

Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh

A thesis submitted in Partial fulfilment of the requirements of the degree of
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Submitted by

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Declaration by the researcher

I do hereby declare that the dissertation entitled **Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh** submitted to the Institute of Education and Research (IER), University of Dhaka for the degree of Doctor of Philosophy (Ph D) in Education is original work of mine.

This dissertation has not been submitted to any other university or institute for any degree or diploma.

The sources I quoted from the research works of others, have always been cited properly and I have acknowledged all main sources of information. I have check the plagiarism of the thesis according to the proper rules of the University of Dhaka.

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Certificate

It is my pleasure to certify that the dissertation entitled **Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh** submitted by Mr. Sheikh Shahbaz Riad, a doctoral student at the Institute of Education and Research (IER), University of Dhaka, registration No 26/2016-2017, for the award of degree of Doctor of Philosophy in Education is the original work of researcher under my guidance and supervision. I would like to recommend and forward this dissertation to the University of Dhaka through the Institute of Education and Research (IER) for necessary formalities leading to its acceptance in partial fulfillment of the requirement for the degree of Doctor of Philosophy (Ph D) in Education.

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D e d i c a t e d t o

M y f a t h e r

Language activist, organizer of the liberation war and
renowned educationist

Principal Sheikh Md Abu Hamed

And

My Father in Law

Great Freedom Fighter Md Ishaque Miah

Whose love, care, and blessings were Always with me

ABSTRACT

The purpose of this qualitative research study was to explore the challenges and prospects of implementing Life Skills-based Education (LSBE) at the secondary schools in Bangladesh, the study also explored the present mind sets and understanding of the teachers, students, head teachers, teacher educators, education administrators and guardians about LSBE.

Data were collected through one to one interviews with five head teachers of five different secondary schools; five teacher educators of five Government Teachers' Training Colleges; two academic supervisors as local level education administrators. Besides, focus group discussions was conducted with five groups of students of class ten, five groups of classroom teachers in five different secondary schools; one group of trainee teachers of Teachers' Training College, Dhaka and two groups of guardians. Furthermore, reflection, observation and field notes were write down from ten classes to perceive how LSBE is being practicing in the classroom and out of the classrooms. Besides, documents such as National Education Policy 2010, the national secondary curriculum 2012; the text books classes six to ten, secondary teacher education curriculum B.Ed. 2016 and M.Ed. 2018 were reviewed.

The collected data were transcribed, coded, categorized and constructed on the themes of the research questions. During transcribing, coding, and categorizing of the data, findings and outcome of the study developed. Data collected from difference sources were triangulated in order to validate the findings.

Findings of the study revealed that all the participating teachers, students, teacher educators, academic supervisors and guardians had different but positive understanding and mind sets on LSBE and its far-reaching objectives. They all also agreed that LSBE contents are considerably included in new secondary curriculum 2012 and secondary books of NCTB-2020, though in the compulsory subjects there were no contents of LSBE.

The study also specified that although all stakeholders were highly positive to LSBE and its importance, practice of LSBE materials are in teaching-learning activities are mostly lecture based. Most of the contents and LSBE are in those subjects which are set in second half of daily class routine.

Major challenges of implementing LSBE are excess number of students in the class and teachers can not apply participatory approaches of teaching-learning; lack of adequate training; Class load of every teacher; Negative attitude of head teacher about LSBE; Lack of intellectual and psychological responsibility of the practicing teachers. Both teachers and students were found disinterested in LSBE classes because at present these contents are not included in public examination; and lack of monitoring and mentoring of class.

The findings of the study also recommended the possible ways to overcome the stated challenges. These are: Life skills teaching-learning needs to be made more effective through learner-centred participatory approaches; All teachers should be brought under training; Class-wise number of learners would be kept under 40 in a section so that participatory approaches and techniques on LSBE can apply easily;

Life skills issues should be included in the compulsory Bangla, English, Bangladesh and Global Studies and Religion; Class routine should be rearranged and subjects like Home science and Physical Education should be included in the first half of the daily routine; Teachers should be permitted to conduct those classes where they have academic and pedagogical experiences and training from pre-service and in-service training; Some classes and sessions should be offered with specialist doctors and psychologists for some vital and sensitive contents including drug addiction, reproductive health and adolescence; and in-house training on LSBE should compulsory for every schools with SMC and guardians for overall school effectiveness and quality education.

The study suggested that there should be an observable modification in government policy in the near future to give a new look and dignity to the teaching and learning of LSBE to secondary level students in Bangladesh. To address issues like LSBE, the government may set up a research branch to investigate issues and challenge related to the introduction of new learning and innovation in the field of secondary education. Beside this, motivation to implement of LSBE in the classroom should be ensured of a great portion of class room teachers who have already got training on LSBE through monitoring and mentoring. The policy makers should ensure that each institution has an adequate supply of instructional and teaching-learning materials.

LIST OF ABBREVIATION

AIDS	Acquired Immune Deficiency Syndrome
BANBEIS	Bangladesh Bureau of Educational information and Statistics
B ED	Bachelor of Education
CBSE	Central Board of Secondary Education
CCA	Child-Centred Approach
CPD	Continuous Professional Development
CRC	Convention on the Rights of the Child
DSHE	Directorate of Secondary and Higher Education
EFA	Education for All
FGD	Focus Group Discussion
GO	Government Order
HIV	Human Immunodeficiency Virus
HT	Head Teacher
IER	Institute of Education, and Research
LCT	Learner-Centred Teaching
KSA	Knowledge, Skills and Attitude
LSBE	Life Skills Based Education
NAEM	National Academy for Educational Management
NCTB	National Curriculum Textbook Board
NGO	Non-Government Organisation
NIS	National Integrity Strategy
NU	National University
MDG	Millennium Development Goal
M ED	Master of Education
MoE	Ministry of Education

NCTB	National Curriculum Textbook Board
PLA	Participatory Learning Approach
SBA	School Based Assessment
SCL	Student-centered Learning
SCLA	Student-centered Learning Approach
SESDP	Secondary Education Sector Development Project
SEQAEP	Secondary Education Quality and Access Enhancement Project
SRHR	Sex and Reproductive Health Rights
SMC	School Management Committee
SDG	Sustainable Development Goal
SMC	School Managing Committee
TP	Teaching Practice
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TS	Teaching subject
TTC	Teachers' Training College
UNESCO	United Nations Educational, Scientific and cultural organization
UNICEF	United Nations International Children Emergency Fund
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
VIPP	Visualisation in Participatory Planning
WHO	World Health Organization

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CHAPTER ONE

Introduction

This chapter introduces the study which presents the major components of the thesis providing a comprehensible account of the problems under the investigation. The chapter begins with the discussion of the background and overview of the study; and then, highlights the importance, challenges, and scopes of Life Skill-based Education in Bangladesh. The chapter proceeds with the discussion of the statement of the problem. It emphasizes the significance of the study, and establishes the need for the current investigation. It states the general and specific objectives based on the background of the study as well as statement of the problem. It also poses the research questions the present study addresses. The chapter, after that, contains definition of terms and an outline of the thesis. Thus, the chapter projects a general context of the current study.

1.1 Background of the Study

The concept of education has become multidimensional due to differences in the views, methods, and techniques of research, thinking, and decision making. Meaning of education is vast and differentiated just as there are differences in society and time, so there are differences of opinion in the same society and time. The American sociologist John Dewey developed an integrated ‘concept’ of education from the perspectives of philosophy, psychology, political science, economics and sociology. According to him, “Education is not a preparation of life, rather it is living” (Dewey: 1916:24). But from different socio-economic perspective education is not just a way of preparing for life; it is also a way of life. At present, generally, education is supposed to be the leading way of enabling individuals and countries equally to meet the ever increasing socio-economic-technological, personal, and emotional challenges. Education is likely to make younger generation in the world work arena and for economic and social emancipation; enabling them to live in meaningful and responsible societies; and to allow them to live in an open-minded, socially and culturally varied and promptly shifting society. As human society moves from the past to the future, education is becoming more socially centered. The concept of education is also gaining more and more involvement with the real life

preparation and living process of the people (Maleque, Begum, Islam and Riad, 2018).

This life skill-based education is an important branch of formal and non-formal education. The World Health Organization (WHO, 2001) explains that life skills are the ability to adapt and respond positively to the needs and challenges of a person's daily life. . Therefore, life skills are the modest skills that help people to lead a significant life and better modification in the society. World Health Organisation (WHO) has established ten core life skills which include self-awareness; empathy; critical thinking; creative thinking; decision making; problem solving; effective communication; interpersonal relationship; coping with stress; and coping with emotion. Munsri and Guha (2014) opined that Inclusion of Life Skill-based Education (LSBE) in the secondary level education curriculum is now a global trend. Bangladesh has reviewed its secondary school curriculum to identify gaps with respect to LSBE. `Recently teachers are participating in several life skills workshops organized throughout the country in topics like peace, health, psychology and manners (Munsri and Guha, 2014). According to World Health Organization (1997), ``Life skills enable individuals to translate knowledge, attitudes and values into actual abilities - ie. "What to do and how to do it". Life skills are abilities that enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so``.

For the previous two decades life skills-based education has been started to play a vital role for social and individual development of young people. Attempts to improve and implement life skills-based education in schools have been undertaken in many countries around the world (WHO, 1999). Life skills are taught as a separate course, a component of an existing curriculum, an extracurricular activity, or a blend of these in south asian schools (UNICEF,2005). The Dakar Framework for Action describes that the obtaining life skills as a right for all young people and as a key component of quality education (UNESCO, 2008). UNICEF (2012) has had a weighty role in development and initiatives of life skills education at both national and international levels. Social skills are a combination of social awareness, economic empowerment, and cultural and moral values. Students need to be made aware so that they can have a free mind and adapt to the prevailing social situation (Maleque et al.

2018). Life skills education is one of key elements of socio-cultural aspect of education. Life skills based Education removes all the darkness, disbelief and ambiguity of the human mind and makes him an enlightened person. In that light he walks the path himself and shows the way to others. Adapting to the environment and situation is an important cultural function of education. (Maleque et al. 2018). WHO (2001) describes life skills as the capabilities of adaptation and optimistic behavior that allow individuals to deal successfully with the difficulties and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. This chapter presented the background of the study, the statement of the problem, the purpose, objectives, research questions, assumptions, limitation, significance, theoretical framework, conceptual frame work, and operational definition of terms.

1.2 Life Skills in Education Curriculum

Life skills are habitually well-defined as a traditional set of psychosocial ability and personal competencies that support individuals make careful big decisions, communicate effectually with others, develop coping skills with adjoining circumstances, and manage oneself that leads to progress and success. Life Skills Education generally denotes to the skills of students need to create the greatest out of life. Life skills are habitually intended for any skills needed to treat sound and successfully with life's challenges and experiences. It provides important means for the overall development of students such as how to socialize and make new friends, decision-making skills to handle any situation; especially, when parents and teachers are not around. Thus, LSBE helps students build their confidence and be more communicative, recognise the impact of their own actions. It helps everyone to cope with problems in daily life with an affirmative attitude. The life skills education leads learners to expansion, development, and building personality in effective managing practice. Life skills improvement is a lifetime practice that opens in early infancy and remains till the very completion of lifetime. It is a quality that can support an adolescent to climb the ladder of success efficiently. Life skills also deal with mental

functions to help focus on problem solving attitudes and a case of anxiety. It cooperate with one another in a developed environment and promotes peace, harmony, and the ability to work efficiently. Currently, LSBE plays an important role in the mental and health development of students around the world. In 1986, the Ottawa Charter for Health Promotion recognized life skills as an important factor in choosing better health.

To ensure the complete potential of children, the United Nations Convention on the Rights of the Child (CRC, 1989) has linked life skills to education. In the 1990s, the Jomtien Declaration on Education for All (EFA) also referred to life skills as the tools of learning needed for better survival, development of advanced qualifications and a better life. Education was also considered at the Dakar World Education Conference (2000) as an agent that can encourage learning to learn, to learn to do, to learn to live together and to be. Life skills were identified as one of the six goals of Education for All. In general, this is an important stage of puberty, growth and development of secondary level students, which is characterized by rapid mental changes, psychological maturity, abstract thinking, risk-taking mentality and sexual activity.

Teachers can play an important role in shaping students' personalities if they offer the necessary leadership and counseling and some necessary life skills. Life skills-based education is often viewed as an aspect of various phases of adolescent and adolescent development programmes, including at the UN General Assembly Special Session (UNGASS) HIV / AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006) and World Development Report (2007). In this regard, experts believe that a lot of practice should be done in a learning environment to make life skills stable and safe. During this period, the member states of the South Asian region have included life skills education in the secondary level curriculum and accordingly, it has been reflected in the relevant secondary teacher education curriculum.

Adolescent Health Education is very necessary component of the life skill education. Adolescents are rapidly experienced with physical, cognitive, and psychosocial growth. It influences them to communicate with the world around them and how they feel, think and decide. Adolescence is the stage of life between childhood and adolescence which is from 10 to 17 years of age. This is a special stage of human development and an important time for laying the foundation for good health.

1.3 Life Skill-based Education in Bangladesh

The concept of life skills at various levels of the education system in many developed and developing countries of the world today has been incorporated in the curriculum and the concerned authorities are trying to implement it extensively. Bangladesh, as well as some countries in South Asia, are trying to bridge the gap between the implemented curriculum and the intended curriculum.

Life Skills based Education is included in Bangladesh Secondary Teacher Education Curriculum from 2016. Not only at the secondary education level, but also some non-governmental organizations including primary education have created a desire among all stakeholders to continue life skills-based education (LSBE). This study is an attempt to overview a scenario of secondary teacher education curriculum in Bangladesh with special reference to the state of life skills-based education.

The Directorate of Secondary and Higher Education (DSHE) of Ministry of Education (MoE), Bangladesh is responsible for secondary and higher level of education in the country which is comprised of three sub-sectors: general, madrasah, and technical and vocational education. The Teaching Quality Improvement in Secondary Education Project (TQI-SEP) (April-2005) and the National Education Policy-2010 were framed with a view to prepare quality teachers for secondary level. Curriculum of secondary school education and secondary teacher education were reformed accordingly. The government and non-government Teachers' Training Colleges (TTCs) generally follow the curriculum made by the National University. The Institute for Educational Research (IER), University of Dhaka and that of Rajshahi and some private autonomous universities carry out the B.Ed (Bachelor in

Education) and M.Ed (Masters' in Education) programmes according to their own curriculum, which is different from that of the National University. In Bangladesh Life Skill Based Education (LSBE) was incorporated in the secondary education since March 2004. Ministry of Education supported the scheme in 2005.

Secondary school curriculum had been reviewed and gaps were identified with respect to LSBE including adolescent health education. National Curriculum and Text-Book Board (NCTB) and UNICEF have jointly developed LSBE package for Grade 6-10. Training Workshops on LSBE were also organized by NCTB and UNICEF in 2005 for necessary capacity building of Directorate of Secondary and Higher Education (DSHE), National Academy for Educational Management (NAEM), Institute of Education, and Research (IER), Teachers' Training College (TTC), secondary school teachers, and NGOs. Now all the secondary teachers are provided training in Life Skill Education in a regular basis. South Asian Regional Forum on LSBE was held in Dhaka (26-28 September, 2005) which also helped in building competencies and common understanding of agencies of GOB and experts dealing with LSBE.

In Bangladesh, the formal process of incorporating LSBE in secondary education started from 2004. However, it has consistently gained more importance in the light of the views and demands of various stakeholders, realizing the significance of LIFE Skilled Education and has laid special emphasis on the National Education Policy 2010 LSBE of Bangladesh. One of the main objectives of the National Education Policy 2010 is to build an education process based on creativity, usability and productivity to achieve economic and social progress in the country and to build the scientific mindset of the learners and to develop leadership qualities in them. Another objective of education policy is to demonstrate patience for different thoughts and ideologies for the improvement of a democratic culture and to support developing a life-friendly, representative and positive attitude.

National secondary curriculum of 2012 developed by National Curriculum and Textbook Board (NCTB) has also set objectives to prepare learners for LSBE. One of the key objectives of national curriculum is to support learners acquire necessary knowledge, life-skills and views about hygienic life-style emphasizing food and nutrition, physical fitness, diseases, productive health and personal safety (NCTB,

2012; p.12). But, it is fact that still the total education system of Bangladesh is largely over packed of the prescribed syllabi and contents of which are mostly knowledge based. As a result, LSBE education and its impact show insignificant position in the life of students' everyday life and activities. The implementation of LSBE is very challenging because of its subject contents and area of analysis and discussion. The goal of the present study is to assess the causes and challenges of implementing life skills-based learning in classroom activities, outside of the classroom, in everyday life, and in assessing approaches from a variety of perspectives.

1.4 Statement of the Problem

The concept of Life skills education started to gain international attention in the Ottawa Charter for Health Promotion of 1986. In the 1989 UN Convention on the Rights of the Child, life skills were linked to supporting children and adolescents to fully unlock their potential (Kebler,2018). In examining LSE in relation to childhood, the attempt is to understand its circulation through the processes of education, and how this not only shapes children's personalities and identities, but also how it shapes our conceptions about positive childhood itself (Maithrreyi, 2015). UNICEF believes that life skills is "a behaviour change or development approach designed to address a balance of three areas: knowledge, attitude and skills". Singh (2011) argued that the of life skills education is an important activity which enables children to identify the problems in their lives, think of probable solutions and practice them. UNICEF (2007) identified that unwell understanding, competing priorities, poor policy support and poor and uneven implementation as the barriers of life skills-based education. UNICEF (2016) also suggested that LSBE would not only address knowledge and attitude change, but, more importantly, behaviour change. Singh and Menon (2015) identified that solely reliant on rote learning or exam-based assessment is a difficulty in successfully integrating life skills in school education in India. Josephine (2011) in his study 'Challenges in the implementation of life skills curriculum in public primary schools in Nakuru Municipality, Kenya' disclose that life skills curriculum was accommodated in the time table but there was no emphasis put in the teaching of life skills, instead examinable subjects were taught during the life skills lesson.

Singh and Menon (2015) pointed out that, in the teaching of life skills, there is a risk that teachers in the country (India) are inadequately equipped in their own knowledge, attitudes and skills to teach effectively and with confidence. Nasheeda, Abdullah, Krauss and Ahmed (2019) discovered that the majority of developing countries' life skills programs lack systematic implementation, evaluation and monitoring and programs are often conducted to yield short term results only. At the same time, National Curriculum Textbook Board-NCTB (2016) in Bangladesh opined that, secondary education system still mostly knowledge based, where emphasis upon skills and attitude is inadequate and most of LSBE contents are being presented through lectures. Besides, the experiences of the researcher as a trainer of life skills base education and as a teacher educator show that most of teachers do not feel free to teach LSBE lessons in classroom. Above mentioned literatures review and experiences indicated a deficit in experiential data for understanding how students and teachers experience and understand life skill-based education in our secondary schools. This study was conducted to explore the challenges of implementing life skills based education at our secondary level. Thus, the results of this study would be shared with the appropriate authorities so that the effective implementation process can be completed.

1.5 The Objectives of the Study

The general purpose of the present study was to explore the challenges and shortcomings in the way to proper implementation of life skills-based education, especially adolescent health education at Secondary Level in Bangladesh. For the present study, the secondary education sector is chosen for research because various international organisations and life skills education programmes put their focuses on this particular area. The study aims to achieve the following specific objectives for the implementation of life skills education at the secondary level of Bangladesh:

- 1) To identify the life skills education contents in the secondary curriculum and textbooks;
- 2) To know students and teachers understanding and perceptions on life skills based education;
- 3) To discover the methods and techniques being used for teaching life skills education at secondary level;

- 4) To explore the life skills being taught at the secondary level education.
- 5) To determine probable measures to overcome the difficulties to implement LSBE in secondary schools?

1.6 Research Questions

To investigate the challenges of implementing Life Skills-based Education at Secondary Level in Bangladesh, the present researcher formulated a number of research questions. Based on the study objectives, the research questions are as follows:

- RQ₁.** What are the understanding of classroom teachers, trainee teachers, students, head teachers, teacher educators, and academic supervisor regarding Life Skills based Education?
- RQ₂.** Which life skills are incorporated in secondary curriculum?
- RQ₃.** How life skills are being practiced in teaching-learning activities in schools?
- RQ₄.** How far is the school environment friendly to LSBE implementation?
- RQ₅.** What are the challenges to implement LSBE in secondary schools?
- RQ₆.** What are the probable measures to overcome the difficulties to implement LSBE in secondary schools?

1.7 Significance of the Study

The present study is very important as it tries to find out the challenges of implementation barrier of Life Skills-based Education at the Secondary Level in Bangladesh, and the learning outcomes of the students. The major concern of this study is to detect the challenges and implementation barrier, and suggest ways to overcoming them to ensure quality teaching essential for developing the LSBE at the secondary level students in Bangladesh.

In Bangladesh, the students of secondary level are the age of 11+ to 17+ are considered as ‘adolescents’, ‘youth’, and ‘young people’. According Rafei (2001) Life Skills Education identifies the need to discourse young people's emotional and social needs to help them develop and grow into well-connected adults, which can

move towards a more positive and holistic approach to educating generations and through them future generations. On the other hand, Vranda and Rao (2011) opined that children and adolescents are actively involved in a dynamic learning and teaching process in life skills education. Life skills education and pedagogy is based on cooperative learning, participatory activities and experimental learning. The outcomes of the study were expected to create prosperity and awareness among teachers and students about the importance of LSBE. The results provide a framework for policy makers and curriculum experts on how to improve and revise the life skills education curriculum. Moreover the findings of the study may help improve the way of teaching-learning and the techniques and life skill assessment of students by classroom teachers. The outcomes can be used as efforts for developing meaningful and sustainable life skills programmes to ensure transfer of knowledge, attitude, and skills. Furthermore, the discoveries will deliver evidence on how teacher educators, teachers and school authorities can handle challenges in the teaching-learning of Life Skills Education.

1.8 Limitations of the study

Theofanidis & Fountouki (2018) opined that limitations of a particular study are concerned with potential vulnerabilities that are usually beyond the control of the researcher and are closely related to selected research design, limitations of statistical models, financing constraints, or other factors. In this case, a constraint is an imposed restriction which is therefore largely beyond the control of the researcher. Nevertheless, it may affect the design, results and, ultimately, conclusions of the study and should therefore be explicitly acknowledged in the paper at the time of submission. Limitations occur in all types of research and are, for the most part, outside the researcher's control. Limitation also classifies probable weaknesses of the study. The present study had some limitations. In Bangladesh there are at present three stems of secondary schools comprising general, technical-vocational and madrasha schools. But only general secondary schools had been considered in this study. Besides this, junior secondary schools categorizing class 1 through 8 and higher secondary education categorizing class 11 to 12 did not consider in this study. Besides, for more inclusive result, the researcher would have gathered information from national and international Non-government Organizations (NGOs), but was limited only to guardians' students, teachers, head teachers teacher educators, and

academic supervisors because of time. Although, there were many areas in LSBE, the study focused on the adolescent health education and awareness of the LSBE; in addition, only the study covered the secondary level (9th and 10th grade).

