

Chapter: One

Introduction

1.1 Background

Primary education of Bangladesh is one of the largest in the world. It is administered throughout the country under the dynamic and fruitful leadership of the Ministry of Primary and Mass Education (MoPME) of the Government of the People's Republic of Bangladesh. Directorate of Primary Education and NAPE, CPEIMU and BNFE are also playing their role for the better implementation of Primary Education Policies in Bangladesh.

According to the Article 17 of the Constitution, Bangladesh stipulates that primary education shall be the responsibility of the State. Article 17 says that the state shall adopt effective measure for the purpose of-

- a. establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;
- b. relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;
- c. removing illiteracy within such time as may be determined by law.

To bear this responsibility primary education in Bangladesh underwent a great deal of changes and development during the last several decades. Bangladesh is a signatory to the World Declaration on Education for All (EFA) held at Jomtien, Thailand in March 1990. Bangladesh is also a signatory to the Summit of 9 high Population Countries held on 16 December 1993 in Delhi. Bangladesh participated in the World Education Forum meeting held in Senegal, Dakar in April 2000. The Government enacted Compulsory Primary Education Act in 1990, created a separate Primary and Mass Education Division (PMED) in 1992 and again in 2003 it was established a separate ministry named Ministry of Primary and Mass Education (MoPME), introduced compulsory primary education programme in 68 Upazilas in 1992 and expanded this programme all over the country in 1993. The country has also prepared a Non-formal Education Policy. Bangladesh became one of the signatories to the UN Millennium Declaration in 2000, and has committed to eight Millennium Development Goals that asserts a vision for the 21st century (Burns et al, 2003:23). The second goal of the 'Millennium Development Goal' was to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Later Bangladesh signed in UNO's Sustainable Development Goal (SDG). The education related targets of SDG are as follows:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.8 Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.9 By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Kudrat-e-Khuda Education Commission:

The then government in 1972 had formed Kudrat-e-Khuda Education Commission to recommend objectives, strategies and action plans for creating a modern education system suited to the needs of an independent nation and compatible with the systems of the neighboring countries. The report of the commission was published in 1974 and it outlined the objectives of primary education as follows:

- to develop and nurture the child's moral, mental and social personality
- to bring up the child as a patriotic, responsible, inquiring and law-abiding citizen, and develop in him/her love for justice, dignity, labor, proper conduct and uprightness
- to learn to read and write in the mother tongue, and to be able to count and calculate; to be able to acquire the fundamental knowledge and skills needed for a future citizen
- to prepare for next stage of higher education (Bangladesh Education Commission Report, 1974:23)

In view of above objectives, the Commission placed following recommendations before the government:

- introduction of universal primary education up to class VIII.
- to attract a greater number of female students, it recommended for the appointment of female teachers at the primary level, and if required to build girls school (Bangladesh Education Commission Report, 1974:24).
- The report stressed the need for implementation of compulsory primary education by 1980 and extension of primary education up to class VIII by 1983.
- It further stated the adoption of effective measures for prevention of dropouts, introduction of an attractive curriculum, and development of appropriate textbooks and creation of proper environment in schools.
- The report suggested introduction of a uniform system of education that would be scientific, realistic, and compatible with social conditions and environmental needs.

- Recommendations also lined up introduction of pre-primary education; expansion of teacher system, setting up of primary education academy and a national primary education board.

However this report is the best suggestion for the holistic development of the education system of Bangladesh, but the recommendations were not implemented properly. It is a very good news that Bangladesh government has taken a National education policy which was approved by the Bangladesh government on June 01, 2010. This education policy gave importance to the recommendations of Kudrat-E-Khuda Education commission report and it was prepared in the light of commission report.

Education Policy- 2010:

Some important messages of the Education Policy- 2010 linked with the primary education are:

- Aligning with other modes of education, religion will be studied at the ebte dayee level in madrasah along with compulsory subjects like Bangla, English, moral education, Bangladesh studies, mathematics, social studies, environment and climate change, and science.
"Under the new policy, country's education system will be inclusive,". "irrespective of religion, sex, socio-economic and geographical position, ethnic identities and disabilities." gradually made full-free up to class VIII.
- Education up to class VIII will be primary and it will be free, universal and compulsory;

Vocational and Technical Education:

- At the end of class VIII, students passing the primary certificate examination can opt for vocational education, if they so want;
- To expand vocational and technical education, technical education institutes will be set up in each upazila while numbers of polytechnic institutes, textile institutes and leather institutes will also be increased;

Facilities for teachers:

- To encourage meritorious students take to up teaching profession, the issues of dignity and status of teachers will deeply be considered to restructure the system;
- Steps will be taken to enact an Integrated Education Act and form a Permanent Education Commission.

It is also very important to note that Bangladesh government is going to rearrange the national education system under the Education Policy -2010 and most of the suggestions of Kudrat-e-Khuda Education Commission are going to be implemented under the education policy. One of the most important steps is increasing the length of primary education up to grade eight. It will also be free, universal and compulsory. The Bangladesh government started to implement this suggestion step by step under PEDP-III. In this changing situation it is expected that the results of the study will provide dependable data and information for developing appropriate strategy and subsequent activity which may be useful to the national planner and decision maker for implementing compulsory primary education upto grade eight.

1.2 Rationale of the Research:

To ensure the quality in primary education is a great challenge of our time. The government has also taken several steps to ensure the quality through PEDP-II and PEDP-III, such as setting the 'Key Performance Indicator (KPI) for primary schools, providing quality training for the teachers, introducing the Primary Education Completion Examination, introducing competency-based test items, extending the infrastructural facilities, filling up the vacant posts and some other developmental projects. According to the suggestion of Education policy of 2010, government has taken a step to extend the area of primary education from class five to class eight. This plan will be implemented step by step. Government has already started to implement the plan in one school in each upazila from the year 2013. In this situation government needs to take several steps to run the project smoothly, such as recruiting the necessary number of teachers, building necessary infrastructure, providing books and other teaching learning materials, ensuring monitoring and supervision and so on. However the government has the plan to implement the compulsory primary education upto grade eight in one primary school in each upazila during the PEDP-iii period, but a very little support was provided to implement it. On the other hand the authority of maintaining upgraded primary education has been authorized to MoPME very recently from different ministry (Ministry of Education). So there was a problem of coordinating the implementation of upgraded primary education by MoE. For this reason many schools could not run the program successfully and the program is postponed over there. On the other hand, government is committed to ensure the quality of education. The National Curriculum and Textbook Board recently started to prepare new integrated curriculum for the proposed upgraded primary education. In this situation it is very important to conduct the study on the present issue.

1.3 Objectives of the study:

Objectives of the study:

The main objective of this study is to know how effectively up to grade eight primary education is running in newly introduced primary schools. More specifically the study will be guided by the following objectives:

1. To explore the resources of piloted primary schools to run up to grade eight education smoothly.
2. To know the teacher's capability to implement this grade eight education effectively.
3. To find out the existing support from the stakeholders in the execution of this programme successfully.
4. To identify the present student assessment procedure up to grade eight level in piloted primary schools.

Research Questions:

To achieve the objective the following research questions have been identified to explore the effective implementation of grade eight education in primary schools.

- a) What kind of resources they have to run up to grade eight primary education?
- b) What sort of resources they need to run this education more effectively?
- c) How capable are the teacher to implement this level of education?
- d) What type of professional training they need to conduct classroom activities efficiently?
- e) How the stakeholders (AUEO, URC, Secondary Education Officer and SMC member) support the schools to run this programme?
- f) How the school authorities assess up to grade eight primary level students?
- g) Is there any problem to award certificate after completing grade eight education?

1.4 Benefit of the study:

The researchers believe that the current study will help the readers and the policy makers to find out the real scenario of the present implementation status of the upgraded primary education in the piloted primary schools. The research report will explore the different dimensions on the implementation status like the infrastructural situation, manpower of the schools and their teaching ability, co-operation from the society and the government, the co-ordination of the activities between the two different ministries (in many cases), monitoring and supervision system, the teachers' reflections about their ability and confidence of teaching in upgraded classes, their problems in teaching and their suggestions for solving the existing problems and so on. This information will help the-

- The government to get an idea about the present implementing status of the upgraded primary education up to grade eight. The government will also be able to know the problems and suggestions to overcome the problems.
- The learners will be benefitted as the problems will be solved and the quality of teaching learning will be increased.
- Finally, the nation will be benefitted as the skilled manpower will be created through providing quality education.

1.5 The Area of the Study

There are almost fifty eight thousand primary schools in this country. Among them only a school in each upazila is being used as the piloted one. Only 16 schools (two in each division) were included in this research as a sample school.

1.6 Limitation of the Study

It is a very hard and complex job to conduct any research work. There could be found some limitations in every research work, and there is no exception in this research also. The limitations of this study are as follows:

Firstly the sample size of any research as mentioned in Khurshid (1996) should be 5% to 10% of the population. According to the formula, the sample size of this research would be much bigger, but we could not cover it due to the limitation of time, labour and money also. We collected data from a very short area (only 16 schools).

Secondly the researchers used purposive sampling considering different limitations. As the sample size is very small we considered the geographical and cultural differences. In this situation there might have some sampling errors which can affect the result of the research.

Thirdly, other than the researchers some faculty members of NAPE helped to collect data for this research. However the researchers provided clear idea to them about various dimensions of the study like, the aim of the study, the methodology and the data collection procedure etc, but due to personal value and understanding there might have an effect on data collection, which can affect the research result.

Fourthly, It is needed sufficient time, labour and money to conduct such a creative task. At the same time the research members were very busy performing a lot of other academic activities, which also effected the research and it was very difficult to finish the study in the target financial year.

In spite of the above limitations the researchers worked sincerely to finish the job properly.

1.7 Explanations of the Terms used in the research:

Situational: The present status of teaching and learning activities, the infrastructural condition and the support getting from the proper authority to run the upgraded pilot program smoothly.

Piloted Primary Schools: The primary schools which are implementing upto grade eight primary education on experiment basis.

Running: launching the program now.

Upto Grade Eight: From class one to class eight including pre-primary class.

Chapter-Two

Literature Review

2.1 Relevant Research and Arguments on Subject Specialist Teachers:

It is important to discuss relevant literature to know about what research was done in the relevant area. It is also important to discuss from 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 researchers of this study could not find out any research on the topic. In this situation they studied the relevant literature which is mentioned below:

2.2 Status of Different Training for Primary school Teachers Regarding Improvement of Classroom Teaching

Training is vital for building teacher's skill and efficiency to enable them to make their classroom teaching effective and attractive. In essence, teacher education is extremely necessary to mould and build teachers efficiency and skill. In this regard, Primary Training Institutes (PTIs) play a vital role in preparing efficient teachers providing 1 year Certificate in Education (C-in-Ed) course for new primary school teachers. Some other short training courses are also being conducted for refreshers of C-in-Ed course as well as to equip the teachers with contemporary thoughts and approaches in this field.

2.2.1 C-in-Ed.: Before 2013-14, the Certificate in Education (C-in-Ed) was the only long professional training program for the primary school teachers. This program was mandatory for the government and registered non-government primary school teachers. The program was offered in all the 57 PTIs. To cover up the huge backlog training it was being imparted in double shifts in all the PTIs. Practice teaching is one of the main components of this program. However, only less than one-fourth of total duration is scheduled for the practice teaching. The 2007 survey revealed that 69.7% teachers had received C-in-Ed training.

The C-in-Ed program suffers from some inherent weaknesses. Huge class size, much emphasis on theoretical aspects and less on practice, traditional program delivery and assessment strategies are the major weaknesses. Paucity of instructors in the PTIs has serious implication on its quality. Due to absence of follow-up and mentoring program, most of the graduates do not apply their knowledge and skills learnt from PTIs in the classroom. In the above situation instead of C-in-Ed programme DPED programme was introduced to make the training more effective. Double shift training is also reduced from the year 2013-14 academic sessions.

2.2.2 DPED Program: For achieving quality education Bangladesh government introduced a modern teachers' training programme named DPED. This programme is designed and introduced by C-in-Ed Board of NAPE and is financed by PEDP-III. This 18 months duration diploma course was introduced from June, 2012 under a pilot project in seven PTIs. Later it was extended in 36 PTIs. From January 2017 **This program will run in 60 PTIs**

Objectives of the course :

Student teachers will learn 22 teacher standards under 3 domain.

Professional Knowledge and Understanding

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

Professional Practice

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

Professional Values and Relationships

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

Professional Standards for Graduating Primary Teachers-

- A graduating teacher is able to:

Total course has 96 credit hours divided among courses as follows (PTI taught courses 47.5 credit hours & school placement 48.5 credit hours)

2.2.3 Subject-based Training:

Subject-based training has been initiated by IDEAL project during PEDP-1 period. Initially two subjects (English and Mathematics) were covered by the training. After the completion of PEDP-1 period the subject-based training was taken up by the PEDP-II extending its coverage into three other major subjects namely Environmental Study (Social Studies), Environmental Study (Science) and Bangla. All the teachers of Govt. and Non-Govt. registered primary schools are to be brought under this five day training program. Two major components of this training program are subject knowledge and pedagogy. Under the Teacher education program of PEDP-3 the subject-based training was rearranged and the length of this course was extended in six days instead of five days.

2.2.4 Need Based Sub Cluster Training: In order to ensure quality of education, the main objective of the subject-based training were to enhance subject knowledge of the respective teachers to improve their classroom teaching-learning process by using appropriate teaching

aids and increasing student participation and to assess student learning properly. The delivery system of subject based training is a cascade mode which includes ‘Training of Trainers by the Principal Trainer’ and then ‘Training of Teachers by the Trainers’. The trainers were trained at Primary Teachers Training Institute (PTI) and the teachers were trained at the Upazila Resource Centre (URC).

In 1983, a new organizational structure was developed namely sub-cluster with an object to impart training to the teachers with new ideas and techniques. Teachers themselves can manage and conduct the school-based training in the field level. At present a sub-cluster has been formed with at least 4/5 adjacent schools. Number of teachers of each sub-cluster is not more than 30. Assistant Upazila Education Officer (AUEO) or others concerned officer conducts a daylong training regarding the improvement of the quality of primary school.

Recently the government has brought a change in sub-cluster training. Under the JICA support government has introduced need-based sub-cluster training. Under this programme the teachers select and design the topic for the training and take initiative to implement the training under the supervision of the assigned AUEO. Recently the URC instructors has been evolved with this course to increase its effectiveness.

2.2.5 Other Training: A number of projects were implemented from 1997 to 2004 under Primary Education Development Program for Qualitative improvement (PEDPQ1) which are commonly known as PEDP-1. IDEAL, MWTL, PERC, ESTEEM, NORAD, GTZ. Steps were taken towards professional development of teachers by these projects through initiating different short course training.

2.3 Status of Different Training for Secondary school Teachers Regarding Improvement of Classroom Teaching

Bed: This is a professional training for the secondary school teachers. This course is only the long term professional compulsory training for the teachers. This course is designed for the teachers and the non-teachers fresh students, who want to be a teacher. The curriculum of this course is also divided into two parts: fundamental subjects like education policy, educational psychology, history of education etc. and school subjects like Bangla, English, and Mathematics etc. There is also a teaching practice for the teachers in this course, however the length is too short.

