl No	Constrains	Degree of constrains			
		1	2	3	4
1	Subject knowledge				
2	clear idea for lesson planning				
3	enough time for lesson planning				
4	engagement other than teaching activities				
5	Necessary teaching materials				
6	co-operation from colleagues				
7	clear understanding of the students				
8	enough opportunities in the classroom				
9	Others				

Explanation of degree of constrain: 1-Very few constrain, 2-Few constrain 3-More constrains and 4-Lots of constrain

16. What is the percentage of using LP by you?

0-25% teacher	26-50% teacher	51-75% teacher	76-100% teacher
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17. What kinds of supports do you expect for preparing and using LP?

- b)
- c)
- d)
- e)
- e)

Signature of the respondent

Signature of the data collector

Sl. no	Name of the materials	Preparing LP (1)	During teaching in the classroom (2)	Assessing lesson (3)	Have but not used (4)

10. Do the teachers use LP regularly in teaching-learning in the classroom?

Yes	No
-----	----

If answer is yes,

a. How do you advise to improve the constructed lesson plan?

Him/herself according to learning outcomes	With the assistance of colleague in accordance with LO	With the assistance of HT and colleagues in accordance with LO	According to LO using the teaching - learning materials
--	--	--	---

10. If the answer no,

Sl. No.	Task	Write down 1 if the answer yes & write down 2 if the answer no
1	Why lesson plan have not constructed	
2	Getting the reasons for not constructing LP, advise to construct lesson plan	
3	Encourage to use lesson plan	

11. Did you observed lesson in the last week?

Yes (1)	No (2)
---------	--------

If yes what will be the teaching learning activities?

Sl. No.	content of the lesson	Subject	class	Is lesson plan used?	
				Yes	No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

12. Did you observe class teachers teaching in the last week? Yes(1) No(2)

13. If the answer yes, observed teaching-learning activities were –

Topic of the lesson	class	Had LP?		Did you advise to improve the LP?	Did you advise in written?
		Yes(1)	No(2)		
				Yes(1)	No

13.1 What sorts of advice were given?

- a)
- b)
- c)
- d)
- e)

14. What type of structure do you follow to construct LP?

By identifying students level through base line survey	By following the teaching package supplied by JIcA	By following the teachers edition	Others
--	--	-----------------------------------	--------

15. Who does help teachers in preparing lesson plan?

SI No	Supportive personnel	Never	Seldom	Sometimes	Often
1	colleagues(class teachers)				
2	From Head teachers				
3	From AUEOs				
4	From URc Instructors				
5	From PTI Instructors				

16. What shorts of constrains teacher have for preparing and using LP?

SI No	constrains	Degree of constrains			
		1	2	3	4
1	Subject knowledge				
2	clear idea for lesson planning				
3	enough time for lesson planning				
4	engagement other than teaching activities				
5	Necessary teaching materials				
6	co-operation from colleagues				
7	clear understanding of the students				
8	enough opportunities in the classroom				
9	Others				

Explanation of degree of constrains: 1-Very few constrain, 2-Few constrain 3-More constrains and 4-Lots of constrain

17.1 What percentage of the teachers of your school use lesson plan in teaching?

0-25% teacher	26-50% teacher	51-75% teacher	76-100% teacher
---------------	----------------	----------------	-----------------

17.2 What are the main reasons for not using LP?

- a)
- b)
- c)
- d)
- e)

18. What kinds support are expecting by a teacher for preparing and using LP?

- a)
- b)
- c)
- d)
- e)

Signature of the data provider

Signature of the data collector

Questionnaire (For AUEO)

This questionnaire is for not assessing you. The answers of your questions will be used only for research purposes. It is hoped, the results of this research will play an important role for enhancing the quality primary education of Bangladesh. So you are cordially requested to answer the questions impartially. All of the information provided by you through the questionnaire will be kept in secret.

1. **School** :
Upazila : **District** : **Division:**
2. **Name of the AUEO:**
3. **Date of joining as an AUEO:**
4. **Experience** :
As a HT :
As an AT :
5. **Educational Qualification (last) :**
6. **Long term training:**

Sl. no	Name of the training	Place	Year	Obtained grade/division/class

7. **Short course training:**

Sl.no	Name of the training	Venue	Date and duration of the training	

8. **observed schools and classroom teaching in the last month:**

Name of the School	Date of inspection	Subject	Class	Did the teacher have LP?		Did the teacher have TP?		Did the teacher have TE?	
				Yes	No	Yes	No	Yes	No

9. **How does teacher use supportive teaching materials in the classroom teaching learning?**

Sl. no	Name of the materials	During Preparing LP (1)	During teaching in the classroom (2)	Assessing lesson (3)	Have but not used (4)

10. Do the teachers use LP regularly in teaching-learning in the classroom?

Yes	No
-----	----

If answer is yes,

a. How do you advise to improve the constructed lesson plan?