1.9 Delimitations of the Study

Like limitations, delimitations are a part of every research work. Delimitations explain the boundaries that researchers have agreed for the study. The delimitations narrate mainly to the projected background of the study, the purpose, the research questions, the variables under study, and the pattern of study. The options and reasons for rejecting these, as well as the sample techniques chosen from the many available, should be evidently undertaken so that the reader is completely learnt. (Theofanidis & Fountouki, 2018).

This qualitative research took place in five secondary schools comprised government, non-government, boys, girls, co-education rural and urban schools of Dhaka, Brahmanbaria, Noakhali and Bandarban hill districts and Teachers' Training College, Dhaka under Dhaka and Chattogram division. Dhaka division is central part of Bangladesh. The rationale to select secondary schools of this regions were that, most of schools, head teachers and classroom teacher are directly or indirectly connected to researcher's professional field. Another reason was that teachers of secondary schools of different upazilla and zilla came under CPD training where researcher was directly involved.

1.10 Definition of Terms Used

Defining important terms is vital to ensure a general understanding of key concepts and terminology. Clearly defining terminology will increase the reader's understanding of important terms. In overall, important terms need to be defined in only two cases; when the word is not widely known or understood, and when the word has a specific or unique meaning in the context of the study (Simon and Goes, 2015). Terms used in this study which need clarification include Secondary Level, Life Skill based Education, Secondary School in Bangladesh. The key terms used in this study are explained below.

Life Skills based Education (LSBE): Life skills-based learning is a form of learning philosophy that focuses on personal life skills such as self-reflection, critical thinking, problem solving, decision making and the development of interpersonal skills. In 1986, the Ottawa Charter for Health Promotion recognized life skills in making better health choices.

WHO (1996) believes that life skills are the ability of individuals to adapt to and respond positively to the needs and challenges of daily life. UNICEF, on the other hand, sees life skills as a behavioral change or development approach designed to balance knowledge, attitudes, and skills (UNESCO, 2008). In this study, UNICEF's definition has been adapted as LSBE. The purpose and content of life skills education varies from country to country and from one area to another. Life skills education is similar in three important ways. First, the focus of life skills education is on learning life skills. Life skills are defined as adaptive and positive behavioral abilities that enable individuals to effectively meet the needs and challenges of daily life" Life skills education differs in its objectives and contents from country to country and from one locality to another. Life skills education is similar in three important ways. First, at the heart of life skills education is the learning of life skills.

Student-centred Learning:

Focuses on what the student is learning, how they are learning, and under what circumstances the student is learning, whether the student is retaining and applying the learning, and how the current education position the student for future learning. In a student-centered manner students are not considered as empty pots. They bring their own knowledge and experience. Students create their own experiences by speaking, by listening, by writing, by reading, and by reflecting on content, ideas, problems, and concerns. In a student-centered environment, students work in small groups, choosing different types of work, sharing work. Through this their socialization and leadership skills are invaluable. Teachers help students setting learning goals and test (Ebanks, 2010). For the purpose of this study, the term SCL refers to a student-centered approach where students take a dynamic part in the learning practice and teachers collaborate with them. Students can work freely in a autonomous environment and where teachers are projected to speak less. Students create opportunities for learning through active and extemporaneous participation.

Secondary Level:

Secondary education is considered as an important level in the education system of Bangladesh. Its importance is increasing day by day. The objectives of secondary education in Education Policy 2010 are crucial for achieving quality

education and developing a large section of secondary students as human resources. Secondary education in Bangladesh is divided into three main sub-levels: Junior Secondary Education Grade 6-8 Secondary Education Grade 9-10 and Higher Secondary Education Grade 11-12. Secondary education is accomplished and controlled by the Ministry of Education (MOE) and the Directorate of Secondary and Higher Education (DSHE), and these institutions formulate, plan, monitor, evaluate and implement secondary level policies and programmes. Only grade nine and ten have been considered as secondary level of education in this study.

Secondary School: There are three types of educational institutions at the general level of secondary education in Bangladesh, (a) junior secondary schools, which are only for classes VI to VIII; (B) a secondary school, consisting of both junior secondary and secondary levels and extending from 6th to 10th class; And (c) higher secondary school, which represents the three sub-levels of secondary education, such as junior secondary, secondary and higher secondary education (6-12). In this study, secondary school refers to both lower secondary and secondary schools i.e. 6 to 10 are considered as secondary schools.

Teacher-centred Learning: A teacher-centered approach is a teaching method and technique in which the teacher is more active than the student in presenting the subject matter. From ancient times to the present day a number of teacher-centered methods have been introduced. From that point of view, it can be called traditional or conventional methods. The teaching methods in which the role of the teacher is primary and the role of the students are secondary. The teaching technique is determined by the teacher himself according to the usefulness of the material read in this method so that he can convey the content as per his concept. The student tries to respond to the ideas presented by the teacher. In this way, knowledge is transmitted from teacher to student. Here teachers act as centers of knowledge, controlling the teaching-learning process. Here students are seen as 'empty' pots and as an integration process of learning (Napoli, 2004). In this study, teacher-centred learning have been considered as the method where often learners are treated as passive learners and who did not take responsibility for their personal learning.

1.11 Theoretical and Conceptual Framework of the Research

The theoretical framework or outline is a collection of interconnected thoughts, such as a philosophy, guidelines for investigation, defining what things will be measured. 'It is a methodical sequence of thoughts about the phenomenon being explored or an organized explanation of the relationship between a set of variables. (Warmbrod, 1986 cited in Camp, 2001)'. According to Creswell (1994), a theoretical framework is an investigation of discipline-based literature related to theme and categorizing a central theory that describes the fundamental proposition or suggestion. A theoretical framework denotes to how the researcher or critic of the report not only inquiries, but consider and develops thoughts or principles on what the possible answers could be, then this thoughts and theories are grouped together into themes that frame the subject. It is the process of discovering a core set of connector within a topic and showing how they fit together. In the theoretical framework, researcher explains the theories that support the research, showing that research work is grounded in established ideas (Vinz. 2020).

In this study the researcher applied Bloom's Taxonomy as a theory which will explore LSBE classrooms and school's environment with application of Knowledge-Attitudes-Skills' perspective. Learning Taxonomy given by Benjamin Bloom are the classical 'Knowledge, Attitude, Skills' structure of learning method and assessment. It remnants the utmost extensively used structure of its kind in education particularly, and also collective training. It is easy to see and simple, clear and effective model, both for description and presentation of learning objectives, teaching and training approaches, and measurement of learning outcomes. Bloom's Taxonomy model is in three parts, or 'overlapping domains' which are easy to understand: Cognitive domain (intellectual capability, ie. knowledge, or 'think'), Affective domain (outlooks, feelings and behaviour, ie., attitude, or 'feel') and Psychomotor domain (manual and physical skills, ie., skills, or 'do'). The learner should benefit from development of knowledge and intellect ie Cognitive Domain; attitude and beliefs ie Affective Domain; and the ability to put physical and bodily skills into effect - to act psychomotor Domain (Bloom,1956, Krathwohl, Bloom, and Masia 1964, Anderson, and Krathwohl,2001). On the other hand, Miles and Huberman describe that (1994 cited in Fang, 2003), a theoretical framework offers the fundamentals of the research

work to be examined by presenting the essential constructs, variables, and scopes of the research, and investigate the interactions among them. The graphical presentation of conceptual framework that strengthens the present study is as follows-

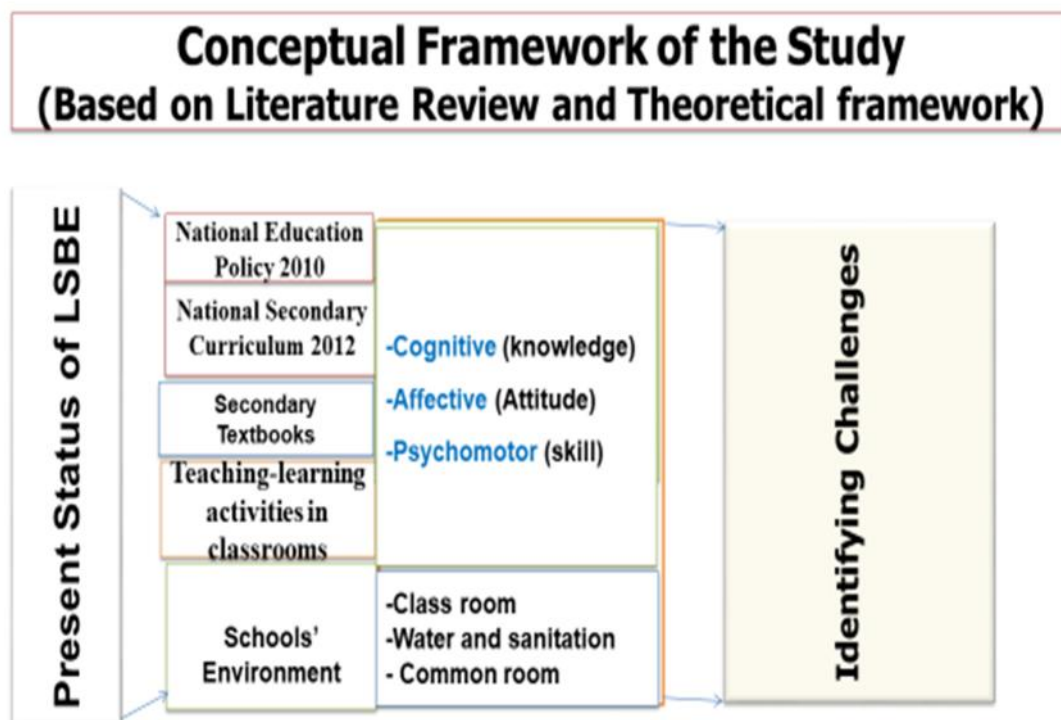


Figure 1: Conceptual Framework of the Study

1.12 Outline of the Thesis

This research work has examined the Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh. This study consists of the following chapters:

Chapter ONE “Introduction” provides a brief framework of the thesis including the background of the study, the statement of the problem, objectives of the study, the significance of the study, research questions, the definition of key terms, the limitation of the study, the outline of the chapters, and finally adds a conclusion.

Chapter TWO “Literature Review” sets out to review of related literature regarding the implementation of LSBE that provides with background knowledge and research insight. The literature review explores the main bodies of research that have been carried out in the field of Life skill based education particularly the challenges of LSBE implementation.

Chapter THREE “Research Methodology” ‘deals with the research methods engaged in the study. It defines the sample technique, improvement of tools including the measures for validating the instruments and construction of reliability of the tools, data collection procedures, and scrutiny of data.

Chapter FOUR “Presentation of the Findings” presents the findings and in-depth of the findings. It presents the findings in detail, the challenges, and the barriers to the study, and the positive areas of participation.

Chapter FIVE “Discussion” presents a discussion of findings for each of the research questions of the study from the data collected from the participants. It establishes the correlation of the study with findings of previous studies.

Chapter SIX “Conclusion” presents the summary of the findings, answers to the research questions, recommendations, and pedagogical implications, and the conclusion of study. It also advocates future research in this particular field of study.

1.13 Conclusion

In this chapter, an overview of this study “Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh” has been provided. It presents the structure of the current study of investigation regarding the LSBE inclusion and implementation of LSBE at the Secondary level learners in Bangladesh. The findings of this study may contribute mainly to three areas of knowledge: (i) in the area of teaching practices, (ii) in the use of content instruction for learning and (iii) in learning outcomes which has a strong and often lasting impact on the lives of students.

In this chapter, the background of the study presents the LSBE educational trends to support the importance of teaching LSBE to meet the needs of adolescent learners. It also presents the statement of the problem, significance of the study, the objectives of the study; the research questions, and the key terminologies that are used throughout the thesis. The next chapter “Literature Review” presents the theoretical basis of the present study and discusses the reasons and arguments on the rationality of the investigation.

CHAPTER TWO

Literature Review

This chapter presents the literature review and theoretical underpinnings of the present study. It starts with looking at the concept of Life Skills-based Education (LSBE) by discoursing different issues that have been used to explicate this scholastic phenomenon. It illustrates the different issues of LSBE followed by a discussion and learning outcomes in LSBE contexts. The chapter also disseminates the expert opinions of LSBE phenomenon in the perspective of the theoretical and applied thoughts of LSBE learning and teaching. Thus, the chapter guides the investigation in designing the upcoming chapters.

‘The literature review in a research study achieves several purposes. It segments with the outcomes of other studies that are thoroughly related to the study being described. It shares a study to the larger ongoing dialogue in the literature about a topic, filling in gaps and extending previous studies (Cooper, 1984; Marshall & Rossman, 1999, cited in Creswell, 2008). Literature review gives a structure for constructing the significant of the study as well as a standard for relating the outcomes with other findings. Though in qualitative and quantitative research purpose of reviewing literature is same and it is to justify and documents the need of the study but amount of literature cited at the beginning of the qualitative study is minimal but substantial in quantitative research (Creswell, 2008). This chapter has been sought to conceptualized Life Skill based Education (LSBE) and its characteristics. It has also attempt to rationalize the background of secondary education of Bangladesh with prevailing teaching-learning situations. Moreover, this chapter has explored the present position of Life Skill based Education (LSBE) approach in secondary schools in different largely populated neighbouring countries like India, Pakistan, Sri Lanka, Maldives, China, Myanmar, Thailand, Malaysia, Philippine, Vietnam and specially Bangladesh.

These can be used in many areas such as drug prevention, prevention of sexual violence, teenage pregnancy, HIV / AIDS prevention and suicide prevention. This concept can be extended to consumer education, environmental education, peace, or education for development, livelihood and income growth. In short, life skills enable

young people to take positive steps to protect themselves from various physical and mental incapacities and to promote their health protection and positive social and welfare relationships.

2.1 Definition and Concept of Life Skills-based Education (LSBE)

Life skills are living skills or psycho-social abilities for adaptive and affirmative behaviour that facilitate every person to contract effectually with problems and challenges of everyday life. Life skills comprise Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, coping with stress, coping with emotion (WHO1997, 1999). UNICEF defines life skills as a behaviour change or development approach method is designed to balance three areas: knowledge, attitude and skills (UNESCO, 2008).

2.2 Life skills education According to World Health Organization (WHO)

The characteristics and meaning of life skills education may vary in culture, society and in different situations. Life skills are adaptive and positive behavioral skills that enable a person to meet the needs and challenges of daily life successfully and effectively. Analysis of the scope and prospect of life skills education shows that at the heart of such skills are skills-based initiatives to promote the health and well-being of children and youngsters.

WHO has recognized ten core Life Skills which are listed below: Decision making; Problem solving; Creative thinking; Critical thinking; Effective communication; Interpersonal relationship skills; Self-awareness; Empathy; Coping with emotions; Coping with stress:

1. **Decision making** helps a person deal positively with life decisions. This is very important for health because it allows young people to actively decide about their health activities. It discusses various alternative assessments, and the implications of different decisions.

2. **Problem solving** skills enable us to deal constructively with life's problems. Many unresolved issues can be caused by creating stress in us and giving rise to physical stress.
3. **Creative thinking** skills contribute to both decision making and problem solving by enabling us to explore the options available to us and the different consequences of our actions or non-actions. It can help us to look beyond our direct experience, and even if no problem is identified, or no decision is made, creative thinking can help. Creative thinking is a very important skill in this life, directly related to problem management.
4. **Critical thinking** skills are the ability to analyze information and experiences. Such skills can contribute to helping us identify and evaluate a variety of perspectives and values, peer pressure, and factors that influence media attitudes and behavior. In fact, critical thinking is the ability to accurately analyze the information and experiences that occur in our lives.
5. **Effective communication** skills help to express oneself appropriately, socially adequately. It involves both verbal and non-verbal skills. This skill enables us to achieve our personal goals in a way that is socially acceptable and safe for others to develop well. These skills help us to seek advice or help when we need it, which is not always easy for everyone.
6. **Interpersonal relationship** skills help us to build relationships in a positive way with those we communicate with. This enables us to build and maintain friendly relationships, which are considered to be very important and positive for our mental and social well-being. This means having good relationships with family members, which is an important source of social support. This skill is a fundamental ability to develop good social and mental health that not only helps us to have good social relationships but also how to deal with negative relationships and how to relate to them.
7. **Self-awareness** is a skill through which we express our character, personality, strengths, weaknesses, tastes, likes and dislikes and other aspects and with this ability we can easily identify others and also know which aspects we need to improve. Self-awareness comprises our appreciation of ourselves. It is also often a

precondition for effective communication and interpersonal relations, as well as for developing empathy for others.

8. **Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Empathy is a feeling and ability to imagine one's own happiness and sorrow in the place of another. Empathy can help us to understand and accept others who may be very different from us. It can improve the situation of social interaction, ethnic or cultural diversity. It is the ability to understand, listen to and empathize with a person who is in a different physical, mental and social condition. It is a fruitful relationship with our loved ones and society, we need to recognize and care about the needs, desires and feelings of other people. Empathy is the ability to imagine what another person's life is like. Without empathy, our communication with others would be equivalent to one-way traffic. Worst of all, we will act and act according to our interests and are bound to get into trouble. No man, no island, no woman! We grow up in relationships with a lot of people - parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbors. When we understand ourselves and others, we are better prepared to communicate our needs and aspirations.

We'll be better equipped to tell people what we want to say, to present our thoughts and ideas, and to address subtle issues without disturbing others. At the same time, we will be able to gain support from others and gain their understanding. Empathy can help us accept others who may be very different from ourselves. It can enhance social interaction, especially in situations of ethnic or cultural diversity.

Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

9. **Coping with emotions** involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.
10. **Coping with stress** is about recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and disadvantages of each; 4) chose the most appropriate solution and plan how to realise it. Examples of lessons designed to facilitate life skills acquisition are included in the appendix to this document. Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some societies, so gender issues will arise in identifying the nature of life skills for psychosocial competence.

The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures. (WHO, 1997)

2.3 Life Skill based Education in the Dakar Framework for Action

We reaffirm the vision of the Universal Declaration of Education for All (Jomtien, 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that every child, youth and adult has a human right. The right to benefit from an education that meets their basic education needs in

the best and most complete sense, an education that includes learning to know, to do; Live together and to be. It is an education to harness the talents and potentials of each individual and to develop the personality of the students so that they can develop their lives and transformation their society (World Education Forum: Dakar, Senegal, 26-28 April 2000).

2.3.1 Specific goals of Dakar Declaration in respect of LSBE

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; (goal 7.iii.)

World Education Forum pledge to

- i. Developing responsive, participatory and accountable systems of educational governance and management; (goal no 8.iv)
- ii. Meeting the needs of education systems, affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace; and tolerance, and help to prevent violence and conflict; (goal no 8.v)
- iii. Implementing integrated strategies for gender equality in education which recognize the need for changes in attitudes, values, and practices; (Goal no 8.vi)
- iv. Urgently implementing education programmes and actions to combat the HIV/AIDS pandemic;
- v. creating safe, healthy, inclusive; and equitably resourced educational environments conducive to excellence in learning and clearly defined levels of achievement for all: (goal no 8.vii)

2.3.2 Incheon Declaration and Life Skills Based Education

The Incheon Declaration constitutes the commitment of the education community to SDG4-Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development.

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 in Incheon, Republic of Korea, from 19 – 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next fifteen years (Incheon Declaration, 2015)

Towards 2030: a new vision for education

The vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and inspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools. (Incheon Declaration, 2015)

Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. (Incheon Declaration, 2015)

Target 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

Access: Equitable access to TVET needs to be expanded while quality is ensured. Learning opportunities should be increased and diversified, using a wide range of education and training modalities.

Skills acquisition: Beyond work-specific skills, emphasis must be placed on developing high-level cognitive and non-cognitive/transferable skills, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution. (Incheon Declaration, 2015)

Target 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** (Incheon Declaration, 2015)

1. **Inclusion and equity:** All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities and the poor.
2. **Gender equality:** Adolescent girls and young women, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, as well as those living in poor and remote rural areas, require special attention. In contexts in which boys are disadvantaged, targeted action should be taken for them. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour (Incheon Declaration, 2015).

2.4 Importance of Life Skills Based Education for Adolescents

LSBE assists a person in social, emotional, cognitive development properly. Life skills education helps adolescents develop mental well-being that helps them develop intellectual intelligence, self-confidence as well as decision-making ability, critical thinking and creative thinking skills. At this significant stage of the life cycle, the young, 10 to 15 years old, experience rapid and important developmental changes.

Adolescence refers to a specific stage of life that occurs between adolescence and the onset of adulthood. Caskey and Anfara (2020) think that early adolescence is a unique time for the growth and development of human beings located between childhood and adolescence. Recognizing the unique developmental characteristics of young adolescents and responding is the main consideration and important issue of secondary education. However, adolescents are considered productive members of society because of their physical and intellectual abilities.

But unfortunately most teenagers are not able to make the most of their potential due to unfavorable environment. At present, the life of adolescents is becoming miserable due to various reasons including unsuitable environment of home and school. (Aparna and Raakhee, 2011). Life skills education was an automatic need of every individual; Boys or girls. The guidelines were how to grow, what to be, what to do, what to know and how to integrate gender-specific qualities. Based on the gender roles of parents, grandparents, uncles and aunts and other relatives. (Ndirangu, Ngare, and Wango 2013). According Bardhan (2016), Life skills contribute to psychosocial competence. It is the ability of a person to maintain a state of mental well-being and to display adaptive and positive behavior when interacting with others, their culture and environment. Teaching life skills in a supportive learning environment can enhance the personal and social skills of children and adolescents, including resource preservation skills. WHO (1994) hoped that life skills would support people to transform knowledge, attitudes and values into real power - e.g. what to do and how to do it. Life skills are capabilities that empower individuals to act in a healthy way, given the need to do so and the possibilities and opportunities to do so. Life skills are those capabilities and competencies that empower every person becoming accustomed to positive behaviour that facilitate successfully with the demands and challenges of everyday life. It is hoped that the knowledge, attitude and competencies of life skills might contribute to the application of proper well-being and health services for and by young people. Having life skills is an essential part of being able to cope with the challenges of daily life in a constantly changing environment. Significant changes in the global economy over the past few years have been organized in tandem with changes in technology and have had a profound effect on education, the workplace and our domestic lives. Students need new life skills such as the ability to deal with worries, anxieties and frustrations to adapt to the increasing

pace and changes in modern life. Life skills are the communication skills of the individual or society with the person, which helps in solving various problems. Personal ability to overcome a crisis in life or develops all the strengths and possibilities inherent in the students and can build the foundation for success in all areas of life. Nalla (2015) opined that life skills methodology is an interactive, educational approach that focuses not only on the transmission of knowledge but also on the formation of perspectives and the goal of developing interpersonal skills. The main goal of life skills education is to increase the psychosocial capacity of young people to choose healthy lifestyles, prevent negative stress and take responsibility for avoiding risky behaviors. In this case, the teaching-learning method is youth-based, gender-sensitive, interactive and learning-oriented as well as participatory. In addition, life skills can be practiced through the most common general teaching methods, such as teamwork, intelligence, role-playing, storytelling, debating, and participating in discussions and audio-visual activities’.