Med: This is a higher course for the secondary school teachers. This course is not compulsory for the general teachers. It is compulsory for the teachers, who are going to get a promotion but don't have a masters' degree. Besides this, only the interested persons can study this course. The main contents of this course are research, comparative education, philosophy of education, higher educational psychology, modern assessment procedure etc.

2.4 Supervision system of Primary and Secondary Education in Bangladesh:

Primary Education: Primary and Mass Education (MoPME) is the supreme authority of Primary education administration. On behalf of MoPME the Directorate of Primary Education (DPE) centrally co-ordinate all the administrative activities through its eight wings. The divisional level DPE has its Regional Deputy Directors' Office. The district level District Primary Education Officer (DPEO) co-ordinate the administrative activities. In the Upazila level there is Upazila Education Office and there is sub-cluster office under the Upazila Education Office headed by AUEO. Finally there is the head teacher of the school in each

school, who are now second class gazetted officers. Each school has a School Managing Committee (SMC).

Secondary Education: Secondary Education administration is centrally controlled by Ministry of Education (MoE). The field level it is centrally controlled by director general, Directorate of Secondary and Higher Secondary Education. It has 10 regional offices under its deputy director. In the district level they have District Education officer. At the upazila level there is a Upazila Secondary education officer, who controls all the schools of the upazila. At the school level there is a headteacher who controls the school administration and a school managing committee assists him in doing this.

For arranging the assessment there are total 10 education boards (8 general, one technical and one for madrasa), which are responsible for arranging Junior School Certificate Examination, Secondary School Certificate Examination and Higher Secondary Education Examination and awarding certificates.

National Curriculum and Textbook Board (NCTB) is responsible for publishing textbooks for all the levels from grade one to HHC level.

BANBEIES is another institution which is responsible for surveying the educational institutions, Monthly Pay order (MPO) for the non-government schools, colleges and madrasahs, and issuing the EIIN numbers.

2.5 Challenges in Primary Education in Bangladesh

2.5.1 Quality of Education

Quality is a dynamic idea and exact definitions are not particularly helpful (Rao, 2003). It is difficult to set any limit to achieve quality. Some think quality means excellence, some think quality means effectiveness, efficiency and equity, and some say quality is that which serves the purpose and matched with expectations and objectives of any program. The question of quality has been raised in every initiative taken internationally from Jomtian conference to Dakar forum. However, a number of approaches are available to understand the quality of education. The UNICEF approach recognizes six dimensions of quality viz., learners, teachers, learning environment, contents, processes, and outcomes founded on the rights of children to survival, protection, development and participation (UNICEF 2000).

No clear definition of quality of education is available in Bangladesh context in any of the policy documents like education commission reports, national plan of action on Education for All and in primary curriculum of NCTB. However, the documents of quality improvement projects and programs of the government (IDEAL, ESTEEM and PEDP-II) mentioned a number of activities leading to quality of education at primary level. These includes infrastructure development, training of teacher and other staff in the education department, improvement of teaching learning approach, school management, community participation, local level planning, academic supervision of schools, monitoring of quality levels and so on (DPE-MoPME 2003, UNICEF 2004).

Factors Influencing Quality Teaching Learning

Several factors are important in influencing the quality of primary education in Bangladesh (UNESCO 2000, BRAC 2004, Rahman 2008). Theses factors are listed bellow.

1. Punctual and regular attendance of teachers and students.
2. Professional learning of teachers' e.g. in-service teacher training.

3. Prior preparation of the teachers, preparation of lesson plan and teaching aids.
4. Effective use of lesson-plan, teaching aids and chalkboard.
5. Interesting, sequential and well organized presentation of the topic.
6. Learner's friendly environment in the class: particularly interesting, well managed and rapport between teachers and students.
7. Active, standard-based, participatory, child-centered and relevant instructional method that facilitate active student learning through democratic process between teachers and learners.
8. Elicitation of response from the students.
9. Teachers' feedback mechanism: teachers should be skilled in evaluation and assessment of student learning and providing feedback to students.
10. Teachers should be skilled enough to diagnose the learning difficulties of student and provide remedial measure, recognition and reward.
11. Proper use of school and class time.

Quality teaching-learning includes quality process and quality outcomes or product. In this study efforts will be made to study the impact of subject-based training to enhance the quality teaching-learning at the primary school. The study will be designed to find out the quality of process and product aspects of subject-based training.

2.5.2 Effective and Attractive Classroom Teaching

Effective and attractive classroom teaching is considered another challenge for primary education in Bangladesh. The following aspects help to make the classroom teaching more effective and attractive.

- teacher's friendliness and a good rapport between teachers and students with maximization of students learning.
- use of teaching approaches that are student-centered, activity-based and maximum participation in the learning process
- use of teaching aids to make lesson interesting and effective.
- able to stimulate students towards learning.
- lively and joyful interaction between peers leading to the achievement of the learning objectives.
- teachers take care of individual needs and learning style of the learner and provide
- appropriate feedback in terms of recognition and reward.
- assess student's performance during the lesson and take remedial measures.

2.5.3 Low Learning Achievement

"Low learning achievement" is one of the leading problems in primary education in Bangladesh. Most students leave grade five without achieving the minimum basic skills in numeracy and literacy. Teaching and learning process and school climate are the factors most strongly related to student achievement. In most cases, rural schools have lower levels of achievements than the urban schools in all subjects in primary schools.

2.5.4 Class size and Inadequate Space

Class size is another problem for the quality primary education. In most cases, this also works as constraint for proper control over the classroom teaching and learning. The average number of pupils per classroom in the GPS is about 63 and it is about 60 pupils per classroom in the case of RNGPS. It clearly shows that the classrooms are overcrowded both in GPS and RNGPS. This should have a positive impact on quality of the teaching and learning process.

Inadequate sitting capacity is also reported by all stakeholders in primary education. Students have to sit in a crowded condition in the classroom making it incompatible with teaching and learning. A large proportion of schools run on a double-shift staggered system as very few schools have adequate infrastructure to run a single shift. Considering the present level of enrolment of children and disregarding the double shift staggered system in schools (i.e., assuming the classrooms are used only once in a day) more classrooms need to be constructed to enable schools to run on a single shift system. This should have a positive impact on quality of the teaching and learning process through increased contact-hours.

2.5.5 Shortage of Resources

Shortage of resources is a big problem and work as constraint for proper implementing of any kind of intervention like subject-based training in primary schools in Bangladesh. These resources include human, learning and financial. The current number and adequacy of teachers in the primary sector is a question for the quality teaching learning. In most cases, teachers have to work all day long in the classroom without any break. There is also a question for the availability and use of learning resources in classrooms for effective teaching learning. In some cases, teachers do not know the proper use of some teaching aids and in most cases the learning aids are left untouched and become covered with dust. Moreover, few financial resources are available as budgetary provision. Schools have very little funds available to be used for essential expenses related to its activities toward quality primary education.

2.5.6 Different Levels of Students in one Classroom

Children with special needs from the inclusive education perspective may come from one or more of the groups of children having physical disabilities, children from religious minorities, tribal children, socially disadvantaged or vulnerable children. Teachers have to know different techniques to teach and the learning outcomes of these varieties of students in one classroom. This is a challenge for them.

2.5.7 Teacher Recruitment System in Bangladesh (Primary and Secondary Level):

Primary Level:

For recruiting teachers in primary the required qualification is different. The present teacher recruitment rule is-

- (a) Headteacher (for direct recruitment): Minimum 2nd class/equivalent GPA graduate or equivalent degree.
- (b) Assistant Teacher-
 - For the female candidates the minimum required qualification is 2nd class HSC or equivalent or graduate or equivalent degree. Recently the recruitment rule has been changed and this required qualification has been upgraded to graduate level.
 - For the male candidates the minimum required qualification is 2nd class graduate or equivalent degree.

Secondary Level & Proposed Upgraded Primary Education :

In secondary level & Upgraded primary Education assistant teachers are recruited according to the subject. Subject-based required qualification is as follows:

Serial	Subject	Required Qualification
1	Bangla	BA (with 300 marks course in Bangla in BA), B-Ed. & NTRCA (National Teachers' Registration & Certification Authority) Certificate .
2	English	BA (with 300 marks course in English in BA), B-Ed. & NTRCA Certificate.

Serial	Subject	Required Qualification
3	Maths & General Science	BSc. (with 300 marks course in Maths in BSc.), B-Ed. & NTRCA Certificate
4	Science	BSc., B-Ed. & NTRCA Certificate
5	Social Science	BSS, B-Ed. & NTRCA Certificate
6	Religion	2 nd class kamil/equevalent or 2 nd class Fazil/Equevalent & NTRCA Certificate
7	Agriculture	BSc. in Agriculture or 4 years Diploma in Agriculture.
8	ICT	-
9	Arts & Crafts	Bachelor in Fine Arts
10	Computer Education	BA/BSc./BCom or equivalent & at least 6 months training on computer. or 4 years 2 nd class Diploma in Computer under Technical Board of Education. or BSc. degree in Computer Science/Engineering or Equivalent degree.
9	Physical Education	2 nd class Graduate with 2 nd class BPEd. or 2 nd class Graduate with junior diploma in Physical Education & NTRCA Certificate .

In the past the secondary schools had two sections- junior secondary section and secondary section. There were different recruitment rules for the teachers also, but now there is a common recruitment rule and the common duty for all the teachers. If we go through the teachers' recruitment rule, in secondary level it is clear that for teaching up to grade eight, subject based teachers are recruited and thus they maintain the quality, but in the primary level subject based teachers are not recruited. Thus a question of quality control upto grade eight arises here.

Chapter-Three

METHODOLOGY

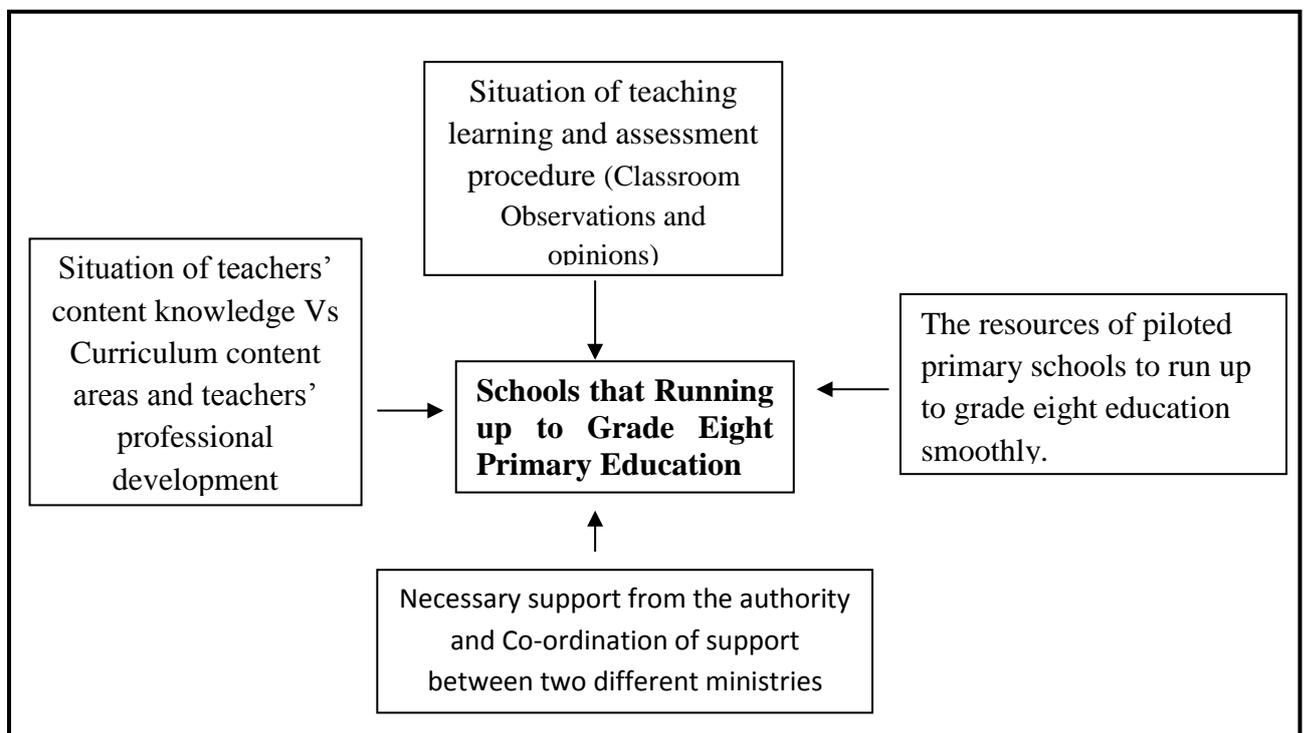
This chapter addresses research approaches and presents the research design of this study. After that, the sample of the study, instruments for data collection and data analysis techniques are also described here.

3.1 Research Approaches

To conduct any research successfully it is very important to select proper research approach. The research approach can be quantitative, qualitative or mixture of both qualitative and quantitative components. For this study a mixed model research design with a mixture of both quantitative and qualitative approaches were followed. A mixed research design allows a better understanding of a research problem than either qualitative or quantitative data itself (Creswell, 2008). According to Johnson & Christensen (2004), mixed model design incorporates both quantitative and qualitative approaches within the same phase or across two stages in the research process.

3.2 Conceptual Frame Work:

Figure 3.1: Conceptual framework of this study



A conceptual framework is an explanatory device “which explains either graphically or in narrative form, the main things to be studied - the key factors, constructs or variables - and the presumed relationship among them” (Miles & Humerman, 1994, p. 18). It is an efficient mechanism for drawing together and summarizing accumulated facts. The conceptual framework in Figure 3.1 was developed to guide the conceptualization of this study. This framework comprised of five main components.

3.3 Research Design

The research design of this study was based on seven research questions under four research objectives (noted in detail in chapter one). According to these research questions, the study was

designed in four phases. Phase-1 was for 'a' and 'b' research questions, Phase-2 was conducted to find answers of research question 'c' and 'd', Phase-3 was conducted to find out the answer of research question 'e' and, Phase-4 was conducted to find out the answer of research question 'f' and 'g'.

3.4 Selection of Sample

This research was conducted in survey method. The survey was conducted following purposive sampling design. It was considered that the sample might represent the whole country. In the above circumstances, data was collected from each eight divisions. One district was selected from each 8 districts and the total number of districts was 8. Then one upazila was selected from each 8 districts and the total number of upazilas was 8. From each upazila one school was selected as a sample. Thus the total number of selected sample schools was 16. From each school two sessions were observed one from upto grade five and the other from grade six to grade eight. An structured lesson observation checklist was for observing the teaching learning activities. Thus total numbers of observed lesson were $8+8 = 16$. The teachers who conducted sessions were interviewed and the total number of respondents was 16. The headteachers of the selected schools were also interviewed and the total number of respondents was 8. The Assistant Upazila Education Officers (AUEO) of that sub-cluster and the URC instructors were interviewed. Thus the total categories of tools were seven.