Him/herself according to learning outcomes	With the assistance of colleague in accordance with LO	With the assistance of HT and colleagues in accordance with LO	According to LO using the teaching - learning materials
--	--	--	---

10. If the answer no,

Sl. No.	Task	Write down 1 if the answer yes & write down 2 if the answer no
1	Why lesson plan have not constructed	
2	Getting the reasons for not constructing LP, advise to construct lesson plan	
3	Encourage to use lesson plan	

11. Did you observed lesson in the last week?

If yes, what were the teaching learning activities?

Sl. No.	content of the lesson	Subject	class	Is lesson plan used?	
				Yes	No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

12. Did you observe class teachers' teaching in the last week?

Yes(1)

No(2)

13. If the answer yes, observed teaching-learning activities were –

Topic of the lesson	class	Had LP?		Did you advise to improve the LP?	Did you advise in written?
		Yes(1)	No(2)	Yes(1)	No

13.1 What sorts of advice were given?

- a)
- b)
- c)
- d)
- e)

14. What type of structure do you follow to construct LP?

By identifying students level through base line survey	By following the teaching package supplied by JICA	By following the teachers' edition	Others (mention please)
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15. Who does help teachers in preparing lesson plan?

Sl No	Supportive personnel	Never	Seldom	Sometimes	Often
1	colleagues(class teachers)				
2	From Head teachers				
3	From AUEOs				
4	From URc Instructors				
5	From PTI Instructors				

16. What shorts of constrains do the teachers have for preparing and using LP?

Sl No	constrains	Degree of constrains			
		1	2	3	4
1	Subject knowledge				
2	clear idea for lesson planning				
3	enough time for lesson planning				
4	engagement other than teaching activities				
5	Necessary teaching materials				
6	co-operation from colleagues				
7	clear understanding of the students				
8	enough opportunities in the classroom				
9	Others				

Explanation of Degree of constrains: 1-Very few constrain, 2-Few constrain 3-More constrains and 4-Lots of constrain

17.1 What percentage of the teachers of your school use lesson plan in teaching?

0-25% teacher	26-50% teacher	51-75% teacher	76-100% teacher
---------------	----------------	----------------	-----------------

17.2 What are the main reasons for not using LP?

- a)
- b)
- c)
- d)
- e)

18. What kinds support are expecting by a teacher for preparing and using LP?

- a)
- b)
- c)
- d)
- e)

Signature of the data provider

Signature of the data collector

Questionnaire (For URC Instructor)

This questionnaire is for not assessing you. The answers of your questions will be used only for research purposes. It is hoped, the results of this research will play an important role for enhancing the quality primary education of Bangladesh. So you are cordially requested to answer the questions impartially. All of the information provided by you through the questionnaire will be kept in secret.

1. **School** :
Upazila : **District** : **Division:**
2. **Name of the Instructor:**
3. **Date of joining as an Instructor:**
4. **Experience** :
As a HT :
As an AT :
5. **Educational Qualification (last) :**
6. **Long term training:**

Sl. no	Name of the training	Place	Year	Obtained grade/division/class

7. **Short course training:**

Sl.no	Name of the training	Venue	Date and duration of the training	

8. **Observed schools and classroom teaching in the last month:**

School	Date of inspection	Subject	Class	Had LP?		Had TP?		Had TE?	
				Yes	No	Yes	No	Yes	No

9. **How do use supportive teaching materials in the classroom teaching learning**

Sl. no	Name of the materials	Preparing LP (1)	During teaching in the classroom (2)	Assessing lesson (3)	Have but not used (4)

10. Do the teachers use LP regularly in teaching-learning in the classroom?

Yes	No
-----	----

If answer is yes,

How do you advise to improve the constructed lesson plan?

Him/herself according to learning outcomes	With the assistance of colleague in accordance with LO	With the assistance of HT and colleagues in accordance with LO	According to LO using the teaching - learning materials
--	--	--	---

10. If the answer no,

Sl. No.	Task	Write down 1 if the answer yes & write down 2 if the answer no
1	Why lesson plan have not constructed	
2	Getting the reasons for not constructing LP, advise to construct lesson plan	
3	Encourage to use lesson plan	

11. Did you observed lesson in the last week?

If yes what will be the teaching learning activities?

Sl. No.	content of the lesson	Subject	class	Is lesson plan used?	
				Yes	No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

12.

Did you observe class teachers teaching in the last week?	Yes(1)	No(2)
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13. If the answer yes, observed teaching-learning activities were –

Topic of the lesson	class	Had LP?		Did you advise to improve the LP?	Did you advise in written?
		Yes(1)	No(2)		
				Yes(1)	No

13.1 What sorts of advice were given?

- a)
- b)
- c)
- d)
- e)

14. What type of structure do you follow to construct LP?

By identifying students level through base line survey	By following the teaching package supplied by JICA	By following the teachers addition	Others
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15. Who does help teachers in preparing lesson plan?