Different researches has identified some benefits of life skills based education.

- Developing psychosocial skills through life-based learning can help students to cope with adverse situations and problems in their daily lives and gain the ability to adapt to any situation.
- Life skills education offers to basic education; Gender equality; Democracy; Good citizenship; Child care and protection; The quality and efficiency of the education system; Promoting lifelong learning; Quality of life; Promoting peace.
- Life skills are essential to promote the development of healthy children and adolescents, early prevention of some of the main causes of death of children and adolescents, disease and disability, socialization, preparation of young people for changing social conditions.
- Life skills suggest new ways of thinking skills and problem solving. It recognizes the impact of our actions and teaches us to take responsibility instead of blaming others.
- Life skills help to build confidence both in verbal skills and for group collaboration and cooperation. It develops a greater sense of self-awareness and appreciation for others

- It helps to improve the ability to self-manage, solving problems and understand the working environment and encourage to work as part of a team
- Life skills increase cultural awareness and facilitate citizenship, helping to build a more tolerant society by respecting regional and international cooperation, diversity and creativity.
- Life skills develop cooperation skills, collaboration skills, networking capability and develop empathy that can help to form determinations rather than offenses.

2.5 Learner-centred approach and Life skills-based Education

Students succeed when what they are learning matters to them. In student-centered learning, students' interest drives education objectives. Student-centered learning gives students the opportunity to decide two things: what material they learn and how they learn it. Teachers may help guide this process, but the content, timing, and motivation is down to students themselves.

There is very close relation to quality education, Life skills Based Education approach with learner-centred approach and student-centred learning. UNICEF (1997) identified that LSBE contribute to quality education by strengthening educational processes, by enhancing quality of content, by achieving quality educational outcomes and quality learners and by contributing to a safe and child friendly learning environment. Ayele & Schippers (2007) clarified that 'Generally quality education includes: learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environment that are healthy, safe and gender sensitive and provide adequate resources and facilities and processes through which trained teachers use student-centred teaching approaches in well-managed classrooms and in schools. According to UNICEF (2000) Quality education includes the processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. It also comprises outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. UNICEF also merged student-centred learning with life skills-based education (LSBE). UNICEF (2005) said that Life skills-

based education is experiential, participatory and activity-based methods. Life skills must be taught in schools that are inclusive, child-friendly, adequately resourced and provisioned, staffed by trained and motivated teachers, and which utilise participatory and experiential methods including continuous assessment. QLA (2014) also expressed that Quality education is a way to improve the quality of education and school life. It provides simple materials, methods and ideas to make classrooms and schools more efficient and effective. A school environment and quality teaching-learning approach take up the challenge of students taking responsibility for their learning. For this, teachers must enable students to respond to the challenge of taking responsibility. UNICEF (2019), also contributing to education through Child Friendly School Models (CFS) as pathways toward quality education where CFS model is comprehensive enough to allow life skills education to incorporate skills building to address country-specific problems that are a barrier to sustainable development.

2.6 Education Structures in Bangladesh

Education in Bangladesh has three major levels: primary, secondary, and tertiary or higher education. According to Bangladesh Education Commission of 1974, ‘the stage of education after primary education and immediately preceding college education is known as secondary education. Secondary education is the second stage in our educational structure. Secondary education mainly caters for adolescents (Bangladesh Education Commission, 1974). Post primary education in the general stream is imparted by junior secondary schools (grade 6- 8), senior secondary school (9-10) and higher secondary schools known as intermediate colleges (grade 11-12). Post-primary level madrasahs are known as Dakhil madrasahs (grade 9-10), Alim madrasahs (grade 11-12). At the secondary level, there is a separate stream for imparting technical-vocational education and training. After completing junior secondary level, students may enter into Vocational Training Institute for 2-years SSC (vocational) courses and having SSC (vocational or SSC science they may enter into Vocational Training Institute (VTIs), Polytechnic Institutes for 2-years HSC (vocational) or 3-years Dip-in Engineering courses. In terms of ownership and management of secondary schools, there are two major types: government secondary schools, and non-government secondary schools. Nearly, 93% of the secondary and higher secondary schools are

owned and managed by private sectors. However, these institutions are private only in name because 90% of their salaries and wages and the costs of their physical infrastructure development, durable educational supplies, and equipment are provided by government (Ministry of Education, 2019). In the new academic structure prescribed by education policy 2010, the secondary level of education has included Classes IX to XII.

2.7 Different Streams in Education in Bangladesh

It is hoped that at the end of this level, students will choose different streams of higher education according to their ability, or they will make a living through the vocational education they have acquired or they will be able to acquire more vocational skills.

Bangladesh has one of the largest sectors of education of the whole world where there are 20,849 schools (15.95% girls), 2,52,505 teachers (28.89% women) and 10,25,21,26 (54.86% girls) students in secondary level' (BANBEIS, 2022).

Table1: Bangladesh Secondary Education Sector at a glance-2020

Type of School	Management	No. of Institution	No. of Teacher			No. of Student		
			Total	Female	% Fem.	Total	Girl	% Girl
Junior Secondary School	Private	2382	21395	7387	34.53	459537	266162	57.92
Secondary School	Private	15794	191633	51710	26.98	8013929	4438723	55.39
	Public	615	11742	3404	28.99	585199	264135	45.14
	Total	16409	204189	55626	27.24	8557236	4699296	54.92
School and College (School Section)	Private	1324	25592	9440	36.89	1066826	570614	53.49
	Public	64	1329	507	38.15	66092	28986	43.86
	Total	1388	26921	9947	36.95	1132918	599600	52.93
All(School)	Private	20170	238620	68537	28.72	9642727	5334627	55.32
	Public	679	13885	4423	31.85	609399	289559	47.52
	Total	20849	252505	72960	28.89	10252126	5624186	54.86

Source: BANBEIS, 2022

Table 1 demonstrates that Bangladesh's secondary education dominantly run privately where total number of schools are 20849, total number of teachers are

252505 (28.89% female) and total number of students are 10252126. Total number of private secondary schools comprise 97%.

Table 2: Number of School having Separate Toilet 2020

Type of School	Number of Institution	Separate Toilet for Girls		Separate Toilet for Boys		Separate Toilet for Teachers	
		Number	%	Number	%	Number	%
Junior Secondary School	2382	2226	93.45	1733	72.75	2301	96.60
Secondary School	16409	15919	97.01	14115	86.02	15641	95.32
School and College (School Section)	1388	1323	95.32	1233	88.83	1320	95.10
All	20179	19468	96.48	17081	84.65	19262	95.46

Source: BANBEIS, 2022

Table 2 demonstrates that in Bangladesh 93.45% Junior Secondary Schools and 97.01% Secondary Schools have separate toilet for girls. At the same time 72.75% Junior Secondary Schools and 86.02% Secondary Schools have Separate Toilet for Boys, which is apparently very satisfactory in terms of ensuring environment of life skills based education.

Table 3: Number of School having Pure Drinking 2020

Type of School	Management	Number of Institution	Institutions Having Pure Drinking 2020	
			Number	%
Junior Secondary School	Private	2382	2153	90.39
	Total	2382	2153	90.39
	Secondary School	Private	15794	15574
Secondary School	Public	615	610	99.19
	Total	16409	16184	98.63
	School and College (School Section)	Private	1324	1307
School and College (School Section)	Public	64	63	98.44
	Total	1388	1370	98.70
	All	Private	19500	19034
Public		679	673	99.12
Total		20179	19707	97.66

Source: BANBEIS, 2022

Table 3 exhibits that in Bangladesh 90.39 % Junior Secondary Schools and 98.63 % Secondary Schools have pure drinking water facilities. This is apparently very satisfactory in terms of ensuring environment of life skills based education.

2.8 Nature of current teaching-learning practices in Secondary Level in Bangladesh

Teaching methods comprise the principles and methods used for teaching and learning. The quality of education largely depends on the quality of the teachers, the curriculum, the quality of the contents and the quality of the methods and techniques involved in the teaching-learning process. A quality teacher takes into account the needs and interests of the students and allows them to learn at their own pace; encourages learning by doing; and, if necessary, remedial and development assistance. Teaching is mainly based on two main class approaches; namely teacher-centered and student-centered. Teacher-centered approaches provide mostly content-based concepts and student-centered approaches have learning-based concepts. In the teacher-centered approach, the teacher is at the center of the techniques where the teacher is seen as an expert and the newcomers as new students. In contrast, the student-centered approach focuses on student learning. What students do to achieve is more important than what the teacher does in this way (Riad, 2011). For a long time, teaching-learning process and mode of presentation at secondary schools in Bangladesh were mostly conducted by teacher-centered methods such as lectures, demonstrations, recitations, memorization, or a combination of these methods. This is because of highly teacher-student ratio, lack of sufficient teachers, large class size, and short span of class hour and so on. Besides this, when considering their approach to teaching, teachers are always looking for the method that is most beneficial for all of their students. Teachers want their students to enjoy the learning process, and they want the classroom to be systematic and controlled. The role of the teacher is to examine and address ideas with the learners so that they can go to a new level of consciousness so as to they can be transformed in the end. It is supposed that learners believe teachers to teach them to pass exams or tests. Though from the last decade there have been given a great emphasis on student-centred approaches in our education particularly in secondary level but teacher-centred approach are still practicing in our classroom. A research studies done by to NCTB titles 'Evaluation of Secondary Curriculum and Need Assessment' (2010) showed that the lecture method is still a favorite method among students and teachers.

Table 4: Teaching-learning activities and student'-teacher' choice

Types of methods/techniques	student choice as learning process (%)	teacher choice to apply in the classroom(%)
Lecture	31.2	72
Group work	25.7	55
Question-answer	10.8	70
Demonstration	9.6	22
Quiz	6.9	30
Brainstorming	4.5	32
Role Play	3.8	18
Debate	2.9	20
Pair work	1.2	22
Others	2.1	-

Source: NCTB, 2010

Table 2 shows that 31.2% students preferred lecture method as a learning process and teachers choose lecture 72% as teaching method. Like the students, teachers' communities were also found to select lecture method as the first choice of teaching methodologies. Group work is the second choice of students and question-answer to teachers. Other techniques of student-centred approach like question-answer, demonstration, quiz, brainstorming, role play, and pair work. On the other hand, from classroom observations NCTB (2010) found that most of class time was dominated by teachers' where they used lectures, reading out from text book, using board and controlling the class. Students' participation in the classes like group work, questioning to teachers, writing from own initiative and presentation got less time. NCTB also observed that for stating School Based Assessment (SBA), tendencies of using student-centred learning and teaching gradually increasing.

Table 5: Teachers’ activities in the classroom (From Classroom Observation)

Types of methods/techniques	Teachers’ activities in the classroom (%)
Lecture	10.8
Reading from text book	9.2
Speaking and using board	10.9
Using other teaching aids (except text book)	4.5
Taking test, demonstration of model and chart	6.0
Directing learners	5.4
Asking questions to all learners	7.6
Asking questions to specific learners	6.9
Listening learners’ answer	4.9
Answer to questions of the learners	4.8
Monitoring students’ work	9.0
Controlling classroom	8.2
Others	12.1

NCTB, 2010

Table 3 shows that teachers still delivered lectures and speaking as classroom activities highly. Total percentage of using lecture and speaking with using board are 21.7% which proved teacher-dominating classroom.

2.9. Introduction to Student-centred Learning (SCL) approach in Secondary Level in Bangladesh

Student-centered education or student-centered approach is a participating methodology where learners can work generously in a free-thinking situation. In a student-centered learning position, teachers are projected to talk less than learners by building education opportunities for them, over active self-involvement. Some of the features of a participatory classroom activities are group work, peer work, role play, acting, peer observation, panel discussion, brainstorming, peer checking, peer teaching, group teaching, debate, recitation, assignment. Project work, report writing etc. (Riad & podder, 2014). SCL approaches have been introduced in our education from the last decade in different stages in different names (TQI-SEP, 2006). Communicative Language Teaching (CLT) in English was introduced in primary and secondary education from 1996 which is similar to the student-centered approach. According to Akter (2012) CLT is a participatory approach where students have the

opportunity to participate in a variety of activities such as pair work, group work, peer work, role play, photo interpretation, expert jigsaws, audio-linguistic, extensive lessons, and listening-oral activities. Skimming, scanning and so on. As a result, they may have the opportunity to showcase their creative energy which helps them to be more confident and overcome their fear of learning. Additionally, in primary education sector, introducing Multiple Way of Teaching and Learning (MWTL) approach in 1996 through IDEAL project is another initiative which helps to support more interactive and child-centered teaching in the classroom (PEDP-II, 2003).

2.9.1 Student-centred Learning approach in NCTB Curriculum 2012

After a long 17 years, in 2012 the secondary level curriculum in Bangladesh was revised. A study conducted on the previous secondary curriculum which was formulated in 1995 has identified many weaknesses, inadequacies and problems in different components of the curriculum. The results of the study showed that the previous curriculum was highly theoretical and informative and led students to memorized learning. The new 2012 curriculum seeks to address those limitations. Through the new secondary education curriculum 2012, it has been hoped that ensuring education depends on two main factors. The most important is the active cooperation of the class teacher and the second is the proper use of quality textbooks and other learning materials. At the same time, they especially emphasize the student's mental and physical participation in the teaching-learning process. They think the learning process can happen easily and effectively if students actively participate in the learning process. So class activities should be diverse. For this reason, the curriculum 2012 has given maximum importance to various SCL techniques like discussion, group work, story writing, drawing, debate, role play, practical work, Q&A, demonstration. Although in curriculum 2012, it is believed that there is no specific method that can be applied to everyone in every situation. Curriculum 2012, however, highly recognizes constructivist theory, gestalt theory, and empirical learning where active participation, reflection, collaboration, and student participation are crucial (NCTB, 2012).

2.10 Inclusion of Life Skills-based Education (LSBE) at Secondary Level in Bangladesh

In Bangladesh, initiative to introduce Life Skill Based Education (LSBE) in the secondary education was started since March 2004. A National Workshop on “Life Skills for Healthy Living” was organized in March 2004 by a joint venture of Textbook Board (NCTB) and UNICEF Bangladesh. The workshop was attended by representatives of all stakeholders in secondary education. The workshop recommends the inclusion of life skills education in the mainstream of formal secondary education. Participants identified a variety of topics aimed at incorporating life skills into the curriculum. Immediately after the national workshop, an initiative titled Inclusion of Life Skills Education in Secondary Education was taken under the leadership of National Curriculum and Textbook Board and with the support of UNICEF Bangladesh. Secondary school curriculum has been studied and gaps have been recognized in the case of LSBE. The National Curriculum and Text-Book Board (NCTB) and UNICEF have jointly established the LSBE package for grades 6-10. Training workshops on LSBE were organized by NCTB and UNICEF in 2005 to enhance the required capacity of the Directorate of Secondary and Higher Education (DSHE), National Academy for Educational Management (NAEM), Education and Research Institute (IER), Teachers Training College. TTC), secondary school teachers and NGOs. Now all the secondary teachers are given regular life skills training (Munsi and Guha 2014).

2.10.1 Determining the contents of LSBE for secondary education of Bangladesh

The United Nations Convention on the Rights of the Child has been considered as the main foundation of determining the contents of LSBE at the secondary level in Bangladesh. Suitable contents for children and adolescents has been determined on the basis of the socio-economic context of Bangladesh. Recommendations of top national workshop on "Life Skills for Healthy Living" organized by local and foreign LSBE experts on formal and non-formal education in neighboring countries and at home in March 2004 organized by NCTB and supported

by UNICEF Bangladesh have been considered. Besides, ten workshops of LSBE Working Group led by local and foreign experts under the supervision of NCTB determine the contents of consideration and recommends and revision the report. In the workshops, several topics were identified and prioritization was done, 4 topics were identified on the basis of priority. (i) Personal safety (ii) Personal health and HIV / AIDS (iii) Drugs, (iv) adolescence and reproductive health were selected on priority basis. Areas marked under the above 4 topics are-

Table 6: Contents Areas of LSBE for Secondary Education of Bangladesh

(1) Personal Safety	(ii) Personal Health and HIV / AIDS	Drugs	Adolescence and reproductive health
<ul style="list-style-type: none"> • Injury • Child labour • Child trafficking • Child marriage • Dowry • Physical and mental stress • Sexual harassment and sexual irritation • Emotions and emotion control • Stress and stress management strategies • 	<ul style="list-style-type: none"> • Personal Health Care • Infectious and non-contagious diseases • Prevention of disease transmission • Sexually transmitted diseases and HIV / AIDS • Prevention and Risk of HIV / AIDS • The effects of HIV / AIDS • To make others aware of HIV prevention • The role of health care organizations in HIV prevention • Protection of human rights, responsibilities, duties and sympathies of HIV / AIDS sufferers • 	<ul style="list-style-type: none"> • Drugs • Medicines and drugs • Drug addiction • Drug addiction and its consequences • Influence of information, advertisements and peers in case of drug addiction • Necessary healthcare • Coping with drug stress • Prevention of drug addiction 	<ul style="list-style-type: none"> • Puberty • Physical and mental changes during adolescence • Relationship management • Problems and remedies for adolescence • Premature Pregnancy: Outcomes and Prevention • Nutritional requirements and feeding strategies • Reproductive health and ways to protect it • Necessary health care • Media and health related advertisements

(UNICEF-NCTB Bangladesh, 2010)

2.10.2 Features of LSBE Curriculum and Text Material at secondary level

When preparing the curriculum and text Materials of life skills based education at secondary level special attention had been paid to four topics:

- (i) to include in the textbooks the problems and dangers that adolescents boy and girls are constantly facing;
- (ii) to make the curriculum and teaching materials based on skills and incorporating 10 life skills in different lessons;
- (iii) to ensure participatory methods in teaching-learning process;
- (iv) Introducing worksheets and arranging exercises so that students can practice the skills while learning lessons inside and outside of the classroom.

Worksheets were given at the end of each lesson on daily problems and textbooks. Multiple tasks or activities are given in the worksheet. These activities will be completed by the students under the supervision of the teacher. In addition, creative questions have been included in the exercise section. Students will be able to expert life skills by solving the questions included in this work and activity and practice. As each task and exercise is based on real life, students will be able to apply the solutions to their respective daily lives. In this way students will acquire 10 life skills through activities and exercises. By solving the problems embedded in the exercise, they will expert 10 life skills in general and creative thinking skills in particular and analytical thinking skills.

If the teaching-learning of this lesson is done properly, the students will be able to deal effectively with the daily problems and challenges of their own lives. They will become accustomed to adapting to all situations and positive behavior. Being active in health care will lead them to a healthy and energetic life. Rich in skills, strong in self-power, a bright young people will be formed who will play a very effective role in the development of themselves, the country and the country. It is expected that all of this is possible when teachers themselves take life skills education training, leading life skills and practice in their own lives, teach students with sincere

love, engage all students in a participatory approach and engage them in life skills practice (UNICEF-NCTB Bangladesh, 2010).

Table 7: Master Trainer Training Programme of LSBE -2017

S.N	Types of Trainees	Trainees Male	Trainees Female	Total
1	School teachers	817	251	1068
2	Madrasha teachers	73	13	86
3	Teacher Educators (TTC)	52	16	68
4	Academic Supervisor	359	121	480
5	Assistant Secondary Education Officer	02	0	02
6	Secondary Education Officer	02	0	02
7	Assistant Inspectors	04	0	04
8	District Coordinators	01	0	01
9	Research Officers	44	08	52
	Total	1354	409	1763

(NCTB, 2020)

Different levels Life Skill based Education training were administered under National Curriculum Textbook Board from 10-31 January 2017 in the venues of Dhaka, Chattogram, Sylhet Rangpur Kumilla, Rajshahi and Khulna were total number of participants were 1763.