Table no. 01: Sample Areas of the Research

Serial Number	Division	District	Upazila	Number of Schools
1	Dhaka	Kishorgonj	Kishorgonj Sadar	1
2	Chittagong	Chittagong	Chittagong Sadar	1
3	Rajshahi	Rajshahi	Rajshahi Sadar	1
4	Khulna	Bagerhat	Bagerhat Sadar	1
5	Sylhet	Sylhet	Sylhet Sadar	1
6	Barisal	Barisal	Barisal Sadar	1
7	Rangpur	Dinajpur	Dinajpur Sadar	1
8	Mymensingh	Mymensingh	Mymensingh Sadar	1
			Total:	8

Table no. 2 : List of the Respondents

SR Number	Category	Types of Respondents	Total Number
1	Classroom Observation	Classroom Observation	7 (one missing).
2	Classroom Observation	Classroom Observation	8
3	Teacher	Who conducted the class upto grade five	8
4	Teacher	Who conducted the class upto grade eight	8
5	Headteachers	Headteachers of the Sample School	8
6	AUEOs	(Relevant Cluster)	8
7	URC Personnel	Instructor/Assistant Instructor	8

Table no. 3: Respondents and the Tools Used

The present research was conducted on the basis of its objectives. Survey method was used for collecting the data and purposive sampling was used for it. The tools used for it was as follows:

SR Number	Category	Types of Respondents
1	Classroom Observation	Observation Checklist
2	Classroom Observation	Observation Checklist
3	Teacher (Who conducted the class upto grade five)	Questionnaire
4	Teacher (Who conducted the class upto grade eight)	Questionnaire
5	Headteachers of the Sample School	Questionnaire
6	AUEOs (Relevant Cluster)	Interview Schedule
7	URC Instructor/Assistant Instructor	Interview Schedule

3.5 Developing Tools and its improvement

Research tools were developed by the research team members in collaboration among themselves. While preparing the tools the researchers considered the objectives and research questions of the study, the type of language, the present situation of our primary education upto grade eight and the applicability of the instruments. Then it was improved with the suggestions of all other NAPE faculty members.

3.6 Finalization of Tools

The tools were finalized after a small piloting on the respondents available in the Mymensingh sadar upazila. The purpose of piloting of the instruments was to (i) make sure that the questions are clear and easily understandable to the respondent, (ii) to judge the relevance of questions, (iii) to judge the appropriateness of the questions to gather expected data and (iv) to determine how much time is required to administer the tools.

3.7 Administrating the Tools

Administration of the tools aiming to collect data and information on various aspects of study was implemented through a team of data collectors from research team and other NAPE faculty members. All of the data collectors are experienced in doing research activities. The field data collectors were assigned to collect data from the sample area using different types of tools under the close supervision of the research team leader.

3.8 Training of data Collectors

A daylong training was organized to enable the data collectors to address their responsibilities effectively. The training particularly addressed the following areas:

- (i) Objectives of the study.
- (ii) Conceptual framework of the study.
- (iii) Detailed methodology.
- (iv) Procedure of classroom observation
- (v) Procedure for administering the interview schedule and the checklists.
- (vi) Other related issues.

3.9 Data collection Procedure

The data collectors went to the respondents and built up professional relationship to make them easy for creating suitable environment for administering the tools. At the beginning they explained the objectives of research and assured them that all the information given by them would be kept confidential and it will be used only for research purpose. After creating suitable environment the tools were administered.

3.10 Data Processing

Data processing was done by (i) scoring of answer script and (ii) checking, editing and coding of the field in questionnaires and checklist. Data entry was done accordingly and data cleaning was done where necessary.

Checking, Editing and Coding

In order to do checking, editing and coding of the field data attention was given particularly to (i) checking identification (ID) number of each questionnaire (ii) checking inconsistency among the questionnaire (iii) coding the open-ended questions of each questionnaire and (iv) sample checking of the questionnaire by the research team members.

Data Entry and Cleaning

Data entry and cleaning was done by the research team. Data entry was done in excel programme. The research team was very much careful about the validity and reliability of the data and information. If there was something wrong they made it correct through discussing with the data collector.

3.11 Data Analysis

The data analysis was done according to the objectives of the study. The collected data was converted into percentage and the result of the research was presented through different graphical picture like table, bar diagram, pie chart etc by using MS Excel and other software. Besides these all the data and information from different sources were critically checked if there is anything wrong. If it happened so, the research team tried to find out the real information through cross checking.

Chapter: Four

Data Presentation and Analysis

4.1 Introduction:

Four tools were used in this research for collecting relevant 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 was analyzed in the light of four objectives of the study. For this reason data is presented here according to the objectives of the research. The validity of the information was ensured through triangulation with all the relevant information getting from different tools. Different types of table and chart like chart, bar, pie etc were used to make the information clear to the readers of the study. The information under different headlines is presented below according to the sequence.

4.2 Opinion of the Subject Teacher/Assistant Teacher

Table 4.1: Educational Qualifications

Name of qualifications	Total N=16	%
SSC/Equivalent	0	0
HSC/Equivalent	0	0
Graduate/Equivalent	7	22
Postgraduate/Equivalent	9	28
Other	16	50
	32	100

Regarding question of educational qualifications, the highest 50% teachers have other training, the second highest 28% teachers that they have Postgraduate and the rest 22% teachers have graduate degree.

Table 4.2: Experience

Experience	Total N=16	%
0-5	2	13
6-10	5	31
11-15	7	44
16-20	1	6
20+	1	6
	16	100

Regarding question of service length, the highest 44% teachers have 11 to 15 years experience, the second highest 31% teachers have 6 to 10 years job experience, the third highest 13% teachers have 0 to 5 years experience.

Table 3.3: Description of Professional Training

Description of Professional Training	Total N=16	%
C-in-Ed	13	46
DPEd	5	18
B.Ed.	8	29
Others	2	7
	28	100

According to the table-3.3, the 46% teachers have C-in-Ed training, 29% teachers have B.Ed training, 18% teachers have DPEd training and the rest 7% teachers have other training.

Table 4.4: Description of different types of subject-based training

Name of Subject Based Training	Total N=16	%
Bangla	5	16
English	6	19
Mathematics	9	28
Bangladesh & Global Science	3	9
Elementary Science	7	22
Others	2	6
	32	100

According to the table-4.4, all the teachers do not have training on all subjects. They have subjects-based training. The highest number of teachers have training on mathematics (28%), then science (22), English (19%), Bangla (16%) and Bangladesh & Global Studies (9%).

Table 4.5: Description of training of the teachers participated other than subject based training

Name of Others Training	Total N=16	%
ECL	2	14
Basic In Service	2	14
DPEd (26 days)	2	14
Hygienic	1	7
Basic Scouting	1	7
Advance scouting	1	7
N.T.C Scouting	1	7
MWTL	1	7
ICT	1	7
Marker	1	7
Curriculum Dissemination (secondary)	1	7
	14	100

According to the table-4.5, the highest 14% teachers received ECL training. Similarly, 14% teachers received Basic-in-Service training and also DPEd (26 days) training.

Table 4.6: Teaching-learning activities conducted by the teachers who received subject based training

Answer	Total N=16	%
Yes	2	12
No	14	88
	16	100.00

The data shows that 88% teachers have no training of teaching-learning the subjects that they are conducting from class six to eight and only 12 teachers have training of the related subjects.

The reasons for not receiving training :

- The authority did not arrange any training
- The opportunity of training was not adequate yet to linkage
- Training of B.ED, M.ED is not obtained because of teachers shortage
- Due to teacher shortage the teachers usually do not get deputation for receiving higher training like B.ED, M.ED etc.

Table 4.7: How many lessons you delivered from class six to eight?

Number of Subject	Total N=16	%
One	2	13
Two	2	13
Three	7	44
Above Three	5	31
	16	100

The table-4.7 shows that most of the teachers (44%) delivered three subjects and 31% teachers more than three subjects in a day.

Table 4.8: Congruity of content in class five to class six :

Answer		%
Yes	1	6
Partial	13	81
No	2	13
	16	100

The data shows, 81% teachers opined that there is a partial congruity of the content of class five with class six, 13% teachers opined that there is no congruity. On the other hand, 6% teachers opined that there is congruity of the content of class five with class six.

The areas are of non-congruity?

- Huge content
- Algebra, ratio, proportion, theorem of mathematics start from class six
- Creative assessment system
- Question of higher order

- There is no grammar in English at primary level so they face problem to conduct grammar class in six
- Bangla grammar
- Lack of science laboratory
- Direct question in the subject of Bangla in class five but creative questions at secondary level
- There are many new contents in science from grade six

Table 4.9: After completion of class five, is it easy for students to understand the contents content of curriculum of class six to eight?

Answer		%
Yes	3	19
No	13	81
	16	100

The table reveals, 81% teachers opined that it is easy to understand the contents of curriculum of class six to eight after completion of grade five students.

The agruments of the respondants on behalf the answer is ‘No’:

- The curriculum is too heavy
- The teachers have no training about curriculum of grade Six to grade Eight
- Algebra, theorem, proven are new and difficult items to the teachers
- The teachers do not get enough time to practice the lesson
- The picture of science text book is invisible
- To increase the quality of subject from 6 to 10

Table 4.10: Science Laboratory in the School :

Science Laboratory		%
Yes	0	0
No	16	100
	16	100

The table shows, all teachers informed that there is no science laboratory in the school.

Table 4.11: Supply of of essential teaching aids for class six to eight :

Learning Materials		%
Yes	1	6
No	15	94
	16	100

The table shows, 94% teachers informed that there is no supply of essential teaching aids for grade six to eight. Only 6% teachers infomred that there was a supply of essential teaching aids in their school.

Table 4.12: Prepare teaching aids for grade six to eight by the teachers :

To make teaching aids		%
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Yes	9	56
No	6	38
Sometimes	1	6
	16	100

The table shows, 56% teachers opined that they prepare teaching aids for grade six to eight, 38% opined that they did not do that. Only 6% teachers opined that they sometimes prepare it.

Table 4.13: Use supplied/hand teaching aids in the class room everyday :

Used teaching aids		%
Yes	3	19
No	9	56
Sometimes	4	25
	16	100

It is revealed from the table, 56% teachers opined that they did not use supplied/hand teaching aids in the class, 19% opined that they did it. On the other hand 25% teachers opined that they used it sometimes.

The arguments on behalf the answer is 'No':

- Materials are not supplied
- Presser of extra classes
- They did not get training on using it
- Not need for every session
- There is no good rooms for preserving materials

Table 4.14: Head teacher's support to conduct class from six to eight :

Support to conduct class		%
Yes	14	88
No	2	12
	16	100

From the data, 88% teachers opined that head teachers provided necessary support to conduct class from six to eight and 12% the teacher opined that the head teachers did not provide any support.

The scope of support by the head teachers is as follows :

- To monitor class activities
- To help teaching learning activities
- To encourage and support to all the teachers
- To supply teaching aids
- To discuss with the teachers and students about their problems

Table 4.15: Local monitoring officers (AUEO, URC Instructors, Secondary Education officers) were given advised to conduct class room activities from six to eight :

Any advice		%
Yes	4	25
No	12	75
	16	100

The table shows, 75.00% teacher opined that local monitoring officers (AUEO, URC Instructor, Secondary Education officer) did not provided support to the teachers to conduct class room activities from six to eight and 25.00% teacher opined that local monitoring officers provided support to them..

The type of support werer as follows t

- Visited classroom and gave feedback
- Advised to ensure the learning outcomes properly by the learners
- Used more & more English in the English classroom
- Took counselling from the nearest secondary school for teaching learning activities
- Showed how to prepare a good question paper
- Advised about how to do the classroom management succseefully

Table 4.16: The training that the teachers recieved for assessing the learners achievements :

Teachers have Assessment Training		%
Yes	0	0
No	16	100
	16	100

From table-4.16, all the teachers opined that they had training on assessment to assess the learner's acheivement from grade six to eight.

Table 4.17: Student aeessment in the classroom from grade six to eight :

Teachers assessed students in the class		%
Yes	15	94
No	1	6
	16	100

From the data, 94% teachers opined that they assessed the students' achievment during the class and 6.25% teachers did not do that.

The agruments on behalf of the answer is 'Yes':

- Answering the short question at the end of the chapter
- Verbal
- Monthly test
- Weekly test
- Verbal and written at the end of each session
- Writing paragraph
- Half yearly examination

- Writing synonym words
- Assessing the learners by arranging competition

Table 4.18: How much the teacher prepared half yearly/final examination question:

Prepared half yearly/final examination question		%
Yes	4	25
No	12	75
	16	100

The table shows that 75% teachers did not prepare half yearly/final examination question and 25% teachers did it.

Table 4.19: Got help from the teachers of secondary school for developing question :

Got help for developing question from the teachers		%
Yes	3	75
No	1	25
	4	100

The table shows that 75% teachers opined that they got help from the teachers of secondary school for developing question and 25% teachers did not get any help.

Table 4.20: If the answer is 'No' who prepare the question :

Who prepare the question		%
Secondary teachers association	10	83
No remarks	2	17
Total	12	100

From the table-4.20, 83% teachers opined that Secondary Teachers Association prepared the question and 17% teachers have no remarks.

Table 4.21: The problem that they faced overall assessment of the students of class six to eight :

Face any problem		%
Yes	14	88
No	2	12
	16	100

The area of problem that they faced:

- The problem was in developing creative questions

- In marking the answer papers
- Shortage of classroom
- The classroom assessment
- Question papers were developed by others
- They did not get training on curriculum discrimination
- The length of session is too short to assess the students
- The content of Bangla 2nd (class 8) paper is very poor
- Content of English 2nd paper not available in the textbook
- Irregular presence of students
- Adequate fund was not supplied
- Teachers' guide and assessment guide were not supplied

Table 4.22: Subject-based/professional training needed to conduct classroom activities for class six to eight:

More subject based/professional training is needed		%
Yes	16	100
No	0	0
	16	100

The data of the above table shows that all the teachers are agreed that they need training.

Table 4.23: The training they received

Name of the training		%
Subject based	15	52
B.ED	4	13
ICT and others long term training	4	13
Curriculum	4	13
M.ED	1	3
Question paper develop & assessment	1	3
Teaching learning materials make & safe-keeping	1	3
	30	100

The data of the above table revealed that the highest 52% teachers realized that they need subject-based training and the same number of teachers mentioned that they need B.Ed, and the same number of teachers said that they need ICT training and again the same number of teachers informed that they need training on curriculum discrimination.

Table 4.24: The opinion of the teacher about successful learning activities of class six to eight in the primary school:

- All the teachers need to ensure subject-based training
- It is needed to ensure necessary construction work for proper accommodation
- All the schools need to establish science laboratory and rich school library

- Teaching aids and other necessary equipments should be supplied
- At least two subject based teachers are needed in all the schools to ensure quality education
- All schools should recruit subject based teacher for the school
- Digital classroom with equipment should be ensured
- Required number of teachers should be ensured for all the schools
- The salary of the teachers should be increased
- Give incentive for additional duties
- The length of session durations should be increased
- Monitoring activities should be enhanced
- Provide digital content to the schools and use it in the teaching-learning activities
- Provide reference books for all the schools
- Deliver the textbooks properly
- Every school should have common rooms for the students
- Ensure co-curriculum activities regularly
- Students should provide proper motivation
- B.Ed training should be provided to all the teachers

4.3 Opinion of the head teachers

Table-4.25: Experience with job

Experience	Total N=8	%
0-5	0	0
6-10	2	25
11-15	1	12
16-20	2	25
20+	3	38
Total	8	100

According to table-4.25, the highest numbers of head teachers (38%) have 20+ years experience, the second highest numbers of head teachers (25%) have 6-10 and 16-20 years experience. There was no head teachers below 5 years experience.