SI No	Supportive personnel	Never	Seldom	Sometimes	Often
1	colleagues(class teachers)				
2	From Head teachers				
3	From AUEOs				
4	From URc Instructors				
5	From PTI Instructors				

16. What shorts of constrains teacher have for preparing and using LP?

SI No	constrains	Score			
		1	2	3	4
1	Subject knowledge				
2	clear idea for lesson planning				
3	enough time for lesson planning				
4	engagement other than teaching activities				
5	Necessary teaching materials				
6	co-operation from colleagues				
7	clear understanding of the students				
8	enough opportunities in the classroom				
9	Others				

Explanation of score: 1-Very few constrain, 2-Few constrain 3-More constrains and 4-Lots of constrain

17.1 What percentage of the teachers of your school use lesson plan in teaching?

0-25% teacher	26-50% teacher	51-75% teacher	76-100% teacher
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17.2 What are the main reasons for not using LP?

- a)
- b)
- c)
- d)
- e)

18. What kinds support are expecting by a teacher for preparing and using LP?

- a)
- b)
- c)
- d)
- e)

Signature of the data provider

Signature of the data collector

Format for keeping record and preserving LP and other supportive materials in the selected schools: (grade-1)

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla													
English													
Math													
Sci/ BGS													

Format for keeping record and preserving LP and other supportive materials in the selected schools: (grade-2)

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla													
English													
Math													
Sci/ BGS													

Format for keeping record and preserving LP and other supportive materials in the selected schools: (grade-3)

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla													
English													
Math													
Sci/ BGS													

Format for keeping record and preserving LP and other supportive materials in the selected schools: (grade-4)

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla													
English													
Math													
Sci/ BGS													

Format for keeping record and preserving LP and other supportive materials in the selected schools: (grade-5)

	LP (%)					TP		TE		Shikkok shohayeka		ELC	
	0	1	2	3	4	yes	no	Yes	No	Yes	No	Yes	no
Bangla													
English													
Math													
Sci/BGS													

Lesson observation check list

Name of observer:	Date:
Name of teacher:	School:
Subject:	Class:
Learn outcomes:	Lesson Unit:
Starting time:	Ending time:

Teacher's preparation	1. Creating safety environment	0	1	2	3
	2. Energizing/Testing previous knowledge	0	1	2	3
Activities based on the learning outcomes	3. Selecting activities based on learning outcomes.	0	1	2	3
	4. Maintain coordination among learning outcomes, activities and allocated times	0	1	2	3
	5. Establish logical relation with learning outcomes and activities	0	1	2	3
Teacher's subject knowledge	6. Explanation of presenting content	0	1	2	3
	7. Presenting correct information	0	1	2	3
	8. Relating the content with students real experience	0	1	2	3
	9. Answering students' any kinds of questions	0	1	2	3
Use of teaching aids	10. Use content related effective teaching aids	0	1	2	3
	11. Use such kinds of aid which are visible from any place of the classroom	0	1	2	3
	12. Use attractive teaching aids	0	1	2	3
	13. Ensure students' participation in using teaching aids	0	1	2	3
	14. Use chalk board effectively	0	1	2	3
	15. Incorporate students in using chalk board	0	1	2	3
Classroom management	16. Maintain classroom discipline	0	1	2	3
	18. Maintain role of seeking permission to ask questions or say something	0	1	2	3
	19. Include students in the learning process	0	1	2	3
	20. Ensure teachers to students view/opinion exchange	0	1	2	3
	21. Teacher voice is clear and audible	0	1	2	3
	22. Consider every students' learning	0	1	2	3
Time management	23. Complete every activities within the allocated time	0	1	2	3
	24. Allocate logical time for teaching learning practice	0	1	2	3
	25. Give necessary time for ask and answer	0	1	2	3

Instructions	26. Provide clear instructions for any activity	0	1	2	3
	27. Check students understand the instruction or not	0	1	2	3
	28. Clarify with example about what activities will do and how students will do	0	1	2	3
Students' behavior/activities	29. Ensure students active participation	0	1	2	3
	30. Ensure student to student exchanging view/opinion	0	1	2	3
	31. Let the students to work individually, in pairs and in groups	0	1	2	3
	32. Let students to create problems/ask questions	0	1	2	3
	33. Provide such activities that promote students thinking	0	1	2	3
Monitoring	34. Monitoring students pair and group work	0	1	2	3
	35. Observe every student activity and behavior	0	1	2	3
Motivation	36. Encourage students every activities related with learning	0	1	2	3
	37. Create safety environment in the classroom through praising students activities	0	1	2	3
	38. Behaved friendly with students	0	1	2	3
	39. Praise students for right answer/trying to answer	0	1	2	3
	40. Showing smiling face	0	1	2	3
Teaching learning methods and techniques	41. Apply MWTL teaching techniques	0	1	2	3
	42. Apply IPT techniques	0	1	2	3
	43. Apply CLT techniques	0	1	2	3
	44. Apply observation, experiment, problem solving and question-answer methods	0	1	2	3
Assessment/Evaluation	45. Oral/written evaluation during lesson	0	1	2	3
	44. Use different techniques	0	1	2	3
Closing the lesson		0	1	2	3
Important other:					

0- Doing nothing, 1- Showing little performance, 2- Showing good performance, 3- Showing excellent performance