2.10.3 Life Skills that Included in the Secondary Textbooks

Under the leadership of NCTB, the curriculum of secondary education have been refined the LSBE Curriculum have been incorporated as part of the core curriculum of 2012 and text books of 2013. LSBE Contents in Text Books of Secondary Level (class 6 to 10)

Table: 8 LSBE Contents in Text Books of Secondary Level in Bangladesh

Class Six			
Subjects	Chapter	Number of Lessons	Lessons Title
Bangladesh and Global Studies	Seven	02	<ol style="list-style-type: none"> 1. Something about rights 2. The rights of the child 3. Child labor 4. Child abuse 5. Our attitude towards the working child
Physical Education and Sports	Three	05	<ol style="list-style-type: none"> 1. Concepts and requirements related to health sciences 2. Common infectious diseases 3. Symptoms of infectious diseases 4. Causes and consequences of infectious diseases Prevention of infectious diseases
	Four	05	<ol style="list-style-type: none"> 1. Physical and mental changes during adolescence 2. Useful in nutritious and balanced diet during adolescence 3. Conventional and misconceptions about adolescent change 4. Menstrual health rules
Home Economies	Five Development in Adolescent	05	<ol style="list-style-type: none"> 1. Physical development 2. The mental development of adolescence 3. Adolescent emotions 4. Adolescent social development 5. Moral development of adolescence
	Six Adolescent change and self-protection	02	<ol style="list-style-type: none"> 1. Personal awareness and cleanliness 2. Learning to protect your own safety
Islam and Moral Education	Four	02	<ol style="list-style-type: none"> 1. Smoking and drug addiction

Class Seven			
Subjects	Chapter	Number of Lessons	Lessons Title
Bangladesh and Global Studies	Ten	02	1. Dowry system in Bangladesh 2. Dowry Prohibition Act
Physical Education and Sports	Three	05	1. Drugs and drug addiction 2. Deterioration of drugs in individual family and society 3. The effect of peers on drug addiction 4. Prevention of drug addiction 5. Dealing with drug abuse
	Four	04	1. Personal safety 2. Strategies to protect personal safety during adolescence 3. Physical and mental abuse during adolescence 4. Ways to maintain physical and mental health during adolescence
Home Economies	Four Children as members of the family and society	04	1. Children of family and society 2. The role of the family in the development of the child 3. The role of the family environment 4. The role of society in the development of the child
	Seven Child rights according to the UN Charter	04	1. The rights of the child 2. Children will not be punished, child health is above all and child labor 3. The right to child trafficking and child feedback 4. Prohibition of isolating the child against the will, keeping the child free from taking drugs
Islam and Moral Education	Four	01	1. Eve teasing

Class Eight			
Subjects	Chapter	Number of Lessons	Lessons Title
Bangladesh and Global Studies	Ten	02	<ol style="list-style-type: none"> 1. Causes of drug addiction 2. Effects and prevention of drug addiction
Physical Education and Sports	Three	05	<ol style="list-style-type: none"> 1. The concept of HIV / AIDS 2. How HIV is transmitted to human body 3. Risk of HIV / AIDS infection 4. What to do to prevent HIV / AIDS 5. Prevention of infectious diseases
	Four	02	<ol style="list-style-type: none"> 1. Concepts and requirements regarding reproductive health 2. Reproductive health hygiene 3. Consequences and prevention of premature pregnancy
Home Economies	Four Adolescence	04	<ol style="list-style-type: none"> 1. Adolescence changes 2. Causes of puberty change 3. Adapting to family during adolescence 4. Adapting to society during adolescence
	Seven Protect yourself from various adverse conditions	05	<ol style="list-style-type: none"> 1. Drug addiction 2. Caution in choosing friends 3. Through publicity 4. Sexual harassment 5. Child marriage and dowry

Class Nine-ten			
Subjects	Chapter	Number of Lessons	Lessons Title
Bangladesh and Global Studies	Fifteen	02	<ol style="list-style-type: none"> 1. Violence against women 2. HIV / AIDS
Physical Education, health science and Sports	Three Mental Health and Depression	05	<ol style="list-style-type: none"> 1. Mental health and its role in student life 2. Types of mental behavior and ways to eliminate mental instability 3. Depression and its class division 4. Causes of mental depression and its

			effect on the student 5. Ways to get rid of mental fatigue
	Four Health Sciences and Healthcare	05	1. Healthcare and its importance 2. The concept of personal health care and its strategies 3. Providing the student with lunch tiffin 4. General health problems and their remedies 5. Student health care and health card
	Five Nutrition for Health	04	1. The concept of nutrition and its requirements 2. Causes and remedies of malnutrition 3. Players list food and calories according to age 4. Food poisoning, causes and remedies
	Seven Puberty and Reproductive Health	04	1. Adolescence and puberty changes 2. Adapting to the stress and changes of puberty 3. Adolescent nutritional requirements 4. Reproductive health and its protection 5. Reproductive hygiene and gestational health care
Home Economics	Six Level of development	02	Level of development
	Eight	03	1. Adolescent psychosocial problems 2. Depression 3. Stress
Bangladesh and Global Studies	Fifteen	02	1. Violence against women 2. HIV / AIDS
Physical Education, health science and Sports	Three Mental Health and Depression	02	1. Mental health and its role in student life 2. Types of mental behavior and ways to eliminate mental instability
	Four Health Sciences and Healthcare	05	1. Healthcare and its importance 2. The concept of personal health care and its strategies 3. Providing the student with lunch tiffin 4. General health problems and their remedies

			5. Student health care and health card
	Five Nutrition for health	04	<ol style="list-style-type: none"> 1. The concept of nutrition and its requirements 2. Causes and remedies of malnutrition 3. Players list food and calories according to age 4. Food poisoning, causes and remedies
	Seven Puberty and Reproductive Health	05	<ol style="list-style-type: none"> 1. Adolescence and puberty changes 2. Adapting to the stress and changes of puberty 3. Adolescent nutritional requirements Reproductive health and its protection 4. Reproductive hygiene and pregnancy 5. Observable healthcare
Home Economies	Six Level of development	01	Level of development
	Eight	04	<ol style="list-style-type: none"> 1. Adolescent psychosocial problems 2. Depression 3. Stress

(NCTB, 2020)

2.10.4 Secondary Teacher Education (BEd) Curriculum

The Secondary Teacher Education B.Ed Curriculum prepared by Teaching Quality Improvement in Secondary Education Project (2012-2016) and approved by National University in 2016 significantly contributed in familiarizing and applying student-centred approach of teaching to all stakeholders of secondary education. One of the goals of teaching-learning activities of B.Ed curriculum was to introduce activities and stimulate critical interaction to support, challenge, modify and extend learner competencies with a collaborative model in which the teachers created a learning community that is learner centred, developmentally orientated and problem focused and facilitated through a variety of teaching methods that encourage the students to become reflective practitioners. This B.Ed curriculum mentioned some specific methods and techniques of teaching and learning which may encourage the trainees in their classroom activities. These are workshops, small group work, hands

on practical activity, investigation, Reflective journals, seminars, group and class discussions, action research, problem solving and portfolio. The Most significant activities in relation to rising awareness, dissemination and providing successful training on student-centered learning to classroom teachers, head teachers, teachers educators, educational administrators, SMC members have been done by ‘Teaching Quality Improvement in Secondary Education Project. From 2006 to 2016 this project has administered different training programmes for different stakeholders of secondary education. Among them Continuous Professional Development training was most gigantic one. Almost all subject teachers were trained in CPD and accustomed to participatory mode of teaching-learning like mini lecture, discussion, question-answer, pair work, group work, investigation, observation, role play, debate and assignment . This project trained almost 5, 64,025 stakeholders under different training programmes. The following table shows a detail picture.

Table 9: Training programmes under TQI-SEP (2006-2012)

S.N	Types of Trainings	Number of trainees
1.	Training of Trainers/teacher educator (ToTs)	4,618
2.	Head Teachers Training	28,645
3.	Subject Based Training Continuous Professional Development (CPD) CPD 1, CPD 2 and CPD 3	4,20,368
4.	Continuous Professional Development (Digital Content)	988
5.	Secondary Teaching Certificate (STC) (3 months STC`)	15758
6.	Secondary Teaching Certificate (STC) (9 months STC`)	1228
7.	B.Ed (12 month) Govt. TTCs	14531
	B.Ed (12 month) BOU	19694
8.	Awareness creation training on inclusive education for HT and SMC members	53826
9.	Inclusive education for classroom teachers in three outreach districts	2142
10	Education administrators’ training	1177
1.	Curriculum dissemination training	547
12	Foreign training	503
Grand total		5,64,025

TQI-SEP, 2012

Table 9 shows that TQI-SEP took all-out efforts to aware, disseminate and train different stakeholders of secondary education under different training programmes in home and abroad. The key objectives of the training programmes were almost same as to achieve quality education.

2.11 Situation of Life Skills Based Education (LSBE) in South Asian countries

According to WHO (2001), A great deal of progress has been made in recent years to incorporate life skills education into school systems in the South-East Asia Region. In just a few years, a number of countries have succeeded in gaining high-level government commitment to life skills education. In many cases, there is government, donor and NGO collaboration to support the development of lifeskills initiatives. In some cases, this has already borne results with the development and implementation of lifeskills education materials for schools and training of teachers. SHAPE, (2012) explained that Life Skills-Based Education refers to an interactive process of teaching and learning which enables children and young people to acquire knowledge, attitudes and skills which support the adoption of healthy behaviours such as: taking greater responsibility for their own lives; making healthy life choices; gaining greater resistance to negative pressures; and minimizing harmful behaviours. Traditional 'information-based' approaches to education are generally not sufficient to yield change in attitudes and behaviours. WHO (2001) also suggested that the school is expected to impart skills that are needed for its socialization of young people, to prepare young people for a productive and fulfilling life. However, the overemphasis on traditional academic subjects has resulted in many schools not being able to fulfil this role. Developing countries such as India, Sri Lanka, Maldives, Bangladesh, Thailand, Mynamar and Nepal incorporate life skills concepts into their curriculum at different grade levels (WHO, 2001 in Nasheeda, Abdullah, Krauss, & Ahmed 2019).

2.11.1 LSBE in India

National Council of Educational Research and Training of India (NCERT) in their National Curriculum Framework 2005 has strongly recommended in favour of life skill based education approach. The National Curriculum Framework (NCF) 2005

has emphasised on constructive learning experiences, and on the development of an inquiry-based approach, work-related knowledge and broader life skills. Central Board of Secondary Education (CBSE), in 2005, introduced life skills education as an integral part of the curriculum through Continuous and Comprehensive Evaluation (CCE) for classes 6 to 10 and developed life skills manuals for teachers teaching classes 6, 7 and 8. These manuals provide teachers broad guidelines for each of the ten core life skills identified by WHO. Sarva Shiksha Abhiyan (SSA) also has, under its agenda, life skills training for girls in on upper primary classes. Singh and Sharma (2016) identified some specific challenges in successfully integrating life skills in Indian school education such as lack of systemic reform, solely reliant on rote learning or exam-based assessment.

2.11.2 LSBE in Pakistan

National Education Policy 2009 in Pakistan included life skills based education in clause 1.3.5 by declaring to support LSBE through secondary education & to impart life skills education in curricula, and teachers' trainings by developing culturally appropriate consciousness materials. World Population Foundation in Pakistan (2010) showed life skills education initiatives in Pakistan can be broadly divided into three main categories, namely, life skills education in formal schools; Interventions for out-of-school youth; And HIV / AIDS awareness activities. A common denominator among all departments is the involvement of youth, as beneficiaries of direct or indirect intervention. Besides, parental participation is reflected as an important component of sexuality education programmes, but there is limited evidence on parents' active participation in designing and implementation of such programmes in Pakistan. Above all, the activities towards realizing its inclusion in the secondary school curriculum, and the effort towards significant measurement of influence is one of the structures of life skills education in Pakistan. Naz (2018) described that Life skills will be taught to students in some districts in Pakistan and for that purpose chapters have been incorporated in the curriculum of classes three to five regarding physical abuse, self-esteem, human rights, girls' education, developmental changes, health and hygiene, personal hygiene, gender equality, marriage rights, violence and self-defense, peer pressure, communication and decision-making.

2.11.3 LSBE in Sri Lanka

According to Pasqual (2005), 'Education curriculum in Sri Lanka has been slowly changing from "Teacher Centered Learning" to "Student Centered Learning. In Sri Lanka, instruction and learning processes means that teachers focus on using child-centered methodology where the teacher is the facilitator of learning. Peer teaching and group work is encouraged and parents should be as involved as possible with their children's education. (INEE, 2013). National Institute of Education, Sri Lanka (2008) showed that the subject titled "Life Competencies and Civic Education has been introduced to Grade 7 from 2008 in Srilanka. In implementing the subject 'Life Competencies and Civic Education' in the school it is important to direct students to work outside the classroom at all necessary occasions without getting strict to the classroom. It is hoped that life competencies are exhibited through the behaviour of pupils in the classroom and also in various situations outside the classroom such as in the play-ground, library, canteen, hostel, morning assembly, etc. As learning outcomes of this subject, it is hoped to reduce disciplinary problems in the school and convert the school to be a place of joyful learning and create a joyful environment in the school'.

2.11.4 LSBE in Maldives

According to UNICEF (2010), in Maldives, school has a comprehensive curriculum of work with systematically planned lessons, aligned with the national curriculum and the importance of planning for learner-centered learning is reflected in the school mission and vision... School is a model where student differences are recognized and all students are given opportunities to demonstrate individual skills and knowledge. Student motivation and engagement levels are high and as a result, a high percentage of learning outcomes is achieved. `The Maldivian Ministry of Education has initiated an extra-curricular Life Skills Education (LSE) Program for secondary schools students and out of school children in 2004. This program was developed with the support of the United Nations Population Fund (UNFPA) and focused on aspects related to Adolescents Sexual and Reproductive Health. From 2011 to 2015, UNICEF Maldives supported the Ministry of Education to develop and implement Life skills education to boost students' knowledge and skills to enhance

their personal and social competence to resist risky situations that impact on their well being such as drugs, HIV/AIDS, sexual health and other' (UNICEF, 2015).

2.11.5 LSBE in Myanmar

Since 1997, life skills education has been developed in Myanmar by the Department of Education Planning and Training of the Ministry of Education as part of a UNICEF supported initiative SHAPE (School-based Health Living and HIV/AIDS Prevention Education Project), that was started in 1993. It was later developed for upper primary level, integrated as part of social studies classes (two periods per week). More recently, it has been developed as a co-curriculum subject in lower secondary schools (one period per week). Strengths and opportunities include the experience of the Ministry of Education in implementing life skills and other education promotion programmes, close collaboration between the ministries of Health and Education, and active participation from UNICEF and NGOs. Weaknesses and threats include the lack of direction and commitment at the national level, lack of resources, and a low level of support from teachers and students. There is a need to enhance collaboration with other life skills initiatives in the Region and to collaborate with international agencies working on life skills education'. (WHO, 2001).

2.11.6 LSBE in Nepal

According to WHO (2001), in Nepal, formal and non-formal education services emphasize health as an important component of school curricula at all levels, and as an important part of social study and science. Health and environmental education have been compulsory for grades six to eight of secondary level. Later, reproductive health, HIV/AIDS are also incorporated into school curricula for secondary schools. They found lack of expertise, lack of resources for material development, and cultural barriers to material related to sex education in schools as a threats for proper implementation of LSBE. Plans include the development, implementation and evaluation of lifeskills education materials and teacher training as

a pilot test in one district. There is a need for more technical support to assist strategic planning and development of teaching materials and training

2.11.7 LSBE in Thailand

According to WHO (2001), Life skills projects are being implemented countrywide in Thailand, both as curricular and extra-curricular activities. Life skills-based training has been set as a national education priority - the National Five-Year Development Plan states life skills training as an important strategy in public health and social development. A life skills curriculum has been developed for schools and a programme of training of trainers is being implemented. The school-based programme includes both generic life skills education and modules to develop the application of life skills specifically to HIV/AIDS and drug dependence. Currently work is under way to develop an evaluation tool for measuring the effectiveness of life skills education curricula in schools. Weaknesses and limitations of implementing LSBE in Thailand include difficulties in changing traditional teaching methods, lack of support from parents, and continued emphasis only on academic outputs from schooling'. Erawan (2014) identified for Thailand that, under the Ministry of Education's organization frame with the Thai Health Promotion Foundation, there are efforts to expand health education in schools for healthy students and they are working to promote the state of perfect happiness achieved in four dimensions; Physical, mental, social and intellectual.

2.11.8 LSBE in China

UNICEF (2016), revealed that China is working to improve the quality of education for all children and to confirm their right to a quality education - from primary education to secondary school and beyond. Adolescents from childhood to adulthood are facing many challenges. Concerning this objective, UNICEF and the China Association for Science and Technology (CAST) have been collaborating since 1982 on a series of non-formal education programmes targeting vulnerable 12-18 year olds in remote and underdeveloped Central and Western China, rural areas, and ethnic minority areas, concentrated place with poor or displaced population.

2.11.9 LSBE in Malaysia

Though a research conducted by Neo (2005) showed that in group learning, students have learned through collaboration and communication with each other and actively participated in their own learning process and have learned to build teamwork, communication, management and interpersonal skills but LSBE in Malaysia is still at its beginning and there are children and adolescents in Malaysia. There are many possibilities for life-skills based programs, especially among the vulnerable, including institutional adolescents. Findings of research done by Marjan, Hamidin, Hayati, and Suriani, (2017), most participants do not have adequate knowledge about life skills. However, after getting some information about life skills, participants mostly mentioned rejection skills (not to mention), communication skills, anger control and dealing with emotions as the most important LSE.

2.11.10 LSBE in Philippines

The Department of Education of the Republic of the Philippines aims to teach students in a child-friendly, gender-sensitive, safe and motivating environment. Teachers expedite learning and continually cultivate respectively student. Administrators and staff, as stewards of the organization, ensure a competent and supportive environment for effective learning. Families, communities and other stakeholders are actively involved and share responsibility for lifelong student development (Deped 14).

Besides this, department of education under his 'Learning Effectively through Enhanced Pedagogies (LEEP) training has aims to equip the teachers with the necessary skills to ensure that their teaching approaches, the technologies and multimedia learning resources they use, and the teaching environment they create will all result in an effective learning environment where the learners are active participants in their own learning and where their growth is continuous (Deped 14).

2.11.11 LSBE in Vietnam

During the last decades, Vietnam has implemented rapid reforms in its educational system. Vietnamese educators are dedicated to importing various Western

teaching and learning approaches, especially a student-centered approach and see these approaches as 'standards' for local education reforms. This happened because they believe that a student-centered learning approach promises to provide local students with new skills required by the labor market like independence, creativeness, activeness, and cooperativeness (Thanh, 2010). In Vietnam, UNICEF assisted HIV/AIDS prevention project initiated in 1997 with collaboration with the Vietnam Ministry of Education and Training (MOET). The project trained teachers in skills-based health education for HIV/AIDS and other STD prevention, and supported them to implement the new approach in the classroom. Skills-based HIV/AIDS/STD related lessons were developed for grades 1-12 and integrated into the existing curriculum.

New teachers' guidebooks and student worksheets were developed by those trained. In the initial implementation year, a total of 300 teachers implemented, and 15,000 students studied life skills and HIV/AIDS prevention. (UNICEF,2012). Huynh (2018), reveal that from 2010 of Ministry of Education and Training, implementing life skills education in some subjects and educational activities at all levels; based on the Life skills education into the general trends of many countries around the world. However, Vietnam News (2015) identified that, Life in Vietnam was difficult, including a skills course, due to a shortage of part-time trained teachers and part-time concerns. The educational activities of Vietnamese students were already criticized for overload and pressure. When teachers have to teach both life skills and their skills, they are under stress, which makes the teaching process less effective.

2.12 Conclusion

Life skills are basically those abilities that help young people to cultivate mental well-being and efficiency when they face the actualities of life. Most development professionals decide that life skills are generally representative in the context of health and social events. The knowledge gained from this review not only provides to the research process but also discloses the differences and gaps between the previous study and the current investigation and thus confirms the significance of this study. It recommends introducing a student-centered pedagogy, building a school culture towards life-skills-based learning, improving teachers' abilities and motivation, and developing and integrating such life skills into their classroom practice. In addition to providing literacy and numeracy basic educational skills, a

quality education enriched with life skills is offering secondary school students in the region to help them meet the challenges of their society. These skills include HIV / AIDS prevention and environmental degradation and the promotion of peace, human rights and democracy. Based on a review of the literature, the next chapter presents the research methodology used to conduct current research.

CHAPTER THREE

Research Methodology

This chapter presents the research methodology applied in the present study in order to investigate Challenges of Implementing Life Skills-based Education at the Secondary Level in Bangladesh. The chapter delineates the methodological procedures step by step for a consistent and systematic presentation of the research design. It begins with rationale of the Qualitative Research Design. After that, it describes the Research Methodology that has been applied in the study. Then, it describes the sampling, participants, setting, data collection methods, the instruments used, the participants involved, and the sampling. Finally, the data collection procedures and the process of data analysis are explained.

3.1 The Rationale of the Qualitative Research Design

Qualitative research helps build meaningful relationships between researchers and research participants, allowing them to better understand the world and interpret results in terms of qualitative approaches. Qualitative research focuses on interpreting human perceptions from a social perspective using various qualitative data collection tools including interviews, focus group discussions (FGD), document analysis, polls or surveys etc. The results of a qualitative study tend to be largely descriptive. (Glesne, 2015a, p. 09).

Qualitative research focuses on understanding the way people interpret and make sense of their experiences and the world in which they live, and studies social phenomena in their natural settings. Qualitative research emphasizes on the way people understand and recognize their experiences and the world in which they live, and studies social phenomena in their natural settings.

Qualitative research methods usually comprise interviews and observations, but may also include case studies, surveys, and historical and document analysis’.

According to Creswell (2003) qualitative methods are where researchers often claim knowledge based primarily on constructivist perspectives i.e., multiple meanings of an individual's experience, socially and historically constructed meanings, in order to develop a theory or pattern or advocacy participatory perspectives e.g., political, problem-oriented, collaborative or change-oriented or both. Liamputtong and Ezzy (2005) opined that qualitative research based on a descriptive paradigm is exploratory in nature, thus enabling researchers to obtain information about an area where very little is known (cited in Swift, etal. 2007). What, questions, when, how much, in what way to form a research design on a research or research study. Research design is necessary because it facilitates smooth navigation of various research activities, thereby providing as much as possible, providing information on energy creation with minimal effort and time (Kothari, 2004). This study has been carried out following phenomenological and descriptive qualitative research design. Lester (1999) opined that epistemologically phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasis the importance of personal perspective and interpretation.

Phenomenological research is in which the researcher identifies the principle of human experiences concerning a phenomenon, as described by participants in a study. Understanding the lived capabilities marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning (Moustakas, 1994 cited in Creswell, 2003).

Similarly, descriptive research methods enable the researcher to search and describe current events with a focus. The method was appropriate because it enabled the researcher to describe the situation, perceptions, opinions, attitudes, and general demographic information that is currently affecting teachers during the implementation of life skills education in secondary school (Mugenda and Mugenda 2003 and Adhiambol, 2013). Qualitative research, on the other hand, is a method of inquiry that seeks to create a holistic, comprehensive, and descriptive situation for the researcher's understanding of a social or cultural phenomenon.

To investigate the answers to the stated research questions, the researcher employed semi-structured interview, focus group discussion, and observation check list, field notes as a methods.

Observation notes and semi-structured interview data have been used to collect data because the data collected through observations and interviews can be compared, and the observations could give clues to asking suitable questions in the interviews. While visiting the schools' environment and participants' classrooms, field notes have been categorised, transcribed, and written. As Focus Group Discussion (FGD) is an investigative research tool to examine public's opinions and approaches and achieve comprehensive information about a specific theme or problem, so it has been applied for teachers and students both. Additionally, the researcher has analyzed and reviewed documents such as secondary curriculum, education commission reports, and textbooks to have clear understanding about the prospects of developing strategies to apply student-centred teaching-learning.

The current research is a qualitative study. In order to go into deep of the research problem, the researcher interviewed five head teachers of five secondary schools in Dhaka and Chattogram divisions, five teacher educators from different government Teachers' Training Colleges, and two academic supervisors with separate interview schedules; observed teaching learning activities in ten classes at selected schools; arranged Focus Group Discussions (FGDs) with 44 class room teachers, 50 learners of class 10 of the mentioned selected schools. Besides, two FGDs were conducted with guardians separately. Furthermore, documents such as National Education Policy 2010, the national secondary curriculum 2012; the text books classes six to ten, secondary teacher education curriculum B.Ed. 2016 and M.Ed. 2018 were reviewed. This section delineates the overall research design and rationale engaged in this study which includes research design, participants, and settings, sample selection, data collection procedure, data analysis techniques and ethical considerations.