Table-4.26: Educational Qualification:

Educational Qualification	Total N=8	%
SSC/Equivalent	0	0
HSC/Equivalent	0	0
Graduate/Equivalent	0	0
Postgraduate/Equivalent	8	100
Others	8	100

According to table-4.26, all head teachers have Postgraduate or equivalent degree.

Table-4.27: Long term Professional Training:

Name of Training	Total N=8	%
C-in-Ed	8	100
DPEd	0	0
B.Ed	4	50
M.Ed	1	12
Others	0	0

According to table-4.27, all head teachers have C-in-Ed training, 50% head teachers have B.Ed training and 12% head teachers have M.Ed training.

Short term Professional Training:

Name of Training		Total N=8	%
Subject-based training	Math	5	63
	BGS	1	12
	English	2	25
	Science	1	12
MWTL		5	63
Basic in service training		1	12
School management		8	100
Prepare of teaching aids, management and collection		2	25
Cub Training		1	12
Others		4	50

According to the data, all head teachers have School management training, 63% teachers have MWTL training and all head teachers have no subject-based training.

In 2013, a teaching-learning activity on Grade 6 was introduced at the primary school.

Students number after passed Grade 5:

Year		Boy/Girl	Number	Total
2013	Own School	Boy	167	339
		Girl	172	
	Other School	Boy	40	103
		Girl	63	
2014	Own School	Boy	174	551
		Girl	177	
	Other School	Boy	66	125
		Girl	59	
2015	Own School	Boy	141	376
		Girl	235	
	Other School	Boy	46	90
		Girl	44	

According to the data, students were increasing in the school. In 2013, it was 339 and in 2015, it was 376.

Year-wise student's number:

Grade	Year	Boy/Girl		Total
		Boy	Girl	
6	2013	Boy	183	363
		Girl	180	
	2014	Boy	212	513
		Girl	301	
	2015	Boy	194	482
		Girl	288	
7	2013	Boy	0	0
		Girl	0	
	2014	Boy	148	314
		Girl	166	
	2015	Boy	165	395
		Girl	230	
8	2013	Boy	0	0
		Girl	0	
	2014	Boy	0	0
		Girl	0	
	2015	Boy	122	246
		Girl	124	

According to the data, students were decreasing in the school. In 2013, it was 363 for Grade 6, in 2014, it was 314 in 7 and it was 246 in 8.

Table-4.28 Training on Academic Supervision to visit teaching-learning activities for Grade 6 to Grade 8

Trained	Total	%
Yes	0	0
No	8	100
	8	100

According to table-4.28, all head teachers have no training on Academic Supervision for the supervision of grade 6 to 8 activities.

Table-4.29. Training on Curriculum Dissemination for Grade 6 to Grade 8

Trained	Total	%
Yes	0	0
No	8	100
	8	100

According to table-4.29, all head teachers have no training on Curriculum Dissemination.

Table-4.30: Support to introduce Grade 6

Name of support	Total	%
There was no support	6	75
One teacher was deputed	2	25
	8	100

According to table-4.30, 75% head teachers opined that there was no support to introduce the Grade 6 in the primary school and only 25% head teachers opined that only one teacher was deputed in the school.

Table-4.31: Level of use of teaching aids in teaching-learning activities:

Use of teaching aids	Total N=8	%
Good	1	12
Moderate	1	12
Less	6	76
	8	100.00

According to the table-4.31, 76% head teachers opined that there was less use of teaching aids in the classroom and only 12 % head teachers opined that the use of teaching aids were moderate. On the same issue only 12% respondent said that the use of teaching-learning activities was good.

The steps were taken to ensure the use of teaching aids:

- Prepare and use of teaching aids
- They prepared necessary advice to use teaching aids
- The head teacher observe the use of teaching aids/Observe the teaching-learning activities
- The Head teacher exchanged views with teachers

Teaching aids were used:

Opinion	Total N=3	%
Regular	0	0
Sometimes	1	33
Never	2	67
	3	100

From the data, it is revealed that average 67 percent head teachers opined that teaching aids were never used in the classroom, while 33 percent head teachers answered it was used sometimes.

Teaching aids were never used:

- There was no subject-based training up to grade 6 to 8
- There was no training on curriculum dissemination up to grade 6 to 8
- Each teacher has minimum 8 classes in a day

Steps that were taken to ensure the use of lesson plan:

- Prepared short lesson note
- Teachers were given advice to prepare and use it regularly
- No steps were taken, because there was no idea about the lesson plan up to grade 6 to 8
- Communicate with the Upazila Secondary Education Officer for the training in this purpose

Table-43.32: Visited schools in the previous 3 years:

Year	Name of visitor	
2013	DPEO	3
	ADPEO	1
	UEO	5
	AUEO	25
	URC Instructor	2
2014	DPEO	0
	ADPEO	0
	UEO	2
	AUEO	31
	URC Instructor	2
2015	DPEO	1
	ADPEO	1
	UEO	7
	AUEO	28
	URC Instructor	1
	Divisional Deputy Director	1

The above data shows that the AUEOs visited the schools frequently, but other field level officers visited the schools less than that.

How do the teachers coordinate all activities as the overall management was on a different ministry? The opinions were:

- Communicate with Board and nearer high schools for personal interest
- Communicate with Secondary Education Officers
- According to the instruction of higher authority

Support from field level officers of Primary Education department to conduct teaching learning activities and other activities of Grade 6 to 8

- Gave instructions to conduct teaching learning activities properly
- Instructed to develop the level of students' performance
- Encourage the teachers mentally

Type of support from SMC

- To help students to get admission in the grade six from others schools
- To increase awareness and mobilization of parents to send their children for continuity of their studies in grade six
- Ensure all type of security in the school
- Collect students and communicate with parents

The process of JSC Examination registration Card and Other activities with Secondary Education Board

- Communicated with the Education Board directly
- Activity was done through online
- According to the instruction of higher authority
- By phone and letter

Tbale-4.33: Opinion about physical and other facilities:

Sl. No.	Physical facilities		
1	Size of classroom	Not good	1
		Moderate	6
		Good	1
		Very good	0
2	Lighting of the class room (door, window)	Not good	0
		Moderate	5
		Good	3
		Very good	0
3	Bench and table of the class room	Not good	2
		Moderate	5
		Good	0
		Very good	0
4	Black board	Not good	1
		Moderate	5
		Good	1
		Very good	0
5	Condition of light, fan	Not good	3
		Moderate	5
		Good	0
		Very good	0
6	Drinking water supply	Not good	3
		Moderate	1
		Good	3
		Very good	1
7	Toilet facilities	Not good	2
		Moderate	5
		Good	0
		Very good	1
8	Playground	Not good	1
		Moderate	5
		Good	1
		Very good	1
9	Teaching aids	Not good	3
		Moderate	4
		Good	0
		Very good	0
10	Science laboratory room and instruments	Not good	3
		Moderate	1
		Good	0
		Very good	0
11	Computer	Not good	3
		Moderate	1
		Good	0
		Very good	0

12	Multimedia projectors	Not good	8
		Moderate	0
		Good	0
		Very good	0
13	Library room	Not good	3
		Moderate	0
		Good	0
		Very good	0
14	Books in the library	Not good	4
		Moderate	2
		Good	0
		Very good	0

The above data reveal that size of classroom, lighting of the class room (door, window), bench and table of the class room, black board, condition of light, fan, toilet facilities, playground and teaching aids were moderate. On the other hand, the condition of the drinking water supply, science laboratory room and instruments, computer, multimedia projectors, library room and books in the library were not good.

18. Needed teacher and Teacher's Standard to deliver the teaching learning activities up to grade 6 to 8 :

Table-4.34: Deliver the teaching learning activities up to grade 6 to 8 :

Number of teachers	Total N=8	%
4	1	12
5	0	0
6	0	0
7	1	12
7+	6	76
	8	100

The data show that 76% schools have above 7 teachers who delivered the teaching learning activities up to grade 6 to 8.

Table-4.35: Teachers' Standard

Sl. No.	Domain of Teachers' Standard	Not Good N=8	Moderate N=8	Good N=8	Very Good N=8
1	Classroom management	0	3	5	0
2	Class control	0	3	5	0
3	Subject knowledge	0	5	3	0
4	Pedagogical knowledge	0	6	2	0
5	Used teaching aids	3	4	1	0
6	Lesson plan	4	3	1	0
7	Confidence to deliver the session	0	6	2	0
8	Use formative assessment techniques	1	5	0	0

The above data show that the Teachers' Standard was moderate in the areas of subject knowledge, pedagogical knowledge, using teaching aids, using of formative assessment techniques and confidence to deliver the session. It is also noticed that the Teachers' Standard was good in classroom management and class control. On the other hand teachers standard was not good in the case of lesson plan.

Table-4.36:Assessment procedure of Grade 6 to 8 Students

Type of Assesment	Assesment Techniques	Record keeping	Total N=8
Daily	During the session	Not	4
	Have no idea	-	1
Weekly	Oral and written	Not	2
	Written exam	Not	1
Monthly	Written	Not	3
		Not	1

The data show that most of the teachers assessed the students during the session in writing. But record keeping was not good.

Summative assessment

Type of Assesment	Assesment Techniques	Who prepare the tools	
Quarterly	Oral and written		2
Half-Yearly	written	Secondary Teacher Association	7
Yearly	written		7

The data show that most of the teacher assessed the students in both format oral and written, and this summative assesment was held on half-yearly.

There was difference between teaching learning methods and techniques of Grade 1 to 5 and Grade 6 to 8 as follows:

- Creative test item in Grade 6 to 8, whereas competency-based area teaching learning in grade 1 to eight.
- The area of subject knowledge is broader and more complex from grade six to eight
- Assessment techniquess
- Mor practical works in upper grades like ix to eight

Problems to implement the curriculum up to grade 6 to 8

- Problems to understand the contents clearly
- Lack of teachers' subjects knowledge
- Lack of knowledge in technical subjects like Art and Craft, physical education, agriculture and ICT
- Lack of experience to prepare creative test items by the teachers of primary schools
- Shortage of teachers almost in every school
- Not getting enough support from the Secondary and Higher Education Board officers
- Teachers did not get training on curriculum discrimination and also the DPED training does not cover the area up to grade eight
- Have no library, science lab, classroom, teaching aids in primary schools

The problems of controlling students up to grade eight:

- Toilet facilities are not sufficient
- Shortage of common room for male and female students
- Shortage of co-curricular materials in every school
- Boys and girls are in the same class, it is difficult to manage the sitting arrangement
- Shortage of skilled teachers to manage these students
- School time is long

Co-curricular activities run by the schools:

- Sports and games like football, badminton, athletics, cricket etc competition, Recitation, drawing
- The common cultural activities are like recitation, debating, story telling, drawing, role play etc.

Problem to conduct co-curricular activities:

- Shortage of skilled teachers in the specific area of sports and cultural activities

Table-4.37: School Scouting Activities for Grade 6 to 8

Scouting Activities		
Yes	0	0.00
No	8	100.00

The data show that there was no school scouting activities for Grade 6 to 8 in any sample schools.

Steps were not taken to incorporate.

- No steps were taken to draw the attention of the authority to provide necessary support.

Problems for the implementation of primary education up to Grade 6 to 8:

- Shortage of trained teachers/subject-based teachers almost in every schools
- Lack of physical facilities like sufficient classrooms, commonrooms etc.
- There was no training programme arranged for increasing subject knowledge and curriculum knowledge up to grade 6 to 8
- There was no science lab, multimedia projector, sports materials, teaching aids and library almost in every school
- There is no extra office contingencies supplied for managing three extra grades
- There is no office assistant in any school. This creates problems for the teachers to maintain extra officical activities
- Pay scale is not handsome for the teachers in considaration of thier duties and responsibilities
- There is no girls' common room
- Daily working time is too long

Probabilities:

- Created extra opportunities for poor children to go to school for education will pay important role in

- Reducing drop out
- This will increase education rate
- Will create new posts for teachers
- Implementation of Kudrate-E-Khuda education commission
- It will be helpful to develop better nation
- Increase opportunities for girl's education

4.4 Opinion of AUEOs

Table-4.38:

Experience	Total	%
0-5	4	36
6-10	0	0
11-15	6	55
16-20	1	9
20+	0	0
	11	100

In the question of service length the highest 55% respond that they have 11 to 15 years of experience, the second highest 36% respond that they have 0 to 5 years of job experience and the rest 9% respond that they have more than ten years of experience.

Table-4.39:

Year	Total	%
2013	3	16
2014	5	26
2015	9	47
2016	2	11
	19	100

On the question of visiting the primary school the highest 47% respond that they visited the school in 2015, the second highest 26% respond that they visited the school in 2014, the third highest 16% respond that they visited the school in 2013 and the rest 11% respond that they visited the school in 2016.

Table-4.40: Response about the training they have on the academic supervision

Trained	Total	%
Yes	1	9
No	10	91
	11	100

On the question of having training on academic supervision, most of the respondents respond that they have no training 91% (10). Only 9% (1) have training on D.Ed.

In response to the the question of 'What training is needed?' they mention the following training they need:

- Subject-based Training which covers the area upto grade eight students
- Academic supervision
- Curriculum dissemination training on Grade six to Grade eight
- Competency-based Training
- Training on assessment
- Professional development Training
- Training on how to prepare lesson plan for Grade Six to Eight
- Training on teaching-learning methodology which covers the area upto Grade six to Eight students
- Training on academic supervision for Grade six to eight
- DPED Training
- Those training that were on going for six to eight teachers.

In response to the question of ‘How do they help the teachers in teaching-learning activities?’, they mentioned:

- They discuss with the teachers
- Give feedback after observing the teaching-learning activities

In response to the question of ‘How they help the teachers to supply the teaching-learning materials?’, they mentioned:

- Teaching materials was not supplied by the government
- Upazilla Parisad, supplied some furniture for these schools
- Only textbooks were supplied by the Govt.
- Advised to purchase the materials form SLIP fund
- Advised to communicate to Secondary Education Officers

In response to the question of ‘How do they ensure that teaching-learning materials are available at school?’, they informed:

- By visit schools
- Checking the stock register
- Some respondents informed that materials were not supplied in their school, while some others informed that they do not have idea regarding this matter.

Table-4.41: Responses on the problems they have faced while conducting the grade 8 completion exam

Opinion	Total N=11	%
Yes	6	55
No	5	45
	11	100

According to the table-4.5, 55% (6) respondents opined that there were problems to participate at the GSC Examination and 45% (5) opined that there were no problems in this issue.

The problems were created in the following purpose:

- To get registration (EIIN) for participating in the exam
- To communicate with the Education Board
- Travelling to reach the examination center, because it is far away from the school.
- Exam fees were a burden to the learners

- There was no instruction to fill up the form for JSC students
- There was not enough information at DPEO office and Upazilla Education office secondary education authority

In response to the question of ‘What was your support/advice to solve the problem ?’, they informed:

- They requested the Upazilla Education officer to arrange the examination to nearer center.
- Informed DPEO office and Upazilla Education office about JSC Examination

In response to the question of ‘How do you support/advice the School Managing Committee to assess the students of Grade 6 to Eight?’, they responded:

- They have no idea regarding the matter
- Advised to conduct teaching-learning activities following the identified competency
- They advised to assess following the identified competency
- Gave instruction to assess written and oral test
- Communicated the Secondary Education Officer
- Prepared the Test Items

Table-4.42:

Opinion	Total N=11	%
Yes	0	0
No	7	64
Others (Certificate was not provided yet)	4	36
	11	100

According to table-3.42, 64% (7) AUEOs opined that there were no problems to get the certificate of GSC Examination and 36(4) opined that certificate was not provided yet.

In response to the question of ‘What sort of training are needed for the teachers to conduct teaching-learning activities?’, they opined:

- Need subject-based training specially on the content on grade six to eight students
- Need training for preparing creative question
- Need DPED/B.Ed Training
- Training on ICT
- Need Curriculum dissemination Training
- Need more classrooms
- Need qualified teachers
- Need training on academic supervision

In response to the question of ‘What sorts of changes are needed on curriculum to introduce primary education Grade Six to Eight? for the teachers to conduct teaching-learning activities?’, they opined:

- It is needed to develop a continuous curriculum Grade 1 to Grade eight
- Competency based curriculum is needed upto grade eight
- It is needed to reduce contents and subjects also
- Textbook needed up-to-date

- Need to write the content in simple language
- Need to recruit subject-based teachers
- Need long term training for the teachers
- Need library with adequate books
- Need science laboratory in each school

Table-4.43: The allocation of contingencies

Opinion	Total	%
Yes	0	0.00
No	11	100.00

According to the table-4.43, all respondents opined that there was no extra allocation for contingency to implement primary education upto Grade six to eight.

In response to the question of ‘What sorts of changes are needed to introduce effectively primary education Grade six to eight?, they opined:

- Need more physical facilities (Classroom, office room, library etc.) in each school
- Need modern library with sufficient collection of books and reading materials
- Need sufficient ICT facilities
- Need subject-based training for Grade six to Grade eight teachers
- Recruit sufficient skilled teachers
- Need to supply enough contingencies for the schools
- Need modern science laboratory in each school
- Need long term training for the teachers
- Need to supply enough teaching learning materials
- Need to increase the number of teachers
- Need training for monitoring system for head teachers
- Need to ensure training on curriculum dissemination for every teachers upto grade eight
- Need to upgrade the salary (scale) for the teachers
- Need to reduce the contents from the textbooks
- It is essential to supply enough teaching-learning materials in all schools
- Need to ensure electricity supply in all the schools
- Need a separate board for primary education to control and guide all sorts of assessments
- Need to supply materials for co-curriculum activities
- Need to ensure B.Ed/DPEd Training for all the non-trained teachers
- Need subject-based teachers for the higher grades like six to eight
- Need office assistant for every school
- Need sufficient furniture for every school
- Need playing instruments for every school
- Need to prepare a combined curriculum for the students upto Grade 1 to Eight

4.5 Teaching-learning activity observation table

Table- 4.44: Observed Class

Grade	Number of class
One	1
Two	0
Three	1
Four	3
Five	2
Total	7

Table- 4.44 shows that there were 7 classes being observed by the observer. 1 class in grade one, 1 class in grade three, 3 classes in grade four and 2 classes in grade five were observed in seven schools.

Table-4.45: Observed Subject (Grade 1 to 5)

Subject	Number of session
Bangla	1
English	4
Math	2
Science	0
BGS	0
Total	7

Table-3.46 displays that in grade 1 to grade 5, there are 7 sessions being were observed and that was limited to three subjects. 1 session in Bangla, 4 session in English and 2 sessions in mathematics were observed in seven schools.

Table -4.47: Observed Class

Grade	Number of class
Six	1
Seven	2
Eight	5
Total	8

Table- 4.47 reveals that there are 8 classes observed by the observers. 1 class in grade six, 2 classes in grade seven, 5 classes in grade eight observed in eight schools.

Table-4.48: Observed Subject (Grade 6 to 8)

Subject	Number of session
Bangla	0
English	1
Math	7
Science	0
BGS	0

Table-4.48 presents that in grade 6 to 8, 8 sessions were observed and that was done on two subjects. 1 session in English and 7 sessions in math were observed in eight schools.

Table-4.49: Number of Student in observed class

Students	Grade One to Five	Grade Six to Eight
Total Students	359 (100%)	288 (100%)
Present Students	243 (68%)	251 (87%)

Table-4.49 shows that in grade 1 to 5, the percentage of present students were 68 and in grade 6 to 8 the percentage of present student was 87 when the lessons were observed.

Table-4.50: Type of teacher in observed class

Class conductor/ Teacher	Grade One to Five	Grade Six to Eight
Female	7	5
Male	0	3

Table-4.50 displays that in grade 1 to 5, there were 7 female teachers in seven different schools and in grade 6 to 8 there were 5 female teachers and 3 male teachers in eight different schools when the lessons were observed.

1. Lesson Plan:

Table-4.51: Bringing lesson plan by teacher in classroom

Lesson Plan	Grade One to Five	Grade Six to Eight
Yes	3	3
No	4	5

Table-4.51 presents that out of 7 sessions 3 teachers followed the lesson plan and 4 teachers did not do that in classroom in grade 1 to 5; in grade 6 to 8, out of 8 sessions 3 teachers followed and 5 teachers didn't do that in classroom.

Table-4.52: Method and techniques of lesson plan followed by the teachers

Methods and techniques followed	Grade one to five	Grade six to eight
Fully	2	3
Partially	1	1
Not	3	4

The data of the table-4.52 show that in grade 1 to grade 5, 2 teachers follow fully, 1 teacher partially and 3 teacher did not follow lesson plan. Whereas in grade 6 to 8, 3 teachers followed fully, 1 teacher partially and 4 teachers did not follow methods and techniques in lesson plan.

Table-4.53: Following different steps of teaching-learning activity

Following Steps	Grade One to Five	Grade Six to Eight
Fully	3	3
Partially	3	3
Not	0	1

Table-4.53 displays that in grade 1 to 5, 3 teachers fully and 3 teachers partially followed different steps of teaching-learning activity mentioned in lesson plan. Whereas in grade 6 to 8, 3 teachers fully, 3 teachers followed partially and 1 teacher did not follow different steps of teaching-learning activity mentioned in lesson plan.

Table-4.54 Relate today's lesson with student's previous knowledge

Relate with prior knowledge	Grade One to Five	Grade Six to Eight
Fully	2	3
Partially	3	4
Not	2	1

Table-4.54 presents that in grade 1 to 5, 2 teachers related fully, 2 teachers partially and 2 teachers didn't relate today's lesson with student's previous knowledge. In grade 6 to 8, 3 teachers related fully, 4 teachers partially and 1 teacher didn't relate today's lesson with student's previous knowledge.

Table-4.55: Teacher's performed activities regarding classroom management (Class One to Class Five)

Classroom management activities	Total
Classroom discipline	5
Create safety environment	4
Time management	3
Create emotion	2
Others	0

Table-5.55 reveals that the observer found classroom discipline was maintained in 5 sessions, safety environment was ensured in 4 sessions, time management followed in 3 sessions and emotion was created in 2 sessions by the teacher in grade 1 to 5.

Table-4.56: Teacher's performed activities regarding classroom management (Class Six to Class Eight)

classroom management activities	Total
Create safety environment	5
Classroom discipline	4
Time management	4
Create emotion	3
Others	1

Table-4.56 presents that the observer found safety environment was ensured in 5 sessions, classroom discipline was maintained in 4 sessions, time management was followed in 4 sessions and emotion was created in 3 sessions by the teacher in grade 6 to 8.

Table-4.57: Used methods and techniques in classroom presentation

Methods and techniques		Grade One to Five	Grade Six to Eight
Teacher centered method	Lecture	2	5
	Demonstration	1	2
	Question and answer	4	4
	Discussion	2	1
	Others	0	1
Student centered method	Experiment	0	0
	Observation	1	2
	Question and answer	6	7
	Multiple way of learning	0	0
	Others	0	1
Techniques	Individual work	4	7
	Pair work	3	0
	Group work	5	2
	Role play	0	0
	others	2	1

Table-4.57 displays that in teacher-centered method, lecture method used in 2 sessions, demonstration was used in 1 session, question and answer method used in 4 sessions and discussion method used in 2 sessions in grade 1 to 5; whereas in grade 6 to 8, lecture method was used in 5 sessions, demonstration was used in 2 sessions, question and answer method was used in 4 sessions, discussion method was used in 1 session and other types of method was used in 1 session.

In student-centered method category, observation method was used 1 session, question and answer method was used in 6 sessions in grade 1 to 5. Whereas in grade 6 to 8, observation method was used in 2 sessions, question and answer method was used 7 sessions and others type of method was used in 1 session. It is noted that experiment method and multiple ways of learning method were not used in grade 1 to 8.

In techniques category, individual work was given in 4 sessions, pair work was given in 3 sessions, group work was given in 5 sessions and other types of techniques were used in 2 sessions in grade 1 to 5. Whereas in grade 6 to 8, individual work was given in 7 sessions, pair work was not used in any sessions, group work was given in 2 sessions and other type of techniques was used in 1 session in grade 6 to 8. It is mentioned that role play technique was not used in grade 1 to 8.

Table-4.58: Subject knowledge of Teacher

Subject knowledge	Grade One to Five	Grade Six to Eight
Very good	1	3
Good	5	3
Medium	1	2
Low	0	0

Table-4.58 reveals that one teacher was found very good, 5 teachers were found good and 1 teacher had medium quality in subject knowledge in grade were 1 to 5. On the contrary in grade 6 to 8, 3 teachers were found very good, 3 teachers found good and 2 teachers had medium quality of subject knowledge.

Table-4.59: Observation regarding using teaching aids

Used Teaching aids in classroom	Grade One to Five	Grade Six to Eight
Lesson related	4	4
Appropriate	3	3
Attractive colour	2	0
Related with lesson	2	3
Others	2	5

Table-4.59 shows that in grade 1 to 5, lesson related teaching aids were used in 4 sessions, in 3 sessions the materials were appropriate, in 2 session the materials were attractive and the used teaching materials were related to lesson in 2 sessions. In grade 6 to 8, lesson related teaching aids were used in 4 sessions, in 3 sessions the materials were appropriate and the used teaching materials was related with lesson in 2 sessions.

Table-4.60: Participatory work observed in classroom: (Class One to Class Five)

Participatory work	Grade One to Five	Grade Six to Eight
Individually	6	7
Pair	3	0
Group	2	2
Others	0	1

Table-4.60 shows that individual work was given in 6 sessions, pair work was given in 3 sessions and group work was given in 2 sessions as participatory work in grade 1 to 5. Whereas in grade 6 to 8, individual work was given in 7 sessions,

pair work was not given in any session, group work was given in 2 sessions and other type of work was also given in 1 session as participatory work.

Table-4.61: Assessment procedure and techniques followed in teaching-learning activities

Assessment procedure and techniques	Grade One to Five	Grade Six to Eight
Assessed on the basis of learning outcomes	3	2
Question and answer	0	4
Individual work	6	5
Pair work	3	1
Group work	1	1
Problem solving	1	3
Drawing	0	0
Experiment	0	0
Others	0	0

Table-4.61 displays that grade 1 to 5, were assessed on the basis of learning outcomes in 3 sessions, individual work was given in 6 sessions, pair work was given in 3 sessions, group work was given in 1 session and problem solving was used in 1 session as an assessment tool. Whereas checking learning done by assessing on the basis of learning outcomes in 2 sessions, question and answer tools were given in 4 sessions, individual work was given in 5 sessions, pair work was given in 1 session, group work was given in 1 session and problem solving was used in 3 sessions as an assessment tools in grade 6 to 8.

Table-4.62: Taken remedial steps

Remedial steps	Grade One to Five	Grade Six to Eight
Teacher by himself	7	6
With the help of other students	2	3
By giving home work to slow learners	0	1
Others	0	1

The data table-4.62 presents that while conducting remedial steps in classroom, teachers provided support to the students by himself in 7 sessions and involve other students to help slow learners in 2 sessions in grade 1 to 5. In grade 6 to 8, teachers provided support to the students by himself in 6 sessions, involve other students to help slow learners in 3 sessions, giving home work to slow learner and used other techniques in 1 session as remedial steps.

Table-4.63: Students' participation in the classroom

Students' participation	Grade One to Five	Grade Six to Eight
Spontaneous	1	3
Attentive	3	5
Interest	1	6
Group work	2	1
Others	3	1

Table-4.63 shows that students participated in teaching-learning in their classroom in many ways. In grade 1 to 5, in one session it was found that the student participated spontaneously, in 3 sessions the students were very attentive, participated through group work in 2 sessions and other approaches were also used in 3 sessions. Whereas in 3 sessions it was found that the students participated spontaneously, in 5 sessions the students were very attentive, students interest was found in 6 sessions, participated through group work in 1 session and other approaches were also used in 1 session as student's participation in grade 6 to 8.

Table-4.64: Teacher's role in classroom

Teacher's role	Grade One to Five	Grade Six to Eight
Asking question	4	7
Giving answer	3	4
Create motivation	3	4
Others	1	1

Table-4.64 displays that teachers played their role in different way in classroom. In grade 1 to 5, teacher asked question in 4 sessions, teacher gave answer by himself in 3 sessions, teachers created motivation in 3 sessions and other type of role was also played in 1 session by the teacher. Whereas asking question by teacher happened in 7 sessions, teachers gave answer by himself in 4 sessions, teacher created motivation in 4 sessions and other type of role also was played in 1 session by the teacher in grade 6 to 8.

Table-4.65: Teacher's overall presentation in classroom

Teacher's presentation	Grade One to Five	Grade Six to Eight
Appropriate language	4	5
Rich in subject knowledge	3	3
Good eye contact	2	2
Confident	2	3
Punctual	3	6
Spontaneous	2	3
Others	1	1

Table-4.65 presents that in overall teacher's presentation in grade 1 to 5, the teacher used appropriate language in 4 sessions, in 3 sessions teacher was found very rich in subject matter, in 2 sessions teacher had good eye contact, in 2 sessions teachers confidently presented their lesson, in 3 sessions teachers were found very punctual and teachers spontaneously conducted the class in 2 sessions. Whereas in grade 6 to 8, the teacher used appropriate language in 5 sessions, in 3 sessions teacher was found very rich in subject matter, in 2 sessions teacher maintained good eye contact, in 3 sessions teachers confidently presented their lesson, in 6 sessions teachers were found very punctual and teachers spontaneously conducted the class in 3 sessions.

Table-4.66: Performed classroom activities to attain learning outcomes fully (Class One to Class Five)

Description	Class One to Class Five
New word meaning with pronunciation	2
Checking learning through oral questions	2
Used text book picture	1
Checking learning through written activity	1
Writing word meaning in poster paper	1
Teacher tried to involve all students in classroom activity	1
Teacher used spotting mistakes in language teaching	1
Teacher said the Bangla meaning of whole English text.	1
New word writing and fill the gaps with the new word	1
Identified the slow learners and support them (by other students and teacher)	1
Gave individual and group work	1

Table-4.66 presents that to attain learning outcomes fully in grade 1 to 5, different activities were being performed in classroom. In 1 session teacher used text book picture in classroom, in 2 sessions teachers introduced new word meaning with

pronunciation, in 2 sessions teachers checked the learning through oral questions, in 1 session teacher checked the learning through written activity, in 1 session teacher wrote word meaning in poster paper, in 1 session teacher tried to involve all students in classroom activity, in 1 session teacher used spotting mistakes in language teaching, in 1 session teacher said the Bangla meaning of whole English text for better understanding, teacher used fill in the gaps with the new word, in 1 session teacher identified the slow learners to support them effectively, in 1 session teacher assigned students in individual work and group work.