3.1.1 Sampling

Creswell (2008) argued that in qualitative inquiry the intent is not generalized to a population, but to develop an in-depth exploration of a central phenomenon. Thus

to best understand this phenomenon, qualitative researcher purposefully or intentionally selects individuals and sites. Purposeful sample seems to be the most widely used sampling method especially in the context of qualitative research. Basically, it is a method of sampling in which the researcher select subjects who have experience or knowledge of the issues being addressed in the research (Oppong, 2013). In qualitative research, sample size often becomes inappropriate because data quality is a measure of its value. This is considered to be the result of a collaboration between the interviewer and the respondents (Mason, 2010). Finally, qualitative research is very labour intensive, analysing a large sample can be time consuming and often simply impractical (Crouch & McKenzie, 2006 and Mason, 2010). The present study was conducted resulting purposive sample, also known as a judicial, selective or subjective sample, where researchers relied on their own judgment when selecting members of the population to participate in their study.

Five secondary schools comprise government, non-government, boys-girls, co-education, rural-urban schools of Dhaka and Chattogram division of Bangladesh were selected for this study purposefully. Out of five schools two were government, rests three were non-government secondary schools. Among them two were girls, one was boys, and rests three were co-education schools. Again three were rural and two were urban schools:

3.1.2 Participants

A research participant is called a human subject or an experiment, trial, or study participant or subject. Researchers participate in research by setting the goal of observing a person or object.

In qualitative research it is common to study some individuals or a few cases. This is because with each new person or site being added, the overall ability of a researcher to take deeper pictures decreases. One purpose of qualitative research is to present the complexity of the information provided by a site or individuals. Investigating few individuals or a few cases in qualitative research is very usual. This is because the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or sites. One objective of the qualitative research is to present the complexity of a site or of information provided by

individuals. The number of participants and samples in qualitative research is usually much smaller than in quantitative research. Because qualitative research is related to money and does not make general assumptions (Creswell 2008, Mason, 2010).

In qualitative research data is mostly collected through interactions with participants where the researcher uses interviews, surveys, questionnaires, or focus group discussions. A researcher must find participants who are willing to share their experiences. Thus, one has to find a potential participant who is willing to share experiences and thoughts with the event from the focus of a proposed study (Statistics Solutions 2017). With considering these characteristics of sites and participants of the research was controlled because it is hoped that limited number of participants would be useful for getting more in-depth information and data. Participants of this study were class room teachers of different subjects, learners of grade 10 and head teachers of sample institutions. Moreover opinions and views of teacher educators of different Teachers' Training Colleges, and trainee teachers of Dhaka Teachers' Training College (DTTC), was taken as they are directly involved in teachers training and classroom activities. Total numbers of participants were 126 comprising 5 head teachers, 44 class room teachers, 50 students, 10 B.Ed trainee teachers, 5 teacher educators, 2 academic supervisors, and 10 guardians:

Table 10: Research Design at a glance

Research Questions	Respondents	method / Tool	Num. of Respondents
1) What are the understandings of classroom teachers, trainee teachers, students, head teachers, teacher educators and academic supervisor regarding Life Skills based Education?	teachers	FGD (FGD Guide)	44 (5 FGDs)
	trainee teachers	FGD (FGD Guide)	10 (1 FGDs)
	students	FGD (FGD Guide)	50 (5 FGDs)
	Guardians	FGD (FGD Guide)	10 (2 FGDs)
	head teachers	One to one Interview	5
	teacher educators	One to one Interview	5
	academic supervisor	One to one Interview (Semi-structured Interview Guide)	2
2) How life skills are incorporated in secondary curriculum,	Document analysis (Secondary books 2020, Secondary Education Curriculum 2012, National Education Policy 10,		

textbooks and Training Module?	Sustainable Development Goals, B.Ed. Curriculum 2017, M.Ed. curriculum 2018, LSBE Training module of UNICEF)		
3) How life skills are being practiced in teaching-learning activities in schools?	teachers trainee teachers students Guardians head teachers teacher educators academic supervisor	FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) One to one Interview One to one Interview One to one Interview (Semi-structured Interview Guide)	44 (5 FGDs) 10 (1 FGDs) 50 (5 FGDs) 10 (2 FGDs) 5 5 2
4) How far school environment is friendly to LSBE?	teachers trainee teachers students Guardians head teachers teacher educators academic supervisor	FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) One to one Interview One to one Interview One to one Interview (Semi-structured Interview Guide)	44 (5 FGDs) 10 (1 FGDs) 50 (5 FGDs) 10 (2 FGDs) 5 5 2
5) What are the barriers to implement LSBE in secondary schools?	teachers trainee teachers students Guardians head teachers teacher educators academic supervisor	FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) One to one Interview One to one Interview One to one Interview (Semi-structured Interview Guide)	44 (5 FGDs) 10 (1 FGDs) 50 (5 FGDs) 10 (2 FGDs) 5 5 2
6) What are the probable measures to overcome the difficulties to implement LSBE in secondary schools?	teachers trainee teachers students Guardians head teachers teacher educators academic supervisor	FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) FGD (FGD Guide) One to one Interview One to one Interview One to one Interview (Semi-structured Interview Guide)	44 (5 FGDs) 10 (1 FGDs) 50 (5 FGDs) 10 (2 FGDs) 5 5 2

3.1.3 Techniques of Data Collection

The qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation by participants and sensitivity to the participants in the study. Qualitative research is an investigation approach in which the researcher explores a central phenomenon by asking broad, general questions to participants to collect detailed views in the form of words or images (Creswell, 2003). The four main qualitative data collection methods such as in-depth interviews, focus group discussions, observation, and document analysis have been used for data collection:

Table 9: Tools of data collection

S.N	Tools	Participant/provider
1	One to one interview	Head teachers, Teacher educators, Academic Supervisors
2	focus group discussion (FGD)	Students, Classroom teachers, Guardians
3	Observation note	Classroom and school environment
4	Document analysis	Secondary books 2020, Secondary Education Curriculum 2012, National Education Policy 10, Sustainable Development Goals, B.Ed. Curriculum 2017, M.Ed. curriculum 2018, LSBE Training module of UNICEF

3.1.4 In-depth Interviews

Interviewing is a popular tool of data collection in a qualitative research. Creswell (2008) suggests that a qualitative interview occurs when researchers ask one or more participants simple, open-ended questions and record their answers. Of the various methods, the most time consuming and costly one is the one or face to face interview. It is a popular method of educational research. One-on-one or face-to-face interviews is a data collection process where the researcher asks questions to only one participant in the study and records the answers.

In the present study, in-depth interviews have been conducted with five head teachers of participating schools, and five teacher educators of different Teachers' Training Colleges who are experts of Life Skills based Education. Interview schedule for Head Teachers were considered to be very instrumental in the implementation of

educational policy, curriculum at the school level. Life Skills Education being a new subject in secondary schools, the role of the head teachers for its successful implementation was also very important. In most cases they were crucial in solving school academic and administrative problems. An open ended interview guide intended to get their view in the school setting. The problems they face in the teaching of Life Skills education, their views on the content of Life Skills education and generally what secondary schools need to do to improve on the teaching of Life Skills education. In addition, they were also asked to respond to some closed-ended questions which were intended to understand the status, importance, and effectiveness of LSE in the schools. The second part of interviews consisted of a set of open-ended questions comprising key questions and follow up questions for the semi-structured interviews, and it required them to answer a series of questions during the face-to-face interviews.

3.1.5 Focus Group Discussion (FGD)

According to Elliot (2005), focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out”.

Focus group methods are useful for exploring and testing what people think, how they think, and why they think in a way that does not force them to make decisions about important issues or to reach consensus.

Liamputtong (2011) argued that Focus group methods are useful for exploring and testing what people think, how they think, and why they think in a way that does not force them to make decisions about important issues or to reach consensus.

Creswell (2008) believed that focus group can be used to collect shared understanding from several individuals as well as to get views from specific people. Gill, Stewart, Treasure, & Chadwick (2008) also found that focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs. With a view to exploring the thoughts, opinions and feelings and obtain detailed information about research questions focus group discussion were

conducted with students and teachers of participating schools where every focus groups comprise ten members on an average. According to Bogdan and Biklen (2007), FGD is important when it is necessary to know the range of views and thoughts of the respondents although there may be someone unwilling to express the individual experiences; and some individuals may try to dominate the talks or divert from the topic of discussion. In that case, the researcher has to bring the participants back to the topic of interest tactfully. HERD Nepal (2016) opined that a focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members.

There were four focus group discussions for data collection in this study. The participants of focus group discussions were class ten students of five selected secondary schools, assistant teachers of those above-mentioned schools and ten guardians. Besides ten trainee teachers of Teachers' Training College, Dhaka took part in another FGD. The participants agreed enthusiastically to be a part of the focus groups and before the focus group started a consent form was signed by each participant. 50 students in the five focus groups, and 44 teachers in the five focus groups took part in the five focus groups separately. The participants were selected purposively. The students and teachers of science, humanities and business background were included so that an inclusive and blending discussion can be conducted and meaningful findings can be achieved. The all focus groups took part in their respective schools and college as these was a habitual environment for the participants. The focus group discussions were conducted in friendly and noise free class rooms with permissions of head teachers and principal. There were no interruptions throughout the duration of the focus group discussions. The duration of discussions varied between 20 – 25 minutes per focus group. Teachers, students, guardians and trainee teachers were seemed to appear open, free and joyful with the researcher.

3.1.6 Classroom Observation

Observation in qualitative research is one of the oldest and most fundamental research methods approaches. This approach involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way (McKechnie, 2008, p. 573 cited in Smit and Onwuegbuzie, 2018).

According to Creswell (2003) observations are in which researcher takes field notes on the behaviour and activities in an unstructured or semi structured way, at the research sites. Observation methods are needed for researchers in a variety of ways. It provides researchers with a way to test the nonverbal expression of feelings, determining who interacts with whom. In addition, participants understand how they communicate with each other and examine how much time they spend on different activities. (Schmuck, 1997 cited in Kawulich, 2005). From different types of observations techniques, a non-participatory observations method have been applied in this study to take notes from classroom observations. A non-participant observer is an observer who visits a research site and records notes without being openly involved in the activities of the participants. In other words, a non-participating observer is an outsider who sits in a perimeter or in a convenient place to view and record the event under study (Creswell, 2008). In this study, ten classes of five schools were observed to get idea of actual situation of classroom presentation on different topics of LSBE presented by different teachers. As most of classes on LSBE related subjects are set in second half of the daily routine so it was discussed with the head teachers of the schools to get permission for arranging classes for observation by researcher. Besides, the researcher used to talk to the teachers about the contents and request to feel free to conduct the classes without any hesitation. Researcher did not disclose the observation check list to the teachers. It was because with a view to keeping teachers away about actual purpose of class observation. But most of teachers thought that researcher would like to see if they are conducting classes using digital content through multimedia. So most of them were serious and prepared themselves to present the classes using multimedia. Researcher used to sit at a back bench observing the class activities without influencing the usual class activities. The observation protocol was used by the researcher and additionally, he used to note down points that were not mentioned in the protocol. And after the session, the researcher used to hold

a small talk about the performed activities. What were challenges to conduct the sessions asked to them? Then the observation field-notes were developed through thorough reading and analysis. The field-notes were edited continually before it was fully developed. Duration of Most of classes were 35-40 minutes.

3.1.7 Document Analysis

The present study conducted document analysis as a form of qualitative research in which relevant documents were interpreted by the researcher to give voice, meaning, scopes, and challenges around LSBE in Bangladesh context. Documents are valuable sources of information in qualitative research. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. Examples of public documents are minutes from meetings, official memos, and records in public domains and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Documents represent a good source of text data (Creswell, 2008). For the present study, the present study interpreted different public documents, such as National Education Policy 2010, Secondary Education Curriculum 2012, and NCTB prescribed secondary textbooks etc.

3.2 Data Collection Procedure

The participants of study of different instruments, such as interviews, FGD, and classroom observations were primarily contacted by the researcher. Aims and objectives of research study were explained to them and seek their cooperation. Most of the heads of the institutions gave consents, and provided necessary supports. Three of head teachers showed their negative mode to give time because of their load of work. Finally five schools were selected considering convenient time, place, communication facilities, interest of head teachers and types of schools. While meeting the head teachers a consent letters (Appendix 1) were provided to them.

3.2.1 Interviews with Head Teachers

Interviews with the participants were tape recorded with permission. One or two head teachers were somewhat felt shy as it was their first recording interview; finally, they were free in talking. Every interview took 20 to 30 minutes on an average. Interviews were recorded for better understanding, saving time, and transcribing the data. The interviews with head teachers were based on key concepts: head teachers' understanding about Life Skills-based Education (LSBE); head teachers' attitudes toward Life skills based education; head teachers' roles toward implementing Life LSBE; barriers to implement LSBE in classrooms; prospects of LSBE if implement effectively; suggestion for better implementation LSBE.

3.2.2 FGD with Class Teachers and Students

The FGDs were conducted separately in identical arrangement. For all teachers and students, as a research tool FGD was totally a new. For that reason, researcher explained the participants, the purpose, scope of the discussion and role of each participant. Participants were asked to give their names and short background information about themselves. The discussion was structured around the key themes using the probing questions which were prepared before. The researcher was the moderator, and one assistant teacher of particular school acted as a note taker of every FGD in every school. As a moderator, the researcher stimulates the participants to talk to each other, encourage shy participants to speak and to contribute their thoughts, feelings, and ideas. Both teachers and students enjoyed the sessions and provided their views and opinions in a free and frank manner. The note takers performed their responsibilities sincerely. Every FGD took 45 to 60 minutes on an average. The FGDs covered the following key concepts and issues of LSBE:

For Teachers	For Students
<ul style="list-style-type: none"> • Teachers’ understanding about LSBE • Scope of practicing LSBE in the -class room and out of classroom in the school • Teachers’ attitudes toward LSBE • Students’ attitudes toward LSBE • Head teachers’ attitudes toward LSBE • Curriculum and secondary books of NCTB-20 about LSBE • Barriers to implement LSBE in schools • Prospects of LSBE if implement effectively • Suggestion for better implementation LSBE 	<ul style="list-style-type: none"> • -Students understanding about LSBE • Students’ attitudes toward about LSBE • Benefits of LSBE • Present practicing teaching-learning techniques in the class room of LSBE • Teachers’ attitudes toward about LSBE • Head teachers’ attitudes about LSBE • Barriers to implement LSBE in schools • Prospects of about LSBE if implement effectively • Suggestion for better implementation LSBE

3.2.3. Interview with Teacher Educators

The interviewee Teacher Educators were the experienced teachers of teachers’ training colleges and master trainers of LSBE. They were directly involved in pre-service, in-service and CPD trainings of LSBE of class room teachers and head teachers of secondary schools. They were also assigned to monitor schools and class room performance of teachers. Five teacher educators were phone and mailed to get their consent to give interviews in this respect. Consent letters (Appendix-2) explaining the purposes of the study were also sent through mails. All teacher educators found cordial and motivated to share their views and suggestions as a professional responsibilities. Every interview took 15 to 20 minutes on an average. Two teacher educators took the interview questions at home for better understanding and provided more analytical and explorative information. The interviews were covered the following key issues of LSBE:

- Teacher educators' understanding about Life skills based education
- Present practicing student-centred Learning techniques of Life skills based education in the class room
- Teacher educators' attitudes toward LSBE Training
- Teacher educators' attitudes toward student-centred Learning
- Scope of practicing Life skills based education at secondary curriculum and secondary books of NCTB
- Field level experiences about Life skills based education
- Head teachers' attitudes toward Life skills based education
- Barriers to implement Life skills based education at secondary schools
- Prospects of Life skills based education if implement effectively
- -Suggestion for better implementation LSBE

3.2.4 Interview with Academic Supervisors

The present study conducted interviews with the Upazila Academic Supervisors work under the supervision of the Upazila Secondary Education Officer with the concerned all Assistant Inspectors and Research Officers working at the zonal and district level to implement all the educational quality improvement programs based on the educational institutions adopted by the Ministry of Education. There are twelve specific tasks for an Upazila Academic Supervisor. One of the tasks is to review the actual achievement assessment against the targets set for the academic development of secondary schools and to conduct intensive inspections of selected schools to assist the school managing committee, head teachers and assistant teachers in implementing the academic development plan. School visit and classroom monitoring is their regular activities. Most of them are trained in life skill based education and also work as trainers of LSBE for head teachers and assistant teachers of their catchment areas. With a view to getting their opinion and practical experiences two academic supervisors were phone and mailed to get their consent to give interviews in this respect. Consent letters (Appendix-2) explaining the purposes of the study were also sent through mails. Academic supervisors found cordial and motivated to share their views and suggestions as a professional responsibilities.

Every interview took 15 to 20 minutes on an average. The interviews were based on the following key issues:

- Understanding about Life skills based education
- Present practice of learning techniques of Life skills based education in the class room
- Field level experiences about Life skills based education
- Head teachers' attitudes toward Life skills based education
- Assistant teachers' attitudes toward Life skills based education
- Barriers to implement Life skills based education at secondary schools
- Prospects of about Life skills based education if implement effectively
- Suggestion for better implementation LSBE

3.2.5 FGD with Trainee Teachers of Teachers Training College

For interview, ten teachers were selected from Bachelor of education (B.Ed.) as they were early known to researcher as a trainer. The objectives of the research were explained to them. Bachelor of education is a one year teachers' training programme of Teachers Training College, Dhaka. Most of the in-service teachers of secondary schools and a few number of would be teachers take part in this training programme. They were also informed how the meeting will proceed and how members could contribute. Members of the focus group are encouraged to talk openly about their opinions and respond to other members. Participants were found very much interested to give their views. One of trainee teachers was a note taker. This FGD continued for 60 minutes. The FGD dealt with the following issues:

- Teachers' understanding about LSBE
- Scope of practicing LSBE in the -class room and out of classroom in the school
- Teachers' attitudes toward LSBE
- Students' attitudes toward LSBE
- Head teachers' attitudes toward LSBE
- Curriculum and secondary books of NCTB-13 about LSBE
- Barriers to implement SCL approaches in classrooms
- Prospects of SCL approach if implement effectively

3.3 Data Analysis

There are different approaches, types of statistical methods, strategies, and ways to analyze qualitative data. In this study, the Thematic and content analyses methods were used for the qualitative data analysis of the present study. Thematic analysis is a qualitative method of data analysis that relates to a qualitative data set. Such as transcripts obtained from in-depth interviews or focus group discussions, and identifying semantic patterns from all data. Three sources of data were identified for this study namely interviews, FGDs and observation which were referred as primary sources of data. Document analysis and literature review were as secondary data. In a qualitative research data collection and data analysis are simultaneous activities. Qualitative researchers analyze their data by reading it several times and conducting an analysis each time. This procedure differs from traditional approaches in quantitative research in which data collection occurs first, followed by data analysis (Creswell, 2008). Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. The analysis of qualitative research notes begins in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation. Simply reading the notes or transcripts is an important step in the analytic process. Kawulich (2004) opined that analyzing qualitative data usually involves engaging oneself to become familiar with the data, then searching for patterns and themes and exploring the various relationships between the data that help researchers understand what they have. Then visualize the information and include it in the text. Bogdan and Biklen (2007) also stated that 'data analysis involves working with data, organising them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns'. As the phenomenological research uses the analysis of significant statements, the generation of meaning units, and the development of an essence description, data was analysed through thematic and descriptive approaches.

3.3.1 Thematic Analysis Approach

For the current study, one of the methods for analyzing the data was Thematic Analysis approach. All the information, interviews, and FGDs records were examined. Before formal analysis, the researcher translated all interviews from the voice recorder because they were in Bengali. The audio-taped interviews were transcribed precisely and realistically by the researcher with identifying information and omitting unnecessary utterances. Transcription is the process of converting audiotape recordings or field notes into text data (Creswell, 2008). The researcher used some steps for formal data analysis. Firstly, researcher listened to the recorded interviews several times so that transcribing occurred in an accurate way. He also read and reread the transcript several times. The researcher tried to ensure accuracy of the texts by reading and verifying them beside the recordings. Secondly, the process of categorizing the data was undertaken. Thirdly, the data was coded on the basis of the categories and identifying. Creating themes was the final step in the analysis of the data. Each interviewee and participant school was given a pseudonym.

According to Howitt & Creamer (2007) thematic analysis is one of the most commonly used methods of qualitative analysis. In thematic analysis the task of the researcher is to identify a limited number of themes which adequately reflect their textual data. 'Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes data set in detail. However, it also often goes further than this, and interprets various aspects of the research topic' (Braun & Clarke, 2006). On the other hand, Creswell (2009) opined that in qualitative research themes or categories are comprehensive units of information consisting of several codes that combine to form a general concept.

3.3.2 Content Analysis Approach

Content analysis is a research process used to categorise patterns of recorded communication. To conduct content analysis, the study methodically gather data from a set of texts, whether written, oral, or visual. In content analysis, qualitative information that is together for research was systematically analyzed to convert into information.

The study also applied content Analysis is a research method used to identify patterns in recorded communication. Content analysis is a research process used to categorise patterns of recorded communication. To conduct content analysis, the study methodically gather data from a set of texts, whether written, oral, or visual. In content analysis, qualitative information that is together for research was systematically analysed to convert into information. It was the study of data that is already recorded in social media, text, or books or any other physical or virtual forms.

3.3.3 Steps Taken to Data Analysis

Qualitative data collected through a classroom observation, in-depth interviews, FGD and document exploration was analyse. These simple steps were followed to ensure a robust data analysis. The data collected data analysed in the following manner:

Step 1: Arranging the Data

The researcher first transcribed the data collected through different tools. The first step in analyzing the data was arranging it systematically. The researcher converted all the data into a text format. The researcher exported the data into a spreadsheet and manually type.

Step 2: Organising all the Data

After transforming and arranging the data, the immediate next step is to organize the data. It was re-arranged in an orderly manner. One of the best ways to organize the data was by going back to your research objectives and then organizing the data based on the questions asked. The study arranged the research objective in a table, so it appeared visually clear. At all costs, the study avoided the temptations of working with unorganized data.

Step 3: Setting a Code to the Data Collected

The study set up proper codes for the collected data for stepping ahead. Coding was one of the best ways to compress a tremendous amount of information collected collected through the tools. It categorized and assigned properties; and

patterned to the collected data. Coding was an important step in qualitative data analysis, as it derived theories from relevant research findings. After assigning codes to the data, the researcher began to build on the patterns to gain in-depth insight into the data that helped make informed decisions:

Step 4: Validating the Data

The collected data was validated which was one of the crucial steps of the data analysis. Since data was quintessential for research, it was imperative to ensure that the data was not flawed. This was a recurring step that needed to be followed throughout the research process. There were two sides to validating data: accuracy of the research design or methods; and, reliability, which was the extent to which the methods produce accurate data consistently.

Step 5: Concluding the Analysis Process

For the current research, it was important to finally conclude the data, which means systematically presenting the data, a report that could be readily used. The report should state the method that the researcher used to conduct the research studies, the positives, and negatives and study limitations.