Table-4.67: Performed classroom activities to attain learning outcomes fully (Class Six to Class Eight)

Description	Class Six to Class Eight
By using blackboard	3
By asking oral questions	3
Pronunciation practice	1
Identify the slower learners and support them individually	1
By giving home work	1
By involving students in classroom activity	1
By giving students individual reading activity	1
By giving writing activity	1
By giving group work	1
Gave examples on blackboard	1

Table-4.67 shows that to attain learning outcomes fully in grade 6 to 8, different activities were being performed in classroom. In 3 sessions teachers used blackboard, in one session teacher used pronunciation practice, in one session teacher identified the slower learners and supported them individually, in 3 sessions teacher asked oral questions, in one session teacher gave home work, in one session teachers involved students in classroom activity, in one session teacher gave students individual reading activity, in one session teacher gave writing activity, in one session teacher gave group work and in 1 session teacher gave examples on blackboard to attain the learning outcomes of the content.

Table-4.68: Observer's opinion regarding observed lesson (Class One to Class Five)

Description	Class One to Class Five
No group was given	2
Partially successful to achieve the learning target through following used lesson plan	1

Classroom assessment process was not related with learning outcome	1
Minimum use of classroom language	1
The learners were in passive mood	1
No linkage with previous knowledge	1
Teacher instruction was not clear to students	1
Activity poster paper was not visible from back side of the class	1
Used instruction language in Bangla for student's better understanding	1
Students were not able to put their finger under the lines while teacher did loud reading	1
Teacher used the drilling practice to learn the lesson	1
No lesson plan	1
No teaching materials	1
Used only individual student activity	1
Teacher's subject knowledge and pedagogical knowledge was good	1
Not used any real object as teaching materials	1
Not followed the mathematical 3 steps procedure (concrete, abstract steps)	1
Have to use ECL method in class room practice	1
Need two teachers to conduct a classroom	1

Table-3.68 displays that after observing the seven classes in seven different schools, the observers made many opinions. The observer gave single opinion on many aspects; these are: teacher was partially successful to achieve the learning target through following used lesson plan, classroom assessment process was not related with learning outcome, teacher used minimum classroom language, the learners were in passive mood in the class, teacher did not link today's lesson with previous knowledge, teacher instruction was not clear to the students, activity poster paper that used in classroom was not visible from back side of the class, teacher gave instruction in Bangla and English classes for student's better understanding, students were not able to put their finger under the lines while teacher did loud reading, teacher used the drilling practice to learn the lesson, no lesson plan and teaching aids were used while conducting class, in one class individual student activity only used as practice step, teacher's subject knowledge and pedagogical knowledge found good in one session, teacher did not used any real object as teaching materials, s/he did not follow the mathematical 3 steps procedure. Two observers mentioned that there is no group work was given in classroom.

Table-4.69: Observer’s opinion regarding observed lesson (Class Six to Class Eight)

Description	Class Six to Class Eight
Teacher reply the answer by himself	2
The session was very much teacher-centered	2
Teacher didn’t allow reasonable time to students to reply any answer	1
Teacher instruction was not clear to students	1
No instruction was given for time allocation for completing classroom activity	1
Teacher’s eye contact was not appropriate.	1
All students were replying the answer all together	1
Teacher’s voice was appropriate for class	1
The session was excellent	1
Teacher gave motivation to students	1
Teacher gave support to students	1
Teacher did the most of activity in practice step	1
Teacher used local language in classroom	1
Students copied the teacher work fully	1
Teacher gave home work	1
No lesson plan	1
Used only individual student activity	1
There are no hands on activity in class session	1
Teacher invite students to write/ work on the board	1

Table-3.69 presents that after observing the eight classes in eight different schools, the observers gave many opinions. The observers made single opinion on many aspects; these are-teacher didn’t allow reasonable time to the students to reply to any question, teachers’ instruction was not clear to the students, no instruction was given for time allocation for completing classroom activity, teacher’s eye contact was not appropriate, all the students were giving the answer all together in the class, teacher’s voice was appropriate for class, some sessions were excellent, teachers gave motivation to the students, teacher gave support to the students, teachers did most of the activities in practice step, teachers used local language in classroom, students copied the teacher work fully, teachers provided home work, no lesson plan was used in one classroom, used only individual student activity, there were no hands on activity used in the session, teacher invited students to write/work on the board. But two observers are agreed on two opinions, these are-teachers replied the answer by themselves, teachers were very much teacher-centered.

Chapter Five

Findings and Recommendations

Findings

5.1 Opinion of the Subject Teacher/Assistant Teacher

5.1.1 28% teachers have Postgraduate and the rest 22% teachers have graduate degree.

5.1.2 The highest 44% teachers have 11 to 15 years experience, the second highest 31% teachers have 6 to 10 years job experience, the third highest 13% teachers have up to 5 years experience and the rest 13% have ten years experience in teaching.

5.1.3 46% teachers have C-in-Ed training, 29% teachers have B.Ed training, 18% teachers have DPED training and 7% teachers have other short course training.

5.1.4 All the teachers have no training of all subjects. The highest training was in mathematics (28%), then science (22%), English (19%), Bangla (16%) and Bangladesh & Global Science (9%).

5.1.5 The highest 14% teachers have ECL training, Basic in Service and DPED (26 days) training.

5.1.6 Most of the teachers (88%) have no training on the subjects they are teaching in class six to eight. Only 12 teachers have training in the related subjects.

The reasons were:

- The authority did not arrange any training
- Training of B.ED, M.ED are not obtained because of teachers shortage
- Due to teacher shortage the teachers usually do not get the deputation for receiving higher training like B.ED, M.ED etc.

5.1.7 Most of the teachers (44%) delivered three subjects and 31% teachers more than three subjects.

5.1.8 Most of the teachers (81%) teachers opined that there is a partial congruity of the content in class five to class six, 13% teachers opined that there is no congruity. On the other hand, 6% teachers opined that there is congruity of the content in class five to class six.

The congruities were:

- Huge content
- Algebra, ratio, proportion, theorem of mathematics start from class six
- There is no grammar in English at primary level so they face problem to conduct grammar class at six
- Bangla grammar
- Lack of science laboratory

- Direct question in the subject of Bangla in class five but creative questions at secondary level
- There are many new contents in science from grade six

5.1.9 Most of (81%) the teacher opined that it is easy to understand the contents of grade six to eight curriculum after completion of class five curriculum.

The problems were :

- The curriculum is too heavy
- The teachers have no training about curriculum of grade six to grade eight
- Algebra, theorem, proven is new and difficult items to the teachers
- The teachers do not get enough time to practice the lesson
- The picture of science text book is invisible
- To increase the quality of subject from 6 to 10

5.1.10 All teachers informed that there is no science laboratory in their school.

5.1.11 Most of the teachers (94%) informed that there is no supply to the school of essential teaching aids for class six to eight. Only 6% teachers informed that there was supply of essential teaching aids.

5.1.12 56.25% teachers opined that they prepare teaching aids for class six to eight, 37.50% opined that they did not. Only 6.25% teachers opined that they prepare it sometimes.

5.1.13 56% teachers opined that they did not use supplied teaching aids in the class, 19% opined that they did it regularly. On the other hand 25% teachers opined that they used it sometimes.

The causes of not using teaching aids were:

- Materials are not supplied
- Presser of extra classes
- They did not get training on using it
- Not need for every session
- There is no good rooms for preserving materials

5.1.14 Most of the teachers (88%) opined that the head teachers supported to conduct class from six to eight and 12% teachers opined that head teacher did not do it.

The scope of support by the head teachers is as follows :

- To monitor class activities
- To help teaching learning activities
- To encourage and support all the teachers
- To supply teaching aids
- To discuss with the teachers and students about their problems

5.1.15 75% teacher opined that local monitoring officers (AUEO, URC Instructor, Secondary Education officer) did not give advise to conduct class room activities from six to eight. On the other hand 25% teacher opined that local monitoring officers gave advise.

The description of the advice was:

- Visited classroom and gave feedback
- Advised to ensure the learning outcomes properly by the learners
- Used more & more English in the English classroom
- Took counselling from the nearest secondary school for teaching learning activities
- Showed how to prepare a good question paper
- Advised about how to do the classroom management successfully

5.1.16 All teachers opined that they have on assesment procedure.

5.1.17 Most of the teachers (94%) opined that they assessed students during the class and 6% teachers did not do that.

The assessment techniques were:

- Answering the short questions at the end of the chapter
- Verbal
- Monthly test
- Weekly test
- Verbal and written test at the end of each session
- Writing paragraph
- Half yearly examination
- Assesing the learners by arranging competition

5.1.18 75% teacher did not prepare half yearly/final examination question and 25% teachers did it.

5.1.19 75% teachers informed that they got help from other teachers of secondary school of the Upazila for developing question and 25% teacher did not get any help in doing this.

5.1.20 Most of the teachers (83%) opined that Secondary Teachers Association prepared the question and 17% teachers did not do any comment on this issue.

5.1.4 Most of the teachers (87.50%) teachers faced problems for the overall assessment of student of classes six to eight and 12.50% teachers did not face any problem.

5.1.21 The area of problem that they faced:

- The problem was in developing creative questions
- In marking the answer papers
- Shortage of classroom
- The classroom assessment
- Question papers were developed by others
- They did not get trained on curriculum discimination
- The length of session is too short to assess the students
- The content of Bangla 2nd (class 8) paper is very poor
- Content of English 2nd paper not available in the textbook
- Irregular presence of students
- Adequate fund was no suplied
- Teachers' guide and assessment guide was no suplied

5.1.22 All teachers opined that Subject based/professional training is needed to conduct classroom activities properly for class six to eight students.

5.1.23 24% teachers have subject-based training, 13 teachers have B.ED and training

5.1.24 The opinion of teachers about quality of learning activities of class six to eight in the primary school:

- All the teachers need to ensure subject-based training
 - It is needed to ensure necessary construction work for proper accomodation
 - All the schools need to establish science laboratory and rich school library
 - Teaching aids and other necessary equipments should be supplied
 - At least two subject-based teachers are needed in all the schools to ensure quality education
 - All the school should recruit of subject based teacher for the school
 - Digital classroom with equipment should be ensured
 - Required number of teachers should be ensured for all the schools
 - The salary of the teachers should be increased
 - Give incentive for additional duties
 - The length of session durations should be increased
 - Monitoring activities should be enhanced
 - Provide digital content to the schools and use it in the teaching-learning activites
 - Provide reference books for all the schools
 - Deliver the textbook properly
 - Every school should have a common room for the students
 - Ensure co-curriculum activities regularly
 - Students should provide proper motivation
- B.Ed training should be provided for all the teachers

5.2 Opinion of the head teacher

5.2.1 The highest numbers of head teachers (38%) have 20+ years experience, the second highest numbers of head teachers (25%) have 6-10 and 16-20 years experience. There was no head teachers below 5 years experience.

5.2.1 All the head teachers have Postgraduate or equivalent degree.

5.2.1 All the head teachers have C-in-Ed training, 50.00% head teachers have B.Ed training and 12.50% head teachers have M.Ed training.

5.2.1 All the head teachers have school management training, 63% teachers have MWTL training and all head teachers do not have subject-based training.

5.2.1 In 2013, a teaching-learning activity on Grade 6 was introduced for the primary schools.

5.2.1 The quality of students is increasing in the school. In 2013, it was 339 and in 2015, it was 376.

5.2.1 Students were decreasing in the school. In 2013, it was 363 at Grade 6, in 2014, it was 314 at Grade 7 and it was 246 at Grade 8.

5.2.1 All head teachers have no training on Academic Supervision and Curriculum Dissemination.

5.2.1 75% head teachers informed that there was no support to introduce the Grade 6 in the primary school and only 25% head teachers informed that one teacher was deputed in the school.

5.2.1 75% head teachers opined that there was less use of teaching aids in the classrooms and only 12 % head teachers opined that the use of teaching aids was moderate.

The head teachers informed that some steps was taken to ensure using teaching aids:

- Prepare and use of teaching aids
- Necessary advice to use teaching aids
- Observe the use of teaching aids and the teaching-learning activities
- Share ideas with teachers

5.2.1 Average 67 percent head teachers opined that teaching aids were never used in the classroom while 33 percent head teachers answered that it was used sometimes.

The reasons were:

- There was no subject-based training up to from 6 to 8
- There was no training on curriculum dissemination from grade 6 to 8
- Each teacher has minimum 8 classes in a day

Steps that were taken to ensure the use of lesson plan:

- Prepared short lesson note
- Teachers were given advice to prepare and use it regularly
- No steps were taken, because there was no idea about the lesson plan from grade 6 to 8
- Communicate with the Upazila Secondary Education Officer for the training in this purpose

5.2.1 The AUEOs visited the schools frequently, but other field level officers visited less than that.

5.2.1 As the responsibilities of grade 6 to 8 curriculum implementation were with the other ministry, in this situation the teachers had too many activities like:

- Communicate with Board and nearer high schools for personal interest
- Communicate with Secondary Education Officers
- According to the instruction of higher authority

5.2.1 Support from field level officers of Primary Education to conduct teaching learning activities and other activities of Grade 6 to 8:

- Gave instructions to conduct teaching learning activities properly
- Instructed to develop the level of students' performance
- Encourage the teachers mentally

5.2.1 Type of support from SMC:

- To help students to get admission in the grade six from others schools
- To increase awareness and mobilization of parents to send their children for continuity of their studies in grade six
- Ensure all types of security in the school

- Collect students and communicate with parents

5.2.1 The process of JSC Examination registration Card and Other activities with Secondary Board:

- Communicated with the Education Board directly
- Activity was done through online
- According to the instruction of higher authority
- By phone and letter

5.2.1 Physical and other facilities:

Size of classroom, lighting of the class room (door, window), bench and table of the class room, black board, condition of light, fan, toilet facilities, playground and teaching aids were moderate. On the other hand, the condition of the drinking water supply, science laboratory room and instruments, computer, multimedia projectors, library room and books in the library was not good.

5.2.1 75% schools have on the average above 7 teachers who were delivering the teaching learning activities up to grade 6 to 8.

5.2.1 Most of the teachers assessed the students during the session in writing. But record keeping was not good.

5.2.1 Most of the teacher assessed the students orally and writing both half- yearly and yearly.

5.2.1 Difference between teaching learning methods and techniques of Grade 1 to 5 and Grade 6 to 8:

- Creative test item in Grade 6 to 8
- Subject knowledge
- Assessment techniques
- Teaching learning methods
- Teaching aids
- Practical work

5.2.1 Problems to implement the curriculum up to grade 6 to 8

- Problems to understand the contents clearly
- Lack of teachers' subjects knowledge
- Lack of knowledge in technical subjects like Art and Craft, physical education, agriculture and ICT
- Lack of experience to prepare creative test item by the teachers of primary schools
- Shortage of teachers almost in every school
- Not getting enough support from the Secondary and Higher Education Board officers
- Teachers did not get training on curriculum discrimination and also the DPED training does not cover the area up to grade eight
- Have no library, science lab, classroom, teaching aids in primary school

5.2.1 Teachers were facing problems to control students in the classrooms

- Toilet facilities are not sufficient
- Shortage of common room for male and female students
- Shortage of co-curricular materials in every schools
- Boys and girls are in the same class, it is difficult to manage the sitting arrangement

- Shortage of skilled teachers to manage these students
- School time is long

5.2.1 Co-curricular activities were conducted:

- Sports and games like football, badminton, athletics, cricket etc competition, recitation, drawing
- The common cultural activities are like recitation, debating, story-telling, drawing, role play etc.

5.2.1 Problems for the implementation of primary education up to Grade 6 to 8

- Shortage of trained teachers/subject based teachers almost in every school
- Lack of physical facilities like sufficient classrooms, commonrooms etc.
- There was no training programme arranged for increasing subject knowledge and curriculum knowledge up to grade 6 to 8
- There was no science lab, multimedia projector, sports materials, teaching aids and library almost in every school
- There is no extra office contingencies supplied for managing three extra grades
- There is no office assistant in any school. This creates problems for the teachers to maintain extra officical activities
- Pay scale is not handsome for the teachers in considaration of thier duties and responsibilities
- There is no girls' common room
- Daily working time is too long

Probabilities:

- Created extra opportunities for poor children to go to school for education will pay important role in
- Reducing drop out
- This will increase education rate
- Will create new posts for teachers
- Implementation of Kudrate-E-Khuda education commission
- It will be helpful to develop for better nation
- Increase opportunities for girl's education

5.3 Opinion of AUEOs

5.3.1 The highest 55% AUEOs have 11 to 15 years experience, the second highest 36% respond that they have 0 to 5 years job experience and the rest 9% respond that they have more than ten years experience.

5.3.2 The highest 47% respond that they visited the school in 2015, the second highest 26% respond that they visited the school in 2014, the third highest 16% respond that they visited the school in 2013 and the rest 11% respond that they visited the school in 2016.

5.3.3 Most of the AUEOs have no training 91% (10). Only 9% (1) have training that is B.Ed.

They opined that training is needed on:

- Subject-based Training which covers the area upto grade eight students
- Academic supervision
- Curriculum dissemination training on Grade six to Grade eight

- Competency-based Training
- Training on assessment
- Professional development Training
- Training on how to prepare lesson plan for Grade six to eight
- Training on teaching-learning methodology which covers the area upto Grade six to eight students
- Training on academic supervision for Grade six to eight
- DPEd Training
- Those training programme that were on going for six to eight teachers

5.3.4 They helped the teachers in teaching-learning activities:

- They discuss with the teachers
- Give feedback after observing the teaching-learning activities

5.3.5 They helped the teachers to supply the teaching-learning materials:

- Teaching materials was not supplied by the government
- Upazilla Parisad, supplied some furniture for these schools
- Only textbooks were supplied by the Govt.
- Advised to purchase the materials form SLIP fund
- Advised to communicate to Secondary Education Officers

5.3.6 They ensure tthat the teaching-learning materials are available at school:

- By visiting schools
- Checking the stock resister
- Some respondent informed that materials were not suppllied to their school, while some others informed that they did not have any idea regarding this matter.

5.3.7 55% (6) AUEOs opined that there were problems to participate the GSC Examination and 45% (5) opined that there were no problems.

The problems were:

- To get registration (EIIN) for participating in the exam
- To communicate with the Education Board
- Travelling to reach the examination center, because it is far away from the school.
- Exam fees were a burden to the learners
- There was no instruction to fill up the form for JSC students
- There were not enough information in DPEO office and Upazilla Education office secondary education authority

5.3.8 Their support/advice to solve the problem:

- Communicate to the Upazilla Education officer to conduct the examination to nearer place.
- Co-operate the board
- Need separate Primary education board
- Inform DPEO office and Upazilla Education office about JSC Examination

5.3.9 AUEOs support/advice the School Managing Committee to assess the students of Grade 6 to Eight:

- They have no idea regarding the matter
- Advised to conduct teaching-learning activities following the identified competency

- They advised to assess following the identified competency
- Gave instruction to assess written and oral test
- Communicated the Secondary Education Officer
- Prepared the Test Items

5.3.10 64% (7) AUEOs opined that there were no problems to get the certificate of GSC Examination and 36% (4) opined that certificate was not provided yet.

5.3.11 According to the AUEOs, training is needed for the teachers to conduct teaching-learning activities:

- They have no idea regarding the matter
- Advised to conduct teaching-learning activities following the identified competency
- They advised to assess following the identified competency
- Gave instruction to assess written and oral test
- Communicated the Secondary Education Officer
- Prepared the Test Items

5.3.12 The changes are needed on curriculum to introduce primary education Grade Six to Eight for the teachers to conduct teaching-learning activities:

- It is needed to develop a continuous curriculum Grade 1 to Grade Eight
- Competency based curriculum is needed upto grade eight
- It is needed to reduce contents and subjects also
- Textbook needed up-to-date
- Need to write the content in simple language
- Need to recruit subject-based teachers
- Need long term training for the teachers
- Need library with adequate books
- Need science laboratory in each school

5.3.13 All AUEOs opined that there was no extra allocation for contingency to introduce primary education Grade Six to Eight.

5.3.14 The changes are needed to introduce effectively primary education Grade six to eight?, they opined:

- Need more physical facilities (Classroom, office room, library etc.) in each school
- Need modern library with sufficient collection of books and reading materials
- Need sufficient ICT facilities
- Need subject-based training for Grade six to Grade eight teachers
- Require sufficient skilled teachers
- Need to supply enough contingencies for the schools
- Need modern science laboratory in each school
- Need long term training for the teachers
- Need to supply enough teaching learning materials
- Need to increase the number of teachers
- Need training for monitoring system for head teachers
- Need to ensure training on curriculum dissemination for every teachers upto grade eight
- Need to upgrade the salary (scale) for the teachers
- Need to reduce the contents from the textbooks
- It is essential to supply enough teaching-learning materials in all school

- Need to ensure electricity supply in all the schools
- Need a separate board for primary education to control and guide all sorts of assessments
- Need to supply materials for co-curriculum activities
- Need to ensure B.Ed/DPEd Training for all the non-trained teachers
- Need subject based teachers for the higher grades like six to eight
- Need office assistant for every school
- Need sufficient furniture for every school
- Need playing instruments for every school
- Need to prepare a combined curriculum for the students upto Grade 1 to Eight

5.4. Teaching-learning activity observation table

5.4.1 The percentage (87%) of present student in grade 6 to 8 was higher than in grade 1 to 5 (68%) on observing day.

5.4.2 In both grades no of female teachers was higher than male teachers.

5.4.3 Out of 7 sessions 3 teachers brought and 4 teachers didn't bring the lesson plan in classroom in grade 1 to 5; in grade 6 to 8, out of 8 sessions 3 teachers brought and 5 teachers didn't bring the lesson plan in classroom

5.4.4 In both grades teachers did not follow methods and techniques mention in lesson plan.

5.4.5 In grade 1 to 5, 3 teachers fully and 3 teachers partially followed different steps of teaching-learning activity mentioned in lesson plan. Whereas in grade 6 to 8, 3 teachers fully, 3 teachers partially followed and 1 teacher did not follow different steps of teaching-learning activity mentioned in lesson plan.

5.4.6 In grade 1 to 5, 2 teachers fully, 2 teachers partially related the days lesson with previous knowledge and 2 teachers didn't relate today's lesson with student's previous knowledge. In grade 6 to 8, 3 teachers fully, 4 teachers partially related and 1 teacher didn't relate today's lesson with student's previous knowledge.

5.4.7 The observer found that classroom discipline was maintained in 5 sessions, safety environment was ensured in 4 sessions, time management was followed in 3 sessions and emotion was created in 2 sessions by the teacher in grade 1 to 5.

5.4.8 The observer found safety environment was ensured in 5 sessions, classroom discipline was maintained in 4 sessions, time management followed in 4 sessions and emotion created in 3 sessions by the teacher in grade 6 to 8.

5.4.9 In grade 1 to 5, in teacher-centered method category, lecture method was used in 2 sessions, demonstration was used in 1 session, question and answer method was used in 4 sessions and discussion method was used in 2 sessions in grade 1 to 5; whereas in grade 6 to 8, lecture method was used in 5 sessions, demonstration used in 2 sessions, question and answer method in 4 sessions, discussion method in 1 session and other types of method in 1 session.

In student center method category, observation method in 1 session, question and answer method used in 6 sessions in grade 1 to 5. Whereas in grade 6 to 8, observation method used in 2 sessions, question and answer method used 7 sessions and others type of method used in 1

session. It is noted that experiment method and multiple ways of learning method were not used in grade 1 to 8.

In techniques category, individual work was given in 4 sessions, pair work in 3 sessions, group work in 5 sessions and other types of techniques were used in 2 sessions in grade 1 to 5. Whereas in grade 6 to 8, individual work given in 7 sessions, pair work was not used in any sessions, group work was given in 2 sessions and other type of techniques were used in 1 session in grade 6 to 8. It is mentioned that role play technique was not used in grade 1 to 8.

5.4.10 Subject knowledge of Teacher

One teacher found was very good, 5 teachers were found good and 1 teacher had medium quality of subject knowledge in grade 1 to 5. On the contrary in grade 6 to 8, 3 teachers were found very good, 3 teachers found good and 2 teachers had medium quality of subject-knowledge.

5.4.11 In grade 1 to 5, lesson-related teaching aids were used in 4 sessions, in 3 sessions the materials were appropriate, in 2 sessions the materials were attractive and the used teaching materials was related with lesson in 2 sessions. In grade 6 to 8, lesson related teaching aids were used in 4 sessions, in 3 sessions the materials were appropriate and the used teaching materials was related with lesson in 2 sessions.

5.4.12 In class One to Class Five, individual work given in 6 sessions, pair work in 3 sessions and group work in 2 sessions as participatory work in grade 1 to 5. Whereas in grade 6 to 8, individual work was given in 7 sessions, pair work not given in any session, group work was given in 2 sessions and others type of work were also given in 1 session as participatory work.

5.4.13 Assessment procedure and techniques followed in teaching-learning activities

Table-17 displays that in grade 1 to 5, were assessed on the basis of learning outcomes in 3 sessions, individual work was given in 6 sessions, pair work in 3 sessions, group work in 1 session and problem solving used in 1 session as an assessment tools. Whereas checking learning was done by assessing on the basis of learning outcomes in 2 sessions, question and answer tools in 4 sessions, individual work in 5 sessions, pair work in 1 session, group work given in 1 session and problem solving was used in 3 sessions as an assessment tool in grade 6 to 8.

5.4.14 Taken remedial steps

Table-18 presents that while conducting remedial steps in classroom, teacher supported students by himself in 7 sessions and involved other students to help slow learners in 2 sessions in grade 1 to 5. In grade 6 to 8, teacher supported students by himself in 6 sessions, involved other students to help slow learners in 3 sessions, giving home work to slow learner and used other techniques in 1 session as remedial steps.

5.4.15 Students' participation in classroom

Table-19 shows that students participated in their classroom in many ways. In grade 1 to 5, one session was found that the student participated spontaneously, in 3 sessions the students were very attentive, students interest was found in one session, participated through group work in 2 sessions and other approaches also used in 3 sessions. Whereas 3 sessions were found that the student participated spontaneously, in 5 sessions the students were very attentive, students interest was found in 6 sessions, participated through group work in 1 session and other approach also used in 1 session as student's participation in grade 6 to 8.

5.4.16 Teacher's role in classroom

Table-20 displays that teachers played their role in different ways in classroom. In grade 1 to 5, teacher asked questions in 4 sessions, teacher gave answer by himself in 3 sessions, teacher created motivation in 3 sessions and other type of role were also played in 1 session by the teacher. Whereas asking question by teacher happened in 7 sessions, teacher gave answer by himself in 4 sessions, teacher created motivation in 4 sessions and played other type of role in 1 session by the teacher in grade 6 to 8.

5.4.17 Teacher's overall presentation in classroom

Table-21 presents that in overall teacher's presentation in grade 1 to 5, the teacher used appropriate language in 4 sessions, in 3 sessions teacher was found very rich in subject matter, in 2 sessions teacher had good eye contact, in 2 sessions teacher confidently presented her/his lesson, in 3 sessions teacher found very punctual and teacher spontaneously conducted the class in 2 sessions. Whereas in grade 6 to 8, the teacher used appropriate language in 5 sessions, in 3 sessions teacher was found very rich in subject matter, in 2 sessions teacher had good eye contact, in 3 sessions teacher confidently presented her/his lesson, in 6 sessions teacher was found very punctual and teacher spontaneously conducted the class in 3 sessions.

5.4.18 Performed classroom activities to attain learning outcomes fully (Grade 1 to 5)

to attain learning outcomes fully in grade 1 to 5, different activities are being performed in classroom.

In 1 session teacher used text book picture in classroom, in 2 sessions teacher introduced new word meaning with pronunciation, in 2 sessions teacher checked the learning through oral questions, in 1 session teacher checked the learning through written activity, in 1 session teacher wrote word meaning in poster paper, in 1 session teacher tried to involve all students in classroom activity, in 1 session teacher used spotting mistakes in language teaching, in 1 session teacher said the Bangla meaning of whole English text for better understanding, teacher used fill in the gaps with the new word, in 1 session teacher identified the slow learners to support them effectively, in 1 session teacher assigned students in individual work and group work.

5.4.19 Performed classroom activities to attain learning outcomes fully (Grade 6 to 8)

In grade 6 to 8; different activities were performed in classroom.

In 3 sessions teacher used blackboard, in one session teacher used pronunciation practice, in one session teacher identified the slower learners and supported them individually, in 3 sessions teacher asked oral questions, in one session teacher gave home work, in one session teacher involved students in classroom activity, in one session teacher gave students individual reading activity, in one session teacher gave writing activity, in one session teacher gave group work and in 1 session teacher gave examples on blackboard to attain the learning outcomes of the content.

5.4.1: Observer's opinion regarding observed lesson (Class 1 to Class 5)

- teacher was partially successful in achieving the learning target through following used lesson plan,
- classroom assessment process was not related with learning outcome,
- teacher used minimum classroom language,
- the learners were in passive mood in the class,
- teacher did not link day's lesson with previous knowledge,

- teacher instruction was not clear to students,
- activity poster paper used in classroom was not visible from back side of the class,
- teacher gave instruction in Bangla in English class for student's better understanding,
- students were not able to put their finger under the lines while teacher did loud reading,
- teacher used the drilling practice to learn the lesson,
- no lesson plan and teaching aids used in while conducting class,
- in one class individual student activity only was used as practice step,
- teacher's subject knowledge and pedagogical knowledge was found good in one session,
- not used any real object as teaching materials,
- not followed the mathematical 3 steps procedure,
- using ECL method in class room practice and needed two teachers to conduct a classroom.
- Two observers are agreed that no group work was given in class.

5.4.1: Observer's opinion regarding observed lesson (Grade 6 to 8)

- teacher didn't allow reasonable time to students to reply any answer,
- teacher instruction was not clear to students,
- no instruction was given for time allocation for completing classroom activity,
- teacher's eye contact was not appropriate,
- all students were replying the answer all together in the class,
- teacher's voice was appropriate for class, the session was excellent,
- teacher gave motivation to students,
- teacher gave support to students,
- teacher did the most of activity in practice step,
- teacher used local language in classroom,
- students copied the teacher work fully,
- teacher gave home work,
- no lesson plan was used in one classroom, used only individual student activity,
- there are no hands on activity used in class session,
- teacher invited students to write/work on the board.
- But two observers agreed on two opinions, this are-teacher gave the answer by himself, observed session was very much teacher-centered.