3.4. Setting

The research setting is the environment in which research is carried out. This qualitative research took place in five secondary schools comprised government, non-government, boys, girls, rural and urban schools of Dhaka, Brahmanbaria, Noakhali and Bandarban districts and Teachers' Training College, Dhaka under Dhaka and Chattogram division.

3.4.1 Student Participants' Affixations

Teachers, students and head teachers of five secondary schools have actively participated in this study as participants. Schools can be identified mainly as public and private. On the other hand, it has been considered as a school for boys, girls and co-education school. Two of the schools are in the city and the other three are rural. Of them one from a river erosion area and the other from an area inhabited by a small ethnic group. Among them two were girls, one was boys, and rests three were co-

education schools. The students who participated in the focus group discussion were all rescued from the science, humanities and business education departments, all of whom are tenth grades, and each of whom has studied all aspects of life skills education since sixth grade. Although the participating teachers received various on-the-job training, most of them did not get the opportunity to undergo LSBE training. There were total 44 teachers where 15 were women. All head teachers had 10-25 year pedagogical and administrative experiences.

3.4.2. Affiliation of Trainee Teachers of Teachers’ Training College

Teachers’ Training College, Dhaka is the largest and pioneer teachers’ training institution of Bangladesh. In the 2019 bachelor of education training session 650 trainee teachers were enrolled for the degree. Teaching-learning sessions of B.Ed programme were conducted in participatory mode. Moreover, two phases teaching practice (TP) is compulsory for trainee teachers. 10 teachers who were taking B.Ed. training selected for focus group discussion. They were 10 in numbers comprised 6 was female and 4 were male. There were deputed teachers from government secondary schools from different districts of Bangladesh.

3.4.3 Status of Teacher Educators

Teacher educators are the trainers of Government Teachers’ Training Colleges who are directly involved in in-service, pre-service teachers training and different Subject-related CPD training of teachers from secondary school. They are also directly engaged in monitoring secondary schools and mentoring classroom teachers and head teachers. Five teacher educators from four government TTCs were interviewed for this research study. All of them are master trainers of LSBE. They provide training

Table 12: Brief Descriptions of Teacher Educators for Semi-structured interviews

Pseudonym of Teacher Educators	Gender	Educational qualifications	Experiences	Professional Training	CPD ToT	Foreign Training
TE one	Male	Ph.D, MSC (Science)	15 years	Dip in ed, M.ed	Science, ICT LSBE	New Land Z
TE Two	Female	MSC (Psychology)	18 years	Dip in ed, M.ed	Inclusive education	New Land Z

					LSBE	
TE Three	Male	MSC (Math)	17 years	Dip in ed, M.ed	Science Geography	New Land Z
TE Four	Female	M A (Philosophy)	9 years	B.ed, M.ed	Inclusive, ICT, LSBE	New Land Z
TE Five	Male	B.Ed (honours) Education	14 years		Inclusive, ICT, LSBE	Australia

Table 8 showed that out of five teacher educators three are male and rest two are female. Teacher educators have a lot of local and overseas training. They belong to different disciplines with long experiences. They all are closely associated with LSBE and others subject-based CPD trainings.

Table 10: Research setting

Name of the schools	Location	rural/ urban	Girls/boys/ Co-education	Types of Schools
School A	Munshigonj sadar, Munshigonj	Urban	Girls	government
School B	Laboratory Rd, Dhaka 1205	Urban	Co-education	Non- government
School C	Village: Aruail, P.O: Aruail, Upazilla: Sarail, Brahmanbaria	Rural	Co-education	Non- government
School D	Sagoria High School, Village, Sagoria, Hatia, Noakhali	Rural	Co-education	Non- government
School E	Quantum Cosmo School, Bodhichhora, Lama, Bandarban	Rural	Co-education	Non- government

Dhaka and Chattogram are two of eight divisions of Bangladesh. The rationale to select secondary schools of this region was that, most of schools, head teachers and classroom teacher are directly or indirectly connected to researcher's professional field. Another reason was that teachers of secondary schools of different upazilla and districts came under CPD training where research was actively involved.

3.5 Ethical Consideration

In the study, researcher maintained a number of measures to maintain ethical considerations. The aim of research was to bring benefits of society and education in particular. Belle (2007) opined that research ethics refers to the kind of commitment

that researchers make to their research participants. Researchers who interview, question, observe, or obtain materials from individuals must obtain their consent. Besides, the researcher has to reach an agreement with them about the use of the data and information. Creswell (2012) opined that moral matters and questions in qualitative research are to examine in different phases of the research process. The researcher tried to ensure personal and professional integrity. The research was conducted with respect for gender and inclusive awareness. The methodology and findings of research were open for discussion. Source of knowledge, data, concepts, and methodology were fully acknowledged. The researcher acknowledged earlier consent to gather data from all participants. Participation in research was voluntarily and gladly. All data was kept with appropriate confidentiality and anonymity.

3.6 Conclusion

This chapter has been demonstrated and discussed the various features of the research methodology supported in the present research work. Firstly, an introduction is given to the application of a qualitative study and developing design. Secondly, general background information was given about the participants and research locations. Thirdly, a narrative of the tools is given, accompanied by a brief justification for using them. Fourthly, the processes for data collection are described. Finally, the section delivers an explanation of the measures and methods of data analysis. The next chapter presents the findings of the study.

CHAPTER FOUR

Findings

This chapter contains the presentation of the findings of the present study in different sections. It presents the findings resulting mainly from the classroom observations, in-depth teacher interviews, head teacher interviews, teacher educators interviews, Focus Group Discussion (FGD), and document analysis. After the presentation of the the qualitative findings, a section for triangulation of the findings for the evidence of the strategy use instruction and the learning outcomes is placed. Finally, the chapter ends with its conclusion.

4.1 The Life Skills-based Education(LSBE): Knowledge, awareness, attitude and perception of stake holders

The sections presents the results derived from the interviews, focus group discussions and observations are presented phase by phase. Besides, different documents anaysis under titles associated with the research questions. The data was grouped under six main headings such as ‘the knowledge, awareness, attitude and perception of teachers, trainee teachers, students, head teachers and teacher educators regarding Life Skills based Education,’ ‘Incorporation of life skills contents in secondary curriculum and textbooks’, Present scenarios of practicing LSBE in teaching-learning activities in schools’ ‘Major obstacles to implement hindrances to implement LSBE in secondary schools’ ‘Probable measures to overcome the challenges in implementing LSBE in secondary schools. Each of the main headings has different sub- headings. The necessary discussions and implications of the findings have been discussed in chapter five and six accordingly. This section has been designed under four sub-headings. It covered knowledge, awareness, attitude and perception of teachers; of trainee teachers; of students; head teachers and of teacher educators; of academic supervisor; and parents and guardian regarding Life Skills based Education.

4.1.1 Knowledge, awareness, attitude and perception of teachers on Life Skills based Education

In the study, all FGD groups of teachers have expressed mixed conception about Life Skills based Education. They provided diverse responses. The Knowledge, awareness, attitude, and perception of six FGD groups' teachers of six different schools are below.

The FGD of teachers' in Schools-A:

The one who takes life forward by giving and taking and applying it is called life skill-based. Technical education, problem solving skills is the combination of life skill based education. But this group does not know when the subject of life skills based education has been included in the secondary curriculum or textbook in Bangladesh. Life skills are skills related to the relationship of the individual to the individual or the society that helps in overcoming various problems. The concept of life skills is related to good health. Work and life oriented education, Bangladesh and Global studies, religion and moral education, physical education and home science comprise the components of LSBE. One of the participant teacher opined that LSBE is

'The ability of a person to overcome the crisis of his own life or psychological problems. This skill develops all the inherent strengths and potentials of the student and lays the foundation for success in all areas of life'.

FGD of teachers' in Schools-B:

Life skills are an emotional, monophasic subject. How to control emotions is life skills. But this group does not know when the subject of life skills based education has been included in the secondary curriculum or textbook in Bangladesh. Life skills education is beneficial for learners. Students can learn about themselves from these contents.

FGD of teachers' in Schools-C:

Through which learners can deal with different situations every day, meet their own needs, and adapt themselves to different environments. So intelligence and behavioral skills are called life skills-empathy, cooperation, interpersonal communication

skills, interpersonal development. They think discussion making and problem solving skills are life skills. Work and life oriented education, Bangladesh and Global studies, religion, and moral education, physical education and home science comprise the components of LSBE.

FGD of teachers' in Schools-D:

Life skills are the lessons learned in the light of reality in the face of different situations in the course of life. Empathy, cooperation, interpersonal communication skills, interpersonal development are components of life skill based education. Work and life oriented education; Bangladesh and Global studies, religion, and moral education, physical education, and home science comprise the components of LSBE.

FGD of teachers' in Schools-E:

From their discussion, it is Life skills are skills that help us all meet our daily needs, solve different problems, and adapt to different situations. It acts as a link between the individual and society. Students acquire these skills and become aware of all the rights of themselves and others. They can develop themselves as a confident, responsible, and creative person to contribute to the development of oneself, family, and society. However, if the education that combines knowledge, practice, and positive mentality is truly manifested in the behavior of the students, then it will be their real life skills. One participant opined that

Life Skills-based Education is definitely beneficial for the student as it enables the student to behave protectively and avoid risky behavior. It balances the learner's knowledge, skills, and attitudes and changes his behavior. Through this they overcome gender-based, rights-based, and age-appropriate problems and adversities.

4.1.2 Knowledge, awareness, attitude and perception of trainee teachers on LSBE

In their discussion, it is found that what is discussed in action and life oriented education is life skills based education. On a larger scale, the overall discussion of future career plans, as well as the ability and skills to adapt to life's intimate matters. Ten life skills that are provided by WHO is not known to them.

When the subject of life skills based education has been included in the secondary curriculum or textbook in Bangladesh is not known to them.

4.1.3 Knowledge, awareness, attitude and perception of students on LSBE

In the six FGDs of students, they expressed a very comprehensible but mixed awareness about the concepts of Life Skills based Education. They are familiar much about the LSBE but the term 'Life skill' is not familiar to them. However, they expressed different concept of LSBE. The understandings of six FGD of student' groups of six different schools are below.

FGD of students in Schools A:

They comment that the learning of self-reliance is called the learning of life skills. The juncture of adolescence and youth age 11-19 is called puberty. In this period behavioral changes come, Menstruation begins, Beard, mustache grows, and the girls' voices are slim and sweet. They have come to know about this topic from home science, physical education science and religion books. To them, psychological changes in Adolescence are loneliness, not sharing anything with anyone, irritable mood, angry attitude, attracted to boys,. There is nothing wrong with being a boy or a girl. Chromosomes are responsible for this. The reasons of child marriage are Poverty, superstition, illiteracy, unconsciousness.

Violence against women in Bangladesh is Sexual harassment, cyber-crime, sexual harassment is various types of physical and mental abuse on women. The causes of violence against women are lack of awareness of girls, lack of morality and family education, lack of proper implementation of law.

Steps to take to prevent violence against women-

Various measures can be taken to prevent violence against women- e.g. To be aware or to do, to be a defendant, to take the help of adults, to take the nearest safe shelter in case of an accident. Or search.

Drug addiction and its disadvantages

Drugs that cause physical and mental adverse reactions are called drugs. Such as smoking, opium, alcohol gaza, heroin, opium, yaba and phencidyl etc. Lungs are damaged, cancer occurs, the difference between good and bad is not understood,

family unrest is created, family is disgraced to society, vitality is wasted, and drug addicts are involved in various crimes.

FGD of students in Schools B:

In the discussion, the participants comment that Life skills is something that we have to overcome many obstacles in our way of life, our life is still behind us, we have to do different things in the future, we have to develop the country a lot. We have to do a lot of work, we have to acquire more knowledge, we have to overcome the obstacles that always come in the way of such good work, and the ability to overcome them and acquire skills is the name of life skills.

Life skill definitely beneficial for us because, if we girls go on, many of our boys can eve-tease on that path, try to melt our minds, we have to cross that path, then there can be different kinds of corruption in different places, we have to stand against that corruption and also different kinds of obstacles. There may be various obstacles on the way, Some of us may fear that you will not be able to do this job but you should not stay behind for that fear, we have to try, not being able is the next thing but we have to try, and this is why life skills based education is beneficial. One of learner strongly comments that

“Some of us may fear that we will not be able to do this job but we should not stay behind for that fear, we have to try, not being able is the next thing but we have to try, and this is why life skills based education is beneficial”.

- The mother has no special role in whether the child is a boy or a girl. In this case, the father's contribution is more.
- HIV AIDS is a viral disease that can be transmitted to humans through blood transfusions.
- When a person becomes addicted to various intoxicants, he is called a drug addicted. As a result, a person has various physical problems, abuses the family, even steals for money.

FGD of students in Schools-C:

It is found that students also have no idea about the term life skills. Learners have no clear idea almost the benefits of Life skills education. Learners have no clear idea about the contents of life skills education. But when the learners asked about adolescence period and its characteristics their answer was that 'the age at which children reach puberty as boys or girls is called youth'. Adolescence of girls comes at the age of 9 years and it continues till the age of 18/19. As characteristics they identified 'Physical and mental changes come', 'The body is well formed' 'The voices of girls become sweet', 'create interest in learning new things' 'The boys are attracted to girls'. There is nothing wrong with being a boy or a girl. Chromosomes are responsible for these changes.

Psychological changes during adolescence are:

1. Creation of interest in learning new things;
2. Attraction is created towards girls;
3. Understand the good and bad of themselves;
4. Curiosity leads;
5. Independence is created;
6. Selfish, I want to express my opinion.

The reasons of child marriage are poverty, superstition, illiteracy, unconsciousness. Violence against women in Bangladesh are Sexual harassment, cyber-crime, sexual harassment are various types of physical and mental abuse on women. Sexual harassment is cyber-crime and various types of physical and mental abuse on women. Causes of violence against women are Lack of awareness of girls, lack of morality and family education, lack of proper implementation of law. Drug addiction and its disadvantages Drugs that cause physical and mental adverse reactions are called drugs. Such as smoking, opium, alcohol, gaza, heroin, yaba and phencidyl etc. Lungs are damaged, cancer occurs, the difference between good and bad is not understood, family unrest is created, family is disgraced to society, vitality is wasted, and drug addicts are involved in various crimes.

FGD of students in Schools-D:

It is revealed that students have no idea about the term life skill based education. The age at which children reach puberty as boys or girls is called puberty. Adolescence of girls comes at the age of 9 years and it continues till the age of 18/19. There is a change in height, Manhood comes, The voices change, Creating interest in learning new things, Attraction is created towards girls, can understand their own good and evil, curiosity leads, Independence is created, Selfish grow and, I want to express my opinion. There is nothing wrong with being a boy or a girl. Chromosomes are responsible for this.

- There is nothing wrong with being a boy or a girl. Chromosomes are responsible for this.
- The reasons of child marriage: Poverty, superstition, illiteracy, unconsciousness.
- Violence against women in Bangladesh: Physical abuse of women, dowry, sexual harassment, cyber crime
- The causes of violence against women: Lack of awareness of girls, lack of morality and family education, lack of proper enforcement of law.
- Steps to take to prevent violence against women: Various measures can be taken to prevent violence against women - e.g. to be aware or to make all parties aware, to be a defendant, to seek the help of adults, to take the nearest safe shelter in case of an accident.

FGD of students in Schools-E:

It explored from the FGD that the students have no idea about term 'life skill'. When asked about this, they could not answer. About adolescence they said, 'it starts in girls between the ages of 10 and 12 and in boys it starts later, at the age of 14-15 years. Life skills education is definitely beneficial for us'. The age at which children reach puberty as boys or girls is called puberty. Adolescence of girls comes at the age of 10 years and it continues till the age of 15. They comment that puberty come first in girls.

- Physical changes occur during adolescence, Adolescence is a time of emotional turmoil, the transformation of the voice occurs at the juncture, they become prone to emotions and the mood becomes irritable.

- Contribution or fault is the mother / father behind being a boy or a girl? Responsibility or contribution goes to father.
- **Sexual harassment:** Harassment on the street, bad attitude, misbehaving on local bus or transport
- **Steps to take to prevent violence against women:** Various measures can be taken to prevent violence against women - e.g. to be aware or to do, to be a defendant, to take the help of adults, to take or seek the nearest safe shelter in case of an accident.
- **HIV and AIDS:** HIV is a type of virus and AIDS is caused by the HIV virus. If someone has an illicit relationship with someone, take blood. Ways to prevent AIDS in Bangladesh are If someone is aware and stop illegal intercourse.
- **Addiction to drugs is called drug addiction.** Harmful effects on the body. Yaba, opium, heroin are harmful drugs. None of our friends are addicted to drugs.

4.1.4 Knowledge, awareness, attitude and perception of head teachers on LSBE

Five head teachers of participating schools expressed their understanding on LSBE in the following ways.

Head teacher of Schools-A:

The respondent believes the Life Skills Based Education (LSBE) is a learning experience or approach through which students acquire life skills-based learning that enables students to be self-aware and confident, to make effective decisions. Information-based and decision-making knowledge help creative thinking, to build healthy relationships, to be empathetic towards all and to deal with pressure and feelings. As a result, the student can develop himself as a competent and judicious person by assimilating positive behaviors. Life and skills-based learning enables the student to behave protectively and to avoid risky behaviors. Balances the student's knowledge, skills, and mentality and changes the student's behavior. Self-awareness, Empathy, Interpersonal skill, Interpersonal skills, Communication skills, Thinking skills, Problem solving skills, Decision making skills, Stress management skills,

Emotion control skills are core life skills. In 2012, life skills based education was included in the secondary curriculum or textbook.

Head teacher of Schools-B:

The head teacher understands that every human being has to acquire some or some skills to survive. People survive by putting these acquired skills into practice with minimal effort. So the skills that people acquire in order to survive and to deal with the situation by dealing with themselves well are called life skills. And the education that is given to acquire this life skill is called life skill based education. 10 life skills displayed by WHO are self-awareness, compassion, solve the problem, decision making skills, communication skills, interpersonal skills, creative thinking, coping skills, analytical skills and emotion control skills.

Head teacher of Schools-C:

The head of the school expected that LSBE is an interactive learning process that enables students to develop positive and beneficial behavioral changes through acquisition of knowledge, change of attitude and acquisition of skills in various fields which may be required in real environment and helps in adoption.

A number of 10 core skills as laid down by WHO are Self Awareness; Empathy; Critical Thinking; Creative Thinking; Problem Solving; Decision Making; Effective Communication; interpersonal Relationship; Coping with Stress; Coping with Emotion. Special text books of BGS, Physical Science, Home Science and Carrier Education contain all lessons of LSBE. In everyday life , LSBE supports students to find new ways of thinking and problem solving, develop awareness, habit of helping others, deep learning and surface learning, toleration of stress and emotion, communication with others, making decision of any work or deeds and so on .

Head teacher of Schools-D:

He expresses that education management through which it is possible to develop the overall life-centered skills of an individual or individuals is called life skills-based education. Here are ten life skills provided by WHO Self-Awareness, Sympathy, Problematic resolving, Decision making, Communication skill, Inter personal skill, Creative thinking skill, Critical thinking skill, Coping with skill stress, Coping with emotion. These types of approach built self-awareness, self-confidence,

accountability and strong relationship between teacher-students and students-students. At the sometime gap, anxiety and nervousness between teachers and students decrease by proper practice of LSBE. He confidently comments that

“Life skills based learning is beneficial for students because life skills-based education develops teacher-student, student-student relationships. Increases student attraction to school, increases attendance and reduces dropout rates”.

Head teacher of Schools-E:

The participant comments that the Bengali meaning of life skill based education is life based or life for education. In other words, life skills based education is the education that helps one to face various problems or adversities or challenges in order to move forward in the battle of life and helps oneself to adapt to different situations. In a word, life skills based education is the education that adapts itself to different environments and situations. At the same time, misinterpretation, fears and nervousness's between and among stakeholders of schools particularly teachers and learners reduce by proper practice of LSBE through learner-centred participatory approach. The benefits or importance of life skills based education are immense. This is important for teachers, students, and parents alike.

4.1.5 Knowledge, awareness, attitude and perception of teacher educators on LSBE

Five experienced and trained teacher educators from different government Teachers' Training Colleges and who were directly involved in preparing materials of LSBE training, Trainer of pre-service B.ED training, LSBE and in-house trainings of class room teachers and head teachers of secondary schools were interviewed. Their actual names were hid. They were recognized by pseudonym. The teacher educators were given the pseudonyms, for example A, B, C, D, and E.

4.1.5.1 Responses of Teacher Educator- A

To *Teacher Educator- A*, Life Skill Based Education is the education that is related to life. In other words, people face various problems from life to death and have to overcome them; the life skills based education that we take to solve these life

related problems Various important burning issues like COVID-19, Life Skill Education teaches us how to deal with these is about teaching us. Self-awareness is a very important skill. If a person is self-conscious, he must be able to think a lot before doing any work. And every task will be perfect. One relationship with other will not deteriorate through words and behaviour.

4.1.5.2 Responses of Teacher Educator- B

Teacher Educator-B mentions- Life skills are psycho-social competencies of human. These skills enable people to deal effectively with the needs and challenges of daily life. Life Skills based Education is an educational approach to impart life skills. It is experiential, learner-centered and activity-based. It is participatory with built-in opportunities to practice life skills. Self-awareness, Empathy, Interpersonal skills, Communication skills, Critical thinking skills, Creative thinking skills, Problem-solving skills, Decision-making skills, Coping with emotions and Coping with stress are core life skills.

4.1.5.3 Responses of Teacher Educator- C

To the teacher educator-c, Life skills usually refer to certain psychosocial skills that make the way of life easier and smoother. And this life skills related education is called life skills based education. Yes. These are close to life. As a trainer we have to remember these. Learners at our secondary level are adolescents. Youths and adolescents in Bangladesh, as elsewhere in the world, are endangered and helpless with challenges and problems they face in their daily lives. They need to be equipped with self-confidence, self-management skills, interpersonal skills, ability to take right decision, abilities to cope with stress and emotion. For all these reasons, Life Skills based Education is very important.

4.1.5.4 Responses of Teacher Educator- D

It is said that by life skills we usually mean some psychosocial skills. Speaking skills, writing skills, listening skills are different life skills that can be acquired through education. So LSBE are self-awareness, empathy, interpersonal communication skills, intra-personal communication skills, decision making skills,

Problem solving skills. Life Skills Based Education (LSBE) is a learning experience or approach through which students acquire life skills.

4.1.5.5 Responses of Teacher Educator- E

The Teacher Educator-D suggests that the Life Skills Based Education (LSBE) is a learning experience or approach through which students acquire life skills. Life skills have different benefits. For example its helps to meet daily needs; helps to solve problems and make decisions; can adapt to different environments; give the power to control emotions; increases communication skills; Inspired by creative work; students are aware of modern life and society and are confident to achieve success; its helps to lead a physically and mentally healthy, make strong and safe life. Life skills education is also very effective in identifying the necessities of children with special needs such as autism or children with physical disabilities. Life skills based learning is one of the means to keep physical, mental, and social health of learners.

4.1.6. Knowledge, awareness, attitude and perception of Academic

Supervisors on LSBE

The responses of the Upazila Academic Supervisors working under the supervision of the Upazila Secondary Education Officer were collected systematically. He or she also works with the concerned all Assistant Inspectors and Research Officers working at the zonal and district level to implement all the educational quality improvement programs based on the educational institutions adopted by the Ministry of Education. There are twelve specific tasks for an Upazila Academic Supervisor. One of the tasks is to review the actual achievement against the targets set for the academic development of secondary schools and to conduct intensive inspections of selected schools to assist the school managing committee, head teachers and assistant teachers in implementing the academic development plan. For this reasons their opinion is very important in this regard. With a view to getting practical experiences two academic supervisors were interviewed. All of them were trained in LSBE training and provide training on LSBE to head teachers and assistant teachers. The academic supervisor were renamed as A, and B for their anonymity.

4.1.6.1 Responses of Academic Supervisor - A

Academic Supervisor mentions that skills are the capacity to apply the acquired knowledge to solve the problems of life. Knowledge, practice, positive mentality, skill can be acquired only when these three are combined which is manifested in the person's behavior. Skills related lives are discussed to as personal skills, social skills, mental skills or emotional skills. In any case, life skills are the ability to perform and deal with the tasks and problems of a person's life in relation to other people and society.

4.1.6.2 Responses of Academic Supervisor - B

It is expressed that this education will be very useful to continue as a member of the society. Life skills based education of students is essential to stay as one in the society. Moreover, life skills education is also useful in developing adolescence and maintaining their rights as children. Skill is the ability to apply the acquired knowledge to solve the problems of life. Knowledge, practice, positive mentality. Skill can be acquired only when these three are combined which is manifested in the person's behavior.

4.1.7 Knowledge, awareness, attitude and perception of Guardians on LSBE

In the discussion, the parents expressed their views on the topic of attitudes of students during adolescence, educational institutions, and the role of parents in the light of various questions. Parents talk about their students' mental state during adolescence, highlighting their own adolescent fears, complications, loneliness, physical changes and stress. They also highlight current students, especially their children. Talking about LSBE, one of participant of said:

“In the present age, as a mother I have been able to establish a very friendly relationship with my children, and already imparted enough knowledge to my girl, so that she did not take it so hard anymore. In some educational institutions, female teachers gave guidance to the students on various pre-preparations and activities to be done in this regard. Her girl’s educational

institutions even provide sanitary napkins for the use of female students during puberty”.

According to Hossain (2019), “Good teacher-student-parent relationship is very significant in quality education”. In order to get the right results from the 4Cs (Critical Thinking, Creativity, Collaboration, Communication) that are being talked about for effective education in the 21st century, the student-teacher relationship must be very systematic. The qualities of creativity, problem solving and leadership will emerge in the students only when it is possible to success his thinking world properly. The student-teacher relationship can never be like a master-servant”. Considering the important role guardians two FGDs were organized. First FGD was comprised five female parents of the tenth grade students.

Talking about the mental state of students during adolescence and the role of educational institutions, another mother said:

"Students and parents everywhere in rural and urban areas have become more aware than before. School Staff particularly female teacher came forward here regularly and sometime occasionally instruct students on the benefits and disadvantages of adolescence and what to do”.

One of guardian demanded that

“Life skills should be included in the textbooks of Bengali, social sciences, English and all religions, along with essential subjects for the implementation of life skills based education at the secondary level so that the teachers can teach the contents to the students seriously with care.”

In this regard, guardians opined that parents and educational institutions think less about the physical changes of male students and their care, their attitudes and actions. Due to which our boys are addicted to drugs, eve-teasing, sexual harassment, theft and even violent behavior towards women. So education planning can be done by prioritizing this issue. Another parent said that her child's educational institution was very helpful in this regard. The institution has safe toilets, clean water system and common room facilities. However, as a parent, the worries remain. Since this age is emotional, we have to be always worried about where our children go, what they do, with whom.

4.2 Inclusion of LSBE in new secondary curriculum 12 and present secondary books of NCTB-20

The rationale of introducing the new curriculum in 2012 has been described in every subject-based curriculum documents. One of rationale is that National Education Policy 2010 is a landmark in the arena of education in Bangladesh and the most significant step in the implementation of Education Policy 2010 is to present education method and curriculum in line with the education policy. Another objective is to create a new curriculum to meet the demand and to modernize the teaching-learning activities (National Curriculum 12, page 2). A special feature of the National Curriculum 2012 is to make students creative through teaching-learning strategies, that is, to ensure creativity and innovation through the practice of analytical and thought-provoking work with creative thinking. Keeping that objective in mind, the new secondary curriculum of 2012 has changed the method of evaluation, including teaching-learning activities. The new curriculum focuses on learning by doing instead of memorization. According to the new curriculum philosophy, it can be helpful for students to acquire new knowledge, skills and values based on their direct experience, knowledge, vision and skills. So learning can be easier for students if they are assisted in acquiring new knowledge and skills. Learning should be presented in such a way that students can relate their new learning to their own lives through comparisons, contrasts and examples. Students need to be taught through understanding. In addition, they should have a clear idea of what they are learning. Because memorizing without understanding is not a learning at all. Such education is never sustainable or meaningful. This is why importance should be given on learning than memorization. In addition, the new curriculum focuses specifically on David Jonassen's constructivist theory and Kafka and Kohler's Gestalt theory. Similarly, the new curriculum specifically mentions a participatory student-centered learning-teaching-learning strategy (NCTB, 2012).

For ensuring learning, secondary curriculum 2012 emphasis on active physical and mental participation of learners and providing learners such work or assignment that desires rational and learning by doing. At the same time ensuring attentiveness of learners' curriculum 2012 proposed that "class activities should be diverse. Learners' responsiveness can be drawn through examinations, group works, story writing, drawing, debates, role play, practical work, question-answer, demonstrations"

(NCTB, 2012, p.17). With a view to producing skilled human resources through quality education the government implements the momentous and generally recognized Education Policy 2010. The supreme and significant tools to implement this education policy is to bring about qualitative modifications in education in proportion to the education policy. This is why, National Curriculum and Textbook Board (NCTB) pledges developing the new national curriculum (NCTB, 2012, p10).

National Curriculum 2012 particularly mentions some features where special importance has been given on LSBE:

- Insertion of concerns and issues like climate change, reproductive health, autism, etc.
- Emphasizing the attainable knowledge, skill, values and attitudes at the opening of each chapter and relating them to the cognitive, affective and psychomotor domains.
- upholding a equilibrium between theory and practice in subjects and contents with applied subjects such as science, physics, chemistry, biology, agriculture, home science, physical education and hygiene, career education, ICT and fine arts

Objectives 11, 13,17 and 18, of national curriculum 2012 precisely has given emphasis on attaining the objectives of LSBE

11. Helping learners to attain scientific mindset and skills so that they can improve the quality of life by applying practical solutions to real life problems.
13. Helping learners to acquire the necessary knowledge, skills and attitudes towards healthy living with an emphasis on diet and nutrition, physical well-being, disease prevention, productive health and personal safety.
17. Combining students' knowledge, skills and attitudes about personal and social life, contemporary work prospects and self-employment; and organize them to be lifelong students
18. Helping students to cultivate their leadership, collaboration and communications skills through cooperative activities

There are 74 lessons in secondary 6-10 curriculum of 2012 comprize Bangladesh and Global Studies (8), Physical Education, Health Science and Sports (40), Home science (24) Islam and Moral Education (02).

- i. In compulsory subjects of secondary level from 6th to tenth like Bangla, English, Mathematics, Religion and moral Education (Islam & moral Education/Hinduism & Moral Education/Christian Religion & Moral Education/Buddhist Religion& moral Education, Information and Communication Technology, Career Education there are no content of LSBE. Islam and Moral Education has only two lessons.
- ii. Physical Education, Health Science and Sports and Home science contain 86.48% of total contents of LSBE.
- iii. Though, Physical Education, Health Science and Sports enclosed the maximum contents of LSBE, but curriculum suggested only one class per week, 16 classes for first terminal and 64 classes for annual activities.
- iv. Bangladesh and Global Studies contained 8 lessons and it has 3 classes per week, 48 classes for first terminal and 96 classes for annual activities.
- v. Home science contained 24 lessons and it has 3 classes per week, 48 classes for first terminal and 96 classes for annual activities.
- vi. Class Duration for those subjects are 40/30 minutes.
- vii. There are no public exams in Physical Education, Health Science and Sports and Home science subjects from 2018.
- viii. School authority, teachers, students and guardians are less interested in these subjects as there are no public exams.
- ix. Though Curriculum highlighted 'the achievable knowledge, skill, values and attitudes at the beginning of each chapter and relating them to the cognitive, affective and psychomotor domains' (NCTB, 2012, p. 10) but in classroom all activities are mostly knowledge-dominated. Affective and psychomotor domains are seriously neglected.
- x. Out of 74 lessons for classes 6 to 10 Personal Safety contained 22 lessons, Personal Health, HIV and AID contained 18 lessons, Drugs contained 14, and Puberty and reproductive Health contained rest 21 lessons.
- xi. Out of 74 lessons 16 lesson in class six, 19 lesson in class vii, 16 lesson in class viii and rest 23 lesson are in class ix and x.
- xii. Training module prepared by UNICEF suggested Poster paper, activity sheet, VIPP Card, flow charts, pictures, push board and pin, flow charts as teaching aids.

- xiii. Training module prepared by UNICEF suggested discussion, brain storming, individual work, group work, pair work, presentation, role play as teaching-learning methods and techniques.
- xiv. Out of 148 learning outcomes 107 is Cognitive, 18 Psychomotor and rest from 23 learning outcomes from Affective domains.
- xv. Curriculum 2012 suggested Learner active participation, group works, story writing, drawing, debates, role play, practical work, question-answer, demonstrations and assignment as Teaching-Learning techniques for ensuring learning.

4.3 Inclusion of LSBE in B.Ed. Curriculum 2016

It is found that the Teaching Quality Improvement in Secondary Education Project (TQI-SEP) under the Ministry of Education of the Government of the People's Republic of Bangladesh and the National University undertook the necessary modification and development of teacher education curriculum 2006. In this context, with a view to implementing Vision 2020 by creating skilled trained teachers, ensuring quality education at secondary level and above all by nurturing and practicing the nation's heritage, values and glorious history new and revised curriculum was formulated 2016. (NU,2017, p.1).

Special emphasis on LSBE has been given on two compulsory subjects 'Secondary Education' and 'Inclusive Education' of this curriculum. Unit three of 'secondary education' has described detail about different components LSBE like the life development process of a secondary level student, Growth, development and reproduction, adolescence, physical development: physical changes of the student, mental development: Intelligence and Personality - Ericsson and Gardner's theory, interest and attention, fatigue and exhaustion, The role of teachers and families in changing the mood of students, emotional development: emotions and anxiety, emotion fluctuations, control strategies, family and social values, friends and relatives, friend selection process, HIV, AIDS, SRHR (Sex and Reproductive Health Rights), and drug addiction. All of these components has been incorporated with a view to assist secondary school students in gaining scientific knowledge and perspective on physical, mental and emotional characteristics development (NU, 2017, p.18). At the same time another compulsory subject named 'Inclusive

Education' has also incorporated some special components of LSBE in unit six under Life Skills Education and SRHR. The major components of LSBE are as differences between Life Skills and SRHR Concepts, livelihood skills, vocational skills, and life skills education: features of life Skills Education, requirements of life skills concepts and selected life skills provided by the World Health Organization (WHO), use of life skills to protect sex and reproductive health rights (SRHR) and Decision Making and Women Empowerment (NU,2017, p.35). All was proved wise efforts for the inclusion of LSBE.

4.4 Inclusion of LSBE in M.Ed. Curriculum 2018

It is revealed that one year master of education (M.Ed) curriculum prepared by National University (2018) has incorporated some components of LSBE in two subjects. These are Social Science Education and Human Development, and Child and Adolescent Psychology. In Social Science Education the Unit-5 is comprised impact of social science education on health and nutrition where immunization for AIDS and awareness, consciousness regarding effect of smoking and drug addictions, consciousness towards food value and nutrition and public health awareness are the major issues. On the other hand, in Child and Adolescent Psychology unit 5 has includes adolescence conflicts and problems in relation to Bangladesh self-defense and the use of defense mechanism and juvenile delinquency. As instructional strategies curriculum suggested Lecture, discussion, Group discussion, reading, Assignment & report Presentation, library work and student's participation in the class, seminar, debates, group presentation (NU, 2018). All efforts were proved justified in the present situation.

4.5 Inclusion of LSBE in the National Education Policy 2010

The government formulated the education policy very wisely in the present context. In the very beginning of the national education policy 2010 it has been said that 'This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems'

(page 1). This education policy emphasized and particularly mentioned effective teaching-learning strategies for secondary level of education. ‘An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work (Page 9). These are, to take necessary steps to create facilities of playground, sports, games and physical exercises in all educational institutions for the healthy growth of the physical and mental qualities of the learners; to take various steps to foster hygienic awareness of the students; and to caution the students and make them aware of the dangers of taking drugs or similar items (National Education policy 2010, p. 3). There are thirty national educational goals have been identified in the National Education Policy where objectives 28, 29 and 30 have given special emphasis on the importance of LSBE.

4.6 Status of Teaching LSBE in Teaching-Learning in Schools

The status of practicing LSBE in teaching-learning in Schools was keenly assessed. Out of Five secondary schools selected for this study, two were government, rests three were non-government secondary schools. Among them one was girls, one was boys, and rests three were co-education schools. Again two were rural and three were urban schools. For the presentation of findings this section has been designed under six sub-headings:

- a. Status of school- A practicing LSBE in teaching-learning activities’,
- b. Status of school -B practicing LSBE in teaching-learning activities,
- c. Status of school- C practicing LSBE in teaching-learning activities,
- d. Status of school -D practicing LSBE in teaching-learning activities,
- e. Status of school -E practicing LSBE in teaching-learning activities’

4.6.1 Status of Teaching LSBE in School-A

School A There was a common question to all comprise head teacher, teachers, and students. ‘How do you exercise LSBE approach in your teaching-learning activities? Do your teachers conduct the classes using multimedia? Do your teachers asked you questions or allow you to ask questions? Besides, the learners were asked the following questions such as, how you teachers present the classes.

Do your teachers clarify the concept of adolescence, drug addiction, violence against women, causes of mental depression and its effect on the student life, reproductive health and its protection, and HIV / AIDS in your classes seriously?

In reply to that query learners in their FGD stated that 'In most cases teachers taught all of these concepts through lectures. Sometimes show up on the laptop. We had little scope to do workouts group work, pair work, group presentation, question-answer method, assignment, and poster demonstration. Home science, physical education science and religion books have many contents on these issues. But most of time classes on these topics are not teaches because of some reasons like less importance, after tiffin classes'. Class room teachers in FGD expressed that in most cases they mostly follow lecture method while teaching these topics. Occasionally power point presentations are also made. In response to the question- "Why you do not apply participatory approaches of teaching techniques like, group work, pair work and question-answer techniques in their classrooms"? They replied ' because of class load, different contents in different sections and different classes, do not encourage us to be serious in these contents. Besides, most of classes' time are fixed for after tiffin time. Though, in the conversation with head teacher he opined that both learners and teachers are fully motivated to LSBE. Teachers are habituated to form group and pair. On the other hand, learners from their extensive exercise can response any question after discussion in their group.

4.6.2 Status of Teaching LSBE in School-B

School B In response to the stated questions (Do your teachers clarifying the concept of adolescence, drug addiction, violence against women, causes of mental depression and its effect on the student life, reproductive health and its protection, and HIV / AIDS in your classes seriously) participating learners in their FGD specified that in their classes they exercise different participatory methods and techniques like mind mapping, question-answer, pair work, group work, group presentation regularly. They also complete assignments and activity sheets and do black board works with the direction of respective subject teachers. But there is no special arrangement for particular LSBE topics. One of the participants opined that:

“Our class teachers are sincere. LSBE is taught in our classroom. Topics like adolescence discussed openly. However, those were more discussed in the sixth to eighth grade. After that it was not taught in such a way, because we are more serious for our public exams. In addition, the teachers cooperate in case of any problem outside the classroom”.

Participating in the focus group discussion, the teachers commented that they also try to make learning meaningful by using a variety of student-centered participatory strategies with the students. However, due to various problems and obstacles, they cannot always be successful. In that case, they have identified classrooms with more students, non-stop classes, and lack of good preparation for classes. Teachers also admit that it is very difficult to successfully implement LSBE contents only using lecture methods. In respect of HT’s role they believe that she positively advises and inspires them to make our class student-centred. In the interview head teacher opined that ‘Yes my teachers are dedicated and inspired to teach life skills based education. Because the main goal of education is to take general preparation for survival and in order to take general preparation life skills based education is absolutely necessary. He and his teachers-students are mentally prepared to practice different techniques of SCL approach to teach different contents of LSBE properly. He used to give them all out support within capacity. But problems are related to excessive class of every teacher. They have to conduct every class of routine (6 out of 6). So they cannot make every class effectively by delivering knowledge values, attitudes and skill and application simultaneously through student-centred approaches.

4.6.3 Status of Teaching LSBE in School-C

School C is situated in upazilla sadar of Dhaka division. Participating in the focus group discussion, the students of this school expressed their opinion that in most of the classrooms, activities are conducted through lectures. Sometimes teachers used digital content and show power points in some classes. In response to the question ‘how you learnt all of issues’ their reply was ‘we learned from family, television, and newspapers’. Most of classes of these contents belong to elective subjects like home sciences, Physical education which is in the second half of school routine particularly 5th, 6th of 7th period. As a result these classes do not get special importance.

Teachers also acknowledge that despite their sincerity and interest, they cannot use student-centered participatory strategies due to various problems and obstacles. In that case, the position of LSBE classes in the routine is considered as a big obstacle. Moreover, classrooms with more students, lack of good preparation for class is also considered as a big reason.

The head of the school said that there is no lack of sincerity in the implementation of LSBE by the teachers, students and others of his school. But due to some obstacles they cannot implement successfully. Students and teachers are losing interest in being serious about these subjects, especially after excluding LSBE subjects from public examination. Head teacher acknowledged that because of being elective subjects' and no public exams for these subjects are given less importance and set in the last periods of the class routine.

4.6.4 Status of Teaching LSBE in School-D

School-D is a non-government school which is located in a village of Lama upazilla of Bandanban district of Chattogram division. Participating in the focus group discussion, the students said that the teachers sometimes give them the opportunity to learn LSBE topics by giving them the opportunity to present different methods such as group work, pair work and so on, which they find very enjoyable. In most cases, however, the teachers end their classes with lectures and ask them to drop them off at home. They also opined that their teachers are positive to teach LSBE contents in the classroom. In this regard, the teachers thought that they have a lot of interest in teaching LSBE content like other subjects. They try to present LSBE content using a variety of participatory strategies, but may not always be successful. Especially due to the large number of students in each class and the extra class load, they cannot able make teaching and learning active.

One of the teachers conferred that:

‘We work in and out of the classroom to make learning activities effective for learners. Though we also mostly work on lectures, we do multimedia use, hand-to-hand writing, and for their moral and physical development’.

Regarding the role of school principals, the teachers felt that they were not fully aware of the LSBE system and its importance. They do not seem to have any special interest in this matter. On the other hand in the interview the headmaster opined that the teachers have some limitations. He thinks: 'Teachers are very interested in training, but they are not interested in implementing that training. But he tries to inspire teachers to implement LSBE content through various strategies of SCL method'.

4.6.5 Status of Teaching LSBE in School-E

School E is a non-government school situated at Hatiya upazila in Noakhali District in the Division of Chattogram. In response to how students learn LSBE content in the classroom, students participate in their discussions, noting that in most cases teachers finish these topics through lectures and discussions like other subjects. However, sometimes teachers activate them in various ways where they get the opportunity to ask questions and answer and can write their opinions using the board.

'We find our teachers tired and relax in after tiffin classes in most of the time. Again classes of LSBE are fixed in the routine for 5th, 6th and 7th periods. But we believe that our teachers are positive to teach and they are very eager to teach LSBE. At the same time, we think that our classrooms are not fully friendly to activity-based learning. We need square size large tables for group works in future'.

Teachers, on the other hand, feel that under the pressure of many classes and classes of different subjects, it is not possible for them to teach all subjects with more importance or to achieve learning outcomes or to maintain the desired standard in any of the lessons according to the curriculum. As a result they have not special scope to give emphasis on LSBE contents. On the other hand, not every teacher is same interested in all subjects and contents. So, they cannot maintain all classes in participatory mode. On the other hand, Head teacher also opined that because of being elective subjects' and no public exams for these subjects, they have less importance and set in the last periods of the class routine. In the interview head teacher opined that his school is not completely ready to run-through diverse methods and skills of LSBE by applying learner-centred approach properly. Main problem is lack of

sufficient subject-based teachers. It is not easy to make every teacher efficient in every subject.

4.7 School Environment for the Implementation of LSBE Curriculum

The study investigated, “How far school environment is friendly to LSBE”? This question was asked to learners, classroom teachers, head teachers, trainee teachers, teacher educators, Academic supervisors, and guardians. In response to the question respondents gave their opinions in the following manners. Adolescent-friendly school environments are characterized by a variety of health care services for adolescents, including iron tablets, menstrual care, hygiene, the provision of sanitary napkins in schools, and the use of soap in hand washing areas. The regular schooling of students, especially female students, is suddenly stopped due to various menstrual problems. The various steps taken by the school authorities for ensuring friendly environment be able to show a crucial role in tackling this challenge. Opinions of learners from FGD of School- A Toilet system is not standard and safe, not clean. We do not have a common room. But there is pure water supply system.

Responses of Teachers from FGD of School –A: “There are sufficient toilets for girls. They use the same toilets in the morning shifts and in the day shift”.

Responses of Head Teachers from FGD of School –A: “As it a girls’ high school, they use the same toilet in his morning and in the afternoon. We keep the toilet clean to our level best”.

Responses of Learners from FGD of School –B: “We have different toilets for boys and girls. Boys cannot enter girls’ toilets and vice versa”.

Responses of Teachers from FGD of School- B: “Toilet system in our school is good. There are separate arrangements for girls, and for boys. Besides, there are clean drinking water facilities and common room for girls”.

Responses of Head Teacher from FGD of School -B: “There are separate toilets for children. They use separate toilet in the morning and in the afternoon”.

Responses of Learners from FGD of School –C: “Toilet system is not standard and safe, not clean. The girls do not have a common room. There is pure water system. Boys and girls have separate toilets”.