1. Recommendations

A. Resources (external and internal)

1. Adequate classroom and furniture is needed for all the schools. The classroom should have a size that one teacher and forty students can sit in the room comfortably.
2. It is needed to ensure teaching-learning materials (blackboard, push-pin board etc.) in classroom in proper time.
3. ICT equipment (laptop, multimedia etc) have to be provided in all schools.
4. Instructional materials (Teacher's Guide, Teacher's Edition etc) have to be provided in due time in each school.
5. Teachers and Head teachers should be more sincere to preserve teaching-learning materials.
6. It is needed to establish laboratory with sufficient instruments.
7. It is essential to build library with adequate books in each school.

8. Sufficient number of teachers should be recruited for each school and the teacher-student ratio should be 1:40.

B. Teacher capability

1. To recruit subject-based teachers specially for math, English and Science and ensure conducting particular subject by them. It is also needed to arrange training for them.
2. Arrange refresher training for teachers in every year.
3. Encourage teachers for higher studies needed.
4. Recruit subject based teacher
5. Arrange curriculum dissemination training on Grade six to eight content for teachers.
6. Provide subject based computer training for teachers to conduct sessions.
7. Sufficient amount of contingency should be allocated for all the schools.
8. Co-curricular activities is needed to implement and necessary materials should be provided to accomplish it smoothly.

Support from stakeholders

1. Ensure academic supervision by field level officers (AUEO, URC Instructors, Secondary Education officers) regularly.
2. Ensure involvement of field level officers to run the school effectively.
3. Ensure providing new books and other teaching learning materials to the students timely.
4. Local authority should help to get admission in grade six in the same school who has completed grade five.
5. A good relationship should be maintained with Secondary Education office regarding student's registration to participate Junior School Certificate Exam and for other issues.
6. Required number of support staff (Computer operator, office- assistant, office staff etc.) should be recruited for all the schools.
7. Sufficient amount of contingency should be allocated for all the schools.
8. Co-curricular activities is needed to implement and necessary materials should be provided to accomplish it smoothly.

Assessment Related

1. Comprehensive training on assessment for learning is needed for every teacher.
2. Need proper training on item development to make creative questions in grade 6 to 8.
3. Field level education supervisors should have orientation up to grade Eight assessment system.
4. Field level education officers should be trained to give support and guidance school authority to arrange assessment related activities in schools.

Others

1. A new integrated curriculum should be developed for the students of grade six to grade eight. The new curriculum should be linked with existing primary curriculum.
2. Workload of the teachers needs to be reduced.
3. Ensure students stipend in primary schools like given in high schools.
5. Teacher recruitment policy should be modified.
6. DPED curriculum should be revised in the light of new situation (Up to grade eight primary education).

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Name of School

Sl. No.	Name of School	Upazilla	District	Division
1	88 Putialir Char Govt Primary School	Sadar	Mymensingh	Mymensingh
2	Sayed Nazrul Islam Govt Primary School	Sadar	Kishorgonj	Dhaka
3	Govt National Primary School	Kotoali	Chittagong	Chittagong
4	Mohammadpur Tikapara Govt Primary School	Boalia	Rajshahi	Rajshahi
5	Shat Gombuge Govt Primary School	Sadar	Bagerhat	Khulna
6	50 Char Aicha Govt Primary School	Sadar	Barishal	Barishal
7	Khasadbir Govt Primary School	Sadar	Shylhet	Shylhet
8	Barail Govt Primary School	Sadar	Dinajpur	Rangpur

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Observation Checklist for Teaching-learning Activity

Teaching-learning Activity

(one session from each category; Grade-1 to Grade-5 and Grade-6 to Grade-8)

Name of School:.....

Upazilla/ Thana :..... District:.....

Class Observed:..... Subject Observed:.....

Headline of the lesson :.....

Number of Total Students :..... Number of Present Students:.....

Name of the Teacher :.....

Designation:..... Male/Female :.....

[Write the answer/ opinion as instructed and put the tick (√) mark where necessary]

1. Lesson Plan:

- a) Did the teacher bring the lesson plan in the class? Yes/ No (If yes, collect the lesson plan)
- b) The teacher followed the methods and techniques those are mentioned in the lesson plan.- Fully/Partially/Not at all.
- c) Teacher followed different steps of teaching-learning activities were followed by the teachers - Fully/Partially/Not at all.

2. Did the lesson link the student's present knowledge with their previous experience and subject knowledge? - Fully/Partially/Not at all.

3. The classroom management activities that performed by the teacher: (classroom discipline/ creating safety environment/ creating emotion/ time management/ others)

4. Method and techniques used in class presentation:

a)	Teacher Centered Method	Lecture	Demonstration	Question and answer	Discussion	Others
b)	Lerner Centered Method	Experiment	Observation	Question and answer	Multiple ways of learning	Others
c)	Techniques	Individual work/ Pair work/ Group work/ Role play/ Others....				

5. Teacher's subject knowledge: (very good/ good/ medium/ low)
6. Observation regarding using of materials: (lesson related/ appropriate size/ appropriate and attractive/ relate with lesson/ others)
7. Participatory work given in the classroom: (individual/ pair/ Group/ Others)
8. Method and techniques of assessment used in teaching-learning activities : Assessment based on learning outcomes/ Question and answer/ Individual work/ Pair work/ Group work/ problem solving/ drawing/ experiment/ others....
9. Remedial steps taken: (Teacher by himself/ Support by other students/ by giving home task to backward students/ others)
10. Student's participation in the classroom: (Spontaneous/ Attention/ Eagerness/ Group work/ Others.....)
11. Teacher's role in classroom: Asking question/ Giving answers/ Creating motivation/ Others.....
12. Teacher's overall presentation: Appropriate utterance/ Enriched in subject knowledge/ Appropriate eye contact/ Showing confidence/ Appropriate time management/ Spontaneous/ Others.....
13. What activities have done to attain learning outcomes fully?
.....
.....
.....
14. Observer's opinion regarding the lesson:

Signature of the observer
and seal

5. Is there any relevance within the contents that you teach in grade Five and of grade-Six that you delivered in the class?

(a) Yes (b) Partial (c) None

* If the answer is 'partial/ none', write specifically in which area you found irrelevance—

- 1.
- 2.
- 3.

6. Is it easy to understand the contents of grade-Six to grade-Eight curriculum by the students after completing grade Five education?

(a) Yes (b) No

If the answer is 'yes', write the areas specifically that they faced problem to understand—

- 1.
- 2.
- 3.

7. Is there any science laboratory in your school?

(a) Yes (b) No

* If the answer is 'Yes', have you conducted session in science laboratory with students?

(a) Yes (b) No

8. Do you get necessary teaching-learning materials to conduct sessions in grade-Six to grade-Eight?

(a) Yes (b) No

9. Have you prepared any teaching-learning materials by yourself to conduct sessions in grade-Six to grade-Eight?

(a) Yes (b) No

10. Do you use the provided/ prepared teaching aids regularly in the classroom?

(a) Yes (b) No

* If the answer is 'No', what are the specific reasons for not using it?

- 1.
- 2.
- 3.

11. Does your headmaster provide necessary support to conduct classes from grade-Six to grade- to grade Eight?

(a) Yes (b) No

* If the answer is 'Yes', please specify the areas, where you get support—

- 1.
- 2.

12. Have you got any guidance from local monitoring officers (AUEO, URC Instructor and Secondary Education Officer) to conduct classes from grade-Six to grade-Eight when necessary?

a) Yes (b) No

* If the answer is 'Yes', write the areas that you got suggestions—

- 1.
- 2.
- 3.

13. Did you receive any training on classroom based assessment for assessing grade-Six to grade-Eight students?

a) Yes (b) No

14. Do you assess regularly the students of grade-Six to grade-Eight?

- a) Yes (b) No

* If the answer is 'Yes', write how do you assess the students—

- 1.
- 2.
- 3.

15. As a subject-based teacher, do you develop the question for half-yearly/ annual examination for grade- Six to grade-Eight students?

- a) Yes (b) No

* If the answer is 'Yes', do you get any support from nearby secondary school's teachers to develop the question?

- a) Yes (b) No

* If the first answer of this question is 'No', who developed the half-yearly/ annual question?

.....

16. Have you faced any problem while conducting student's overall assessment from grade-Six to grade-Eight?

- a) Yes (b) No

* If the answer is 'Yes', write the areas that you faced problems—

- 1.
- 2.
- 3.

17. Do you need more subject based/ professional training development for conducting classroom activities effectively in grade-Six to grade-Eight?

- a) Yes (b) No

* If the answer is 'Yes', write what types of training you need—

- 1.
- 2.
- 3.

18. Give your valuable comments as a subject-based teacher regarding the implementation of grade-Six to grade-Eight education more effectively in primary schools—

- 1.
- 2.
- 3.

Signature of Respondent's and Date

**Questionnaire
(For Headmaster)**

(Your opinion will be used only for the research purpose and provided information will be treated as confidential)

Name of the respondent: _____ Designation : _____

Name of the school: _____

Upazilla/ Thana: _____ District: _____

Job experience: _____

[Write the answer as per instruction and put the tick mark in the area/areas that you choose]

1. Your highest academic qualification:

- S.S.C
- H.S.C.
- Bachelor degree
- Master degree
- Others (if any)

2. Your long term professional training:

- C-in-Ed
- B.Ed/ DPED
- B.P.Ed
- M.Ed
- Non-trained

3. Your short term training:

Name of Training	Duration	Name of Training Institute
(a) Subject based training (with name)		
(b) MWTL		
(c) CLE		
(d) Basic in-service Training		
(e) School Management		
(f) Preparation, management and collection of teaching aids		
(g) Cub training		
(h) Others		

4. When did your school start Grade-Six education?

5. How many students got admitted in this school after completing Grade-Five education?

Year	Boys/ Girls	Admitted in this school	Admitted in other schools	Total
2013	Boys			
	Girls			
2014	Boys			

	Girls			
2015	Boys			
	Girls			

6. How many students did you have per year in grade-Six to grade-Eight:

Class	Boys/ Girls	2013	2104	2015
Grade Six	Boys			
	Girls			
Grade Seven	Boys			
	Girls			
Grade Eight	Boys			
	Girls			

7. Did you receive any training for observing teaching-learning activities in grade Six to grade-Eight? Mention here:

8. Did the teachers of grade-Six to grade-Eight get any training on curriculum? Answer: Yes/ No

If the answer is 'yes', mention what type of subject based training they received:

- a)
- b)
- c)

9. What types of support were provided while inaugurating the grade-Six education?

10. Limits of using teaching aids in teaching-learning activities by class teacher:

- a) Good
- b) Moderate
- c) Few

What type of measures have you taken to ensure using of teaching aids?

11. Do you use lesson plan for teaching grade six to grade eight in your school? Yes/ No

If yes, it is used- regularly/ sometimes/ very few

If 'No', mention what are the reasons-

What type of initiatives have you taken to ensure using of lesson plan?

12. Information about inspection of your school by different level of officers in last three years:

Year	name of the primary level officer, designation and inspection date	name of the secondary level officer, designation and inspection date	Remarks
2013			
2014			
2105			

13. Implementation of grade Six to grade-Eight curriculum is bestowed on other ministry. How do you co-ordinate this programme?

14. What types of support do you get from primary education officers (AUEO, URC) for conducting teaching-learning and other activities in grade six to grade-Eight?

15. What types of support do you get from SMC for conducting the activities in grade six to grade-Eight? Mention any three types of support:

16. How do you co-ordinate your work with secondary education board regarding JSC examination registration card and others exam related activities?

17. Your opinion about infrastructures and other existing facilities of this school to run up to grade-Eight education:

SL	Infrastructure/ other facilities	Not good	Moderate	Good	Very good
1	Size of classroom				
2	Light and air flow in the classroom(door, window)				
3	Chair, table and bench in the classroom				
4	Black board				
5	Electric light and fan				
6	Supply of drinking water				
7	Toilet facilities				
8	Playing-ground				
9	Teaching aids				
10	Laboratory room and its materials				
11	Computer facilities				
12	Multimedia facilities				
13	Library facilities				

18. Information about required number of teachers and teacher standards to conduct classroom activities up to grade-eight:

a) How many teachers conduct class from grade-six to grade-eight?

b) How many extra teachers have you got to conduct classroom activities from grade-six to grade-eight? Please mention here-

If you do not get the required number of teacher, how do you manage the classroom activities? Mention here-

c) Teacher standards:

SL	Teacher standards	Not good	Moderate	Good	Very good
1	Teachers' classroom management				
2	Teachers' class controlling capacity				
3	Teachers' subject knowledge				
4	Teachers' pedagogical knowledge				
5	Using teaching aids				
6	Lesson Plan				
7	Confidence in delivering lesson				
8	Applying formative assessment				

19. Students' assessment procedure in grade-six to grade-eight:

a) Formative assessment- (put the tick mark where necessary)

Types	Put tick(✓) mark	How do you conduct it	How you keep the records
Daily			
Weekly			
Monthly			

b) Summative assessment- (put the tick mark where necessary)

Types	Put tick(✓) mark	How do you conduct it	Who prepare the assessment tools
Quarterly			
Half yearly			
Yearly			

20. What type of difference have you noticed regarding presenting teaching methods and techniques in between grade-One to Five and grade-Six to Eight? Mention here-

21. Mention what type of difficulty the teachers have to face while implementing curriculum of grade-Six to grade-Eight.

22. Do you feel any problem to control the students of grade-Six to grade-Eight?

If yes, what type of problems you face-

23. What type of co-curricular activity do you practice for the overall development of students? Mention any three activities-

Do you feel any problem for arranging these activities? Please mention-

24. Is there any scouting activity for grade-six to grade-eight students in your school?

If 'No', what type of initiatives have taken to start this programme?

25. Give your valuable suggestions regarding effective implementation and opportunity of grade-Six to grade-Eight education in your school.

Interview Schedule for AUEO/ URC

1. Name:
Designation: Date of joining:
Upazila: District:
2. How many times have you visited the school that expanded up to grade-eight in last three years?
Answer: In 2103: In 2014:..... In 2015:
3. Are you trained up to do supervise the school that expanded up to grade-Eight? Answer: Yes/ No
If the answer is 'Yes', name of the training:
If the answer is 'No', what type of training do you need:
.....
4. How do you support the teachers for conducting classroom activities properly?
Answer:
.....
5. How do you help the schools for getting required teaching-learning materials?
Answer:
.....
6. How do you make sure that the school got the teaching-learning materials?
Answer:
.....
7. Is there any problem regarding students' participation in grade-Eight completion exam?
Answer: Yes/ No
If 'Yes', What types of problem they face?
.....
What type of support/ suggestion do you give to solve this problem?
.....
8. How do you support school authority regarding students' assessment from grade-Six to grade-Eight?
Answer:
.....
9. Do you face any problem in getting Junior school certificate for that students who has completing grade-Eight completion exam? Answer: Yes/ No
If 'Yes', what type of problems they face:
.....
10. What types of professional training is required for teachers for the conducting classroom activities effectively?
Answer:

.....

11. What sort of changes do you think is required in curriculum if the primary education cycle is extended up to grade-Eight?

Answer:

.....

12. Is there any allocation to grade-eight schools for maintaining miscellaneous expenses?

Answer: Yes/ No

13. Give your suggestions about how to run the educational activities more effectively in those primary schools which is implementing upto grade eight education?

Answer:

.....

Interviewer's signature and seal