Responses of Teachers from FGD of School –C: “There is no separate toilet for children. They use the same toilet in the morning and in the afternoon”.

Responses of Head Teacher of School –C: “Really, I am not satisfied with my school’s toilet, girls’ common room, security, and privacy of the girls and boys well. I have not standard physical facilities for adolescents in my School”.

Responses of Learners from FGD of School- D: “Our school environment is good. Pure water is available. There were tube wells for drinking water before. An electric filter was installed last year. The toilet system is hygienic”.

Responses of Teachers’ from FGD of school- D:

Since the children study together there are separate toilet facilities for them. Though there is no common room for students. We, the teacher helped them with their sanitary napkins on our own initiative. If necessary, give advice in this regard. If necessary, give advice in this regard. In case of sudden menstruation, they call their guardian and arrange to send them home.

Responses of Head Teacher of School –D:

My school environment is safe for girls. The toilet is separate. There are certain female teachers to help them. If there is a problem, pads etc. are provided from the school. Water supply is normal. Sometimes some organizations help the school with sanitary napkins. Every Tuesday a doctor nominated by the Civil Surgeon's Office comes to give health advice to the students. There is no common room for students.

Responses of Learners from FGD of School –E: In our school environment is good, especially we have good toilet system and clean water system. Our girls’ common room is very convenient and healthy.

Responses of Teachers from FGD of school –E: Really I am not satisfied with my school’s Toilet, Girls common Room, security, and privacy of the Girls and boys for not having physical facilities of it in my School.

Responses of head teacher of school- E: My school toilet system is good. There is separate arrangement for girls, separate arrangement for boys. Besides, there is clean drinking water and common room for girls.

Responses of trainee teachers: Although toilet facilities are good and water is clean and satisfactory, but common room facilities are not adequate.

Responses of teacher educator -1:

In some of the schools I visited, the environment of class room was quite good. But most of the schools do not have a good common room or common room environment for female students. The situation is not good at all. Many schools have four hundred students but there are toilet facilities which are not suitable for girls.

Responses of teacher educator -2:

My reaction is mixed in this regard. The environment of the famous and expensive schools is very good. On the other hand, there are various schools whose environment is very bad. It's rely on the approach of the head teacher. The school environment can be nice if a head teacher desires.

Responses of teacher educator-3:

The use of toilets for students and common rooms for girls is not conducive, especially in schools where the environment is of a lower standard. Not only sound academic degree of head teachers and but his alertness and dedication too are most required.

Responses of teacher educator -4:

This is very important and very sensitive issue. My observation is that most of the schools have adequate supply of clean drinking water but not adequate toilet facilities. My daughter's school has access to water and toilet facilities in their school. But these are not very clean due to overcrowding.

Responses of teacher educator -5:

To my observation and experiences from visits to some schools I found the school environment is very good. Pure water is available. There are hygienic toilet facilities. At the initiative of the school authorities, there is an arrangement to provide sanitary napkins to the students at a nominal price although students often do not pay. There is a dustbin in the washroom. Sanitation system is hygienic.

Responses of Academic Supervisor -1

A good number of schools have friendly environment for adolescent. Boys' and Girls' toilets and other facilities are quite good. Separate napkins are kept for girls to deal with the problems of aging. Toilet facilities are improved, and drinking arrangements are quite good. But different scenario was found in another school. He says:

At one school I saw there were several rows of paved toilets for girls at the back of the main building, but they were not in very good condition. The doors were broken at the bottom, they were later repaired with steel sheets, but there was no regular cleaning, as there was no permanent cleaning staff. There are a few taps set near the school gate where you can wash your hands and face while sitting. In fact, there is no such thing as a washroom. No hand wash or soap.

Responses of Academic Supervisor-2

The school toilet system is 70% standard in my observation. School Environment particularly toilet facilities, pure water, Girls common room and everything is not up to the mark but the head of the institution can keep them standard if desired. In one school I observed a school In fact, there is no such thing as a washroom. No hand wash or soap. There is no separate common room for girls, where they can play indoor sports. If these adolescent girls had menstruation during their stay in school, they would collect pads from the madam of physical education and wear them.

Responses of guardians from FGD -1

In this regard, a guardian highlighted the condition of her child's school and said, "As a mother, she does not have to take any pressure. The school has a medical team in this regard who are not only taking care of the issues of adolescence but they are also giving priority to all the issues in the health protection of the students. Another parent said that her child's educational institution was very helpful in this regard. The institution has safe toilets, clean water system and common room facilities. However, as a parent, the worries remain. Since this age is emotional, we have to be always worried about where our children go, what they do, with whom.

Responses of guardians from FGD -2

One of the fathers commented that 'the female teachers in her daughter's school explained the issues of adolescence beautifully. In many cases teachers share some issues with mothers. They think that the students will benefit only if these subjects are skill based. Another guardian opined that 'My child's school environment is especially good with toilet facilities. The toilet is cleaned daily. There are adequate arrangements. There is also a soap system. There is a ventilator system through which light and air are circulating. There are adequate lighting arrangements. The condition of drinking water is satisfactory. Water is purified through water purifying feature. The students of the school drink safe water. There is a common room for girls. There are arrangements for hand and face washing'.

4.8 Major Difficulties for Implementation of LSBE

This issue is derived from one of the major research questions. The problem was inquired to class room teachers, and head teachers of partaking schools. B.Ed. trainee teachers and teacher educators, Academic Supervisors and Guardians were also asked for this question. Besides, researcher observed classes in every school and took observation notes regarding teaching LSBE contents. In response to the question all concerns gave their opinion in the following ways.

4.8.1 Responses from School -A

The FGD of class room teachers of school-A identified the following reasons as hindrances in implementing LSBE in their schools:

- There are excessive students in the class so they cannot involve all learners and cannot make the class participating;
- Class duration is not enough; Classes in first half of the daily routine are of 50 minutes but in the second half it is only for 35 or 40 minutes.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- There is no enough time for preparation before entering a new class
- Shortage of required subject-based teachers;

- Teachers have to conduct classes where they have no academic and pedagogical experiences and training;
- Every teacher have to burden stop-gap classes every day additionally of the own classes;
- Absence of adequate training of LSBE;
- Insufficiency of parental awareness; and
- Lack of motivation and accountably of some teachers.

4.8.2 Responses from School- B

The FGD of class room teachers of school B identified the following reasons as obstacles in implementing LSBE in their secondary schools.

- There are excessive students in the class so they cannot involve all learners and cannot make the class participating;
- Class duration is not enough; Classes in first half of the daily routine are of 50 minutes but in the second half it is only for 35 or 40 minutes.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- There is no enough time for preparation before entering a new class
- Shortage of required subject-based teachers;
- Teachers have to conduct classes where they have no academic and pedagogical experiences and training;
- Every teacher have to burden stop-gap classes every day additionally of the own classes;
- Absence of adequate training of LSBE;
- Insufficiency of parental awareness; and
- Lack of motivation and accountably of some teachers.
- LSBE subject contents are not getting much importance;
- LSBE contents are not included in all textbooks.

4.8.2 Responses from School-C

The FGD of class room teachers of school C identified the following reasons as obstacles in implementing LSBE in their secondary schools:

- There are excessive students in the class so they cannot involve all learners and cannot make the class participating;
- Class duration is not enough; Classes in first half of the daily routine are of 50 minutes but in the second half it is only for 35 or 40 minutes.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- There is no enough time for preparation before entering a new class
- Shortage of required subject-based teachers;

4.8.3 Responses from School-D

The FGD of class room teachers of school-D identified the following reasons as obstacles in implementing LSBE in their secondary schools:

- Most of classes are lecture based;
- Large class size;
- Class duration is not enough. Little scope to do group or practical work.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- There is no enough time for preparation before entering a new class
- Shortage of required subject-based teachers;
- Parents of many students take it as negative. Students ask vague and irrelevant questions.

4.8.4 Responses from School-E

The FGD of class room teachers of school E identified the following reasons as obstacles in implementing LSBE in their secondary schools:

- There are excessive students in the class so they cannot involve all learners and cannot make the class participating;

- Class duration is not enough; Classes in first half of the daily routine are of 50 minutes but in the second half it is only for 35 or 40 minutes.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- There is no enough time for preparation before entering a new class
- Shortage of required subject-based teachers;
- There are technology problems. As a result they cannot conduct multimedia classes.
- Lack of accountability of all stakeholders;
- Inclusion of more important topics in less important matters.

4.8.5 Responses of B.Ed trainee teachers of TTC, Dhaka

The FGD with trainee teachers of TTC, Dhaka identified the following reasons as obstacles in implementing LSBE at secondary schools in Bangladesh:

- Lack of adequate training,
- Lack of monitoring,
- Unwillingness to take training,
- Lack of arranging in-house training,
- Taking training as nominal,
- Non-cooperation among each other in implementation of LSBE in class room and out of classroom.
- Huge number of learners in every classroom, and teachers' are overloading classes.
- Most of classes have minimum 60 and maximum 100 students.

They remarked-

We have to take 6 to 7 classes out of 8 every day. It is difficult to make every class student-centred without preparation. Moreover, every class has more than 60 students. This is very challenging to involve every student in teaching-learning activities. Besides, most of subjects having LSBE are set after Tiffin periods where duration of the classes is of 30/35 minutes. We are tired and students are less interested in that periods:

- Class duration is not enough; Classes in first half of the daily routine are of 50 minutes but in the second half it is only for 35 or 40 minutes.
- Teacher are burdened with classes; they have to take more than 4 classes each day.
- Teachers feel exhaustion conducting non-stop classes.
- Class management becomes difficult because of huge students.

4.8.6 Responses from Teacher educators

Teacher educators are directly involved in field level training of LSBE, class monitoring and mentoring of the classroom teachers and head teachers. So they are close observer of actual classroom situation. In reply to the question ‘what are the main obstacles in implementing LSBE in their secondary schools’ they opined as follows.

Teacher Educator-1:

- Negative attitude of head teacher
- Large class size.
- In LSBE lessons, there are topics regarding puberty and reproductive health, HIV/AIDS, personal safety etc. In these lessons, there are some words which may not be uttered so freely. Teacher may feel shy.

Teacher Educator-2:

- The ignorance and indifference attitude of School Managing Committee
- Most of the school head teachers has lack of dynamic leadership
- Lack of intellectual and psychological responsibility of class room teachers
- Unawareness of parents and lack of education
- Social barriers
- Non-cooperation of administration

Teacher Educator-3:

- Lack of teacher training. Because not all teachers have got this training yet.

- The textbooks are not LSBE friendly
- There are various life skills based topics in physical education but this subject is not taken seriously in the classroom.
- The training received by the teachers is not applied effectively in many cases.
- Large class size
- Lack of administrative support

Teacher Educator-4:

- Teachers are not yet receiving the training with all their heart and soul. In fact, the feeling that this training is needed in our daily lives has not yet come to the teachers.
- Teachers' negative attitudes and mindset.
- Learners are advanced than teacher in ICT.
- Fixed sitting arrangement and infrastructure
- Existing quality and competency of the teachers, etc.

Teacher Educator -5:

- Adverse outlooks and attitude toward LSBE of some teachers.
- De-motivating approaches of some head teachers
- Absence of commitment of teachers and head teachers.
- Big class size with huge learners
- Excessive classes for every teachers
- Scarcity of monitoring and mentoring for teachers and learners
- Furniture is not supportive.
- Teachers' attitudes not supportive.
- Class size are not supportive.
- Required resources are not available always.
- Most of the HTs are de-motivated
- Examination and grade focused assessment system, etc

4.8.7 Findings from Academic Supervisors

Findings from the Academic Supervisors are presented below:

4.8.7.1 Findings from Academic Supervisor -1

- The biggest reason for lagging behind in achieving the real purpose of teaching and learning life skills is lack of public examination.
- In most cases the lecture method is applied, without lesson plans.

I noticed in class observation that they don't take lesson plans. Having more classes of teachers in many cases are true and in many cases is an excuse. Many teachers do not show responsibility. Furthermore, most of the contents are in physical education subjects; the reality is that they are not being taught much because there is no public examination in this subject.

4.8.7.2 Findings from Academic Supervisor-2

Academic Supervisor opined that 'the schools are sincere in implementing this education, but there are a few things to remind that since extra preparation has to be done in this regard, teachers are limited to the knowledge-based part. They do not want to go towards providing values and skills and engagement of learners. Besides, not all teachers seem to be equally sincere. As teachers have to take sessions of different subjects and due to class load many teachers loss motivation in achieving overall learning outcomes. However, if the headmaster is sincere, it is possible to overcome all kinds of challenges'.

4.8.8. Findings from the guardians from FGD

Adolescence is a stage when a child becomes an adult. It is at this time that fertility is created in humans. During this time there are major physical and emotional changes between boys and girls, which is why they need special attention. Children at this age and their family members also lack awareness about health care. They are not aware of issues like reproductive health, nutrition, mental and social counseling. With this in mind, two FGD was held with 10 parents 5 in each group who are guardians of tenth grades learners at the secondary level. FGD group one comprised male guardians and FGD group two comprised female guardians. In that discussion, the parents expressed their views on the topic of attitudes of students during adolescence,

educational institutions, and the responsibilities of guardians, schools and particularly teachers in view of various questions. Both FGD groups acknowledged that adolescent boys and girls are very curious and are often at risk of being misled, addicted to drugs, taking unwanted risks, or engaging in subcultures. In that case, starting from family, educational institutions, various social organizations have to play a conscious role.

4.8.8.1 Findings of guardians from FGD -1

Good teacher-student-parent relationship is very important in quality education. Failure to establish a link between parents and the schools can lead to misunderstandings in presenting such issues. 'I do not know what are there in the curriculum about LSBE. Because my child is in class ten, though, it is not known to me how teachers teach them these issues'.

4.8.8.2 Findings of guardians from FGD-2

One of the participant guardian of FGD said that 'in this regard particularly in the matter of adolescence, reproductive health and drug addiction, parents and educational institutions think less about the physical changes of male students and their care, their attitudes and actions. Due to which our boys are addicted to drugs, eve-teasing (sexual harassment), theft, and even violent behavior towards women. So education planning can be done by prioritizing this issue. On the other hand, girls, are able to better understand the emotional changes that take place in their adolescence and take practical steps when given the opportunity to take up various important aspects of life skills education. Institutions, head teachers and class teachers have to play a special role in this cases. Because a student spends 80% of the day in the school environment. As a result, through life skills education, students can get appropriate advice from the school to deal with the changes in their adolescence and understand it well. In addition, they can discuss the matter with their families without fear of embarrassment. As a result, the crime rate decreases.

4.9. Findings from the Classroom Observations

The present study observed number 10 classes to investigate the teaching LSBE at the Secondary level in Bangladesh. A well-structured Classroom Observation Schedule was applied to elicit direct data both from the teachers and the students in classroom setting.

The present researcher directly observed how reading strategies were taught with a view to developing reading skills of the learners. The findings of the observations are presented in this section. The classes are directly and actively observed by the researcher. During observation, researchers considered a number of performance indicators. The name of the class room teachers had been hidden in the context of ethical thought. As early stated, observations are in which researcher takes field notes on the behaviour and activities in an unstructured or semi structured way, at the research sites.

A non-participatory reflection practice was functional in this study to take notes from classroom observations. Researcher observed ten classes of five schools and took observation and field notes as a non-participant observer:

PERFORMANCE INDICATORS for class observation
<ul style="list-style-type: none">• Teacher stimulates and emphasis on the conversation and involves learners in the teaching-learning process.• Teacher set learning outcomes comprise knowledge, skill and attitudes• Teacher applies digital contents in the session• Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.• Encourages questions to express themselves and to be active and confident• Teacher offers clear instructions to students, and observes their activities while executing.• Teacher gives sufficient time to accomplish tasks• Teacher allows enough time to students to present students' activities after performing tasks.• Teacher asks questions to foster student thinking and learning.• Teacher gives effective feedback to students regarding their Performance in tasks.

- Teacher synthesizes, or summarizes, the lesson at the end of the class.
- Teacher employs appropriate teaching aids to encourage the learners to be more actively involved in learning process.
- Teacher tries to identify weak and inactive students and motivate and engage them
- Teacher assess learners knowledge, skill and attitudes
- Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.
- Teacher starts and ends the class on time.

ADDITIONAL COMMENTS & OBSERVATIONS

- H.W `prepare a list of juvenile delinquency in your area and discuss ways to correct it'.
- Home work is based on application level.
- Both teacher and learners are proactive in the teaching-learning activities.

4.9.1 Findings from the Observation: School-A

The findings from the classroom observation from School-A, class-1, are presented below:

Class no-1

Name of School: A

Name of Teacher:

Date: 16.10.2019

Class &Section: IX-A Subject: Bangladesh and global Studies (Juvenile delinquency)

Class duration: 40 mins

Position of the class: 4th

Number of students: 60

Students present: 50

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in
Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprize knowledge, skill and attitudes		no	All four learning outcomes from knowledge (Used Action verb: identify, explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.	yes		(Single work, group work provided)
Encourages questions to express themselves and to be active and confident	yes		Asked some questions.
Teacher provides clear guidelines to learners, and observes students' activities while	yes		Done it satisfactorily

executing tasks.			
Teacher gives sufficient time to accomplish tasks	yes		10 minutes
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	yes		Out of three question one is higher order and rest are lower order questions
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		No initiative
Teacher assess learners knowledge, skill and attitudes		no	Only knowledge
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
H.W 'Prepare a list of juvenile delinquency in your area and discuss ways to correct it'.			
<ul style="list-style-type: none"> ✓ Home work is based on application level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

The findings from the classroom observation from School-A, class-2, are presented below:

Class no-2

Name of School: A

Name of Teacher:

Date: 16.10.2019

Class & Section: X Subject: Bangladesh and global Studies (Violence against women)

Class duration: 45 minutes

Position of the class: 5th

Number of students:70

Students present: 52

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in
Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprize knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily
Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to	no		Needed more time

present students' activities after performing tasks.			
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Successfully done it
Teacher assess learners knowledge, skill and attitudes		no	Only knowledge
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
<p>H.W: `Sexual Harassment and Fictitious Fatwa' Why is there barbaric and demonic violence against women? Explain.</p> <ul style="list-style-type: none"> ✓ Home work totally based on understanding level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

4. 9.2 Findings from the Observation: School-B

The findings from the classroom observation from School-B, class-3, are presented below:

Class Observation and field Notes

Class no-3

Name of School: B

Name of Teacher:

Date: 22.10.2019

Class & Section: IX-1 Subject: Home Science (Level of development)

Class duration: 45 minutes

Position of the class: 5th Number of Students: 70, Students present: 57

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprize knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: identify and other is to know)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily

Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Successfully done it
Teacher assess learners knowledge, skill and attitudes		no	Only knowledge
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
<p>H.W: 'Adolescence is a time of turmoil' What do you think? Explain.</p> <ul style="list-style-type: none"> ✓ Homework totally based on understanding level. ✓ Both teacher and learners are proactive in the teaching-learning activities. ✓ Content areas of the lesson is huge and not possible to cover within 40 minutes. 			

Findings from School-B

The findings from the classroom observation from School-B, class-4, are presented below:

Class Observation and field Notes

Class no-4

Name of School: B

Name of Teacher:

Date:22.10.19

Class & Section: IX-1 Subject: Physical education and health ('Adolescence)

Class duration: 40 minutes

Position of the class: 7th Number of students: 70 Students present : 50

Focus of observation

Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprize knowledge, skill and attitudes		no	Out of four learning outcomes one from application level and rest three are from knowledge (Used Action verb: identify, describe, explain and know)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work)
Encourages questions to express themselves and to be active and confident		no	No question at all

Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily
Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes		no	Only knowledge
Teacher properly handles the students' behavior and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
H.W: 'Write down the emotional changes you noticed in your classmates during adolescence.			
<ul style="list-style-type: none"> ✓ Home work from application level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

4.9.3 Findings from the Observation: School-C

The findings from the classroom observation from School-C, class-5, are presented below:

Class Observation and field Notes

Class no-5

Name of School: B

Name of Teacher:

Date: 25.01.21

Class & Section: IX-1 Subject: Physical education and health ('Drug addiction and AIDS)

Class duration: 40 minutes

Position of the class: 6th Number of students: 60 Students Present: 48

Focus of observation

Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprise knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work and group work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities	yes		Done it satisfactorily

while executing tasks			
Teacher gives sufficient time to accomplish tasks	yes		Partially done.
Teacher allows enough time to students to present students' activities after performing tasks.		no	Needed more time
Teacher asks questions to foster student thinking and learning.		no	No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.	yes		Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		application
Teacher properly handles the students' behavior and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
<p>H.W: 'Only public awareness can stop drug 'Argue for your answer.</p> <ul style="list-style-type: none"> ✓ Homework from understanding level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

Findings from School- C

The findings from the classroom observation from School-C, class-6, are presented below:

Class Observation and field Notes

Class no-6

Name of School: B

Name of Teacher:

Date: 25.01.21

Class & Section: IX-1 Subject: Bangladesh and global Studies (Violence against women)

Class duration: 40 minutes

Position of the class: 4th Number of students: 60

Students Present: 50

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process,	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprise knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work)
Encourages questions to express themselves and to be active and confident		no	No question at all

Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily
Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		application
Teacher properly handles the students' behavior and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
<p>H.W: 'Make a list of the types of violence that women experience by observing your area'. Discuss how to remedy it.</p> <ul style="list-style-type: none"> ✓ Home work from application level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

4.9.4 Findings from the Observation: School- D

The findings from the classroom observation from School-D, class-7, are presented below:

Class Observation and field Notes

Class no-7

Name of School: D

Name of Teacher:

Date:25.01.21

Class & Section: IX-1 Subject: Bangladesh and global Studies (Dowry system in Bangladesh)

Class duration: 40 minutes

Position of the class: 5th Number of students: 60 Students present: 48

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprize knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work and group work)
Encourages questions to express themselves and to be active and confident		no	No question at all

Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily
Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		application
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.	yes		Successfully done it
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
H.W: Make a list of the crimes that happen in the society due to dowry.			
<ul style="list-style-type: none"> ✓ Home work from application level. ✓ Both teacher and learners are proactive in the teaching-learning activities. 			

Class Observation and field Notes

The findings from the classroom observation from School-D, class-8, are presented below:

Class no-8

Name of School: D

Name of Teacher:

Date: 25.01.21

Class & Section: IX-1 Subject: Physical education, Health sciences, and sports
(Reproductive health)

Class duration: 40 minutes

Position of the class: 6th Number of students: 60 Students present: 48

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprise knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: explain)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work and group work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily

Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		understanding
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.		no	Partially done
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
<p>H.W: Why the need for extra care and nutritious food during the reproductive period?</p> <ul style="list-style-type: none"> ✓ Home work from application level. ✓ Both teacher and learners are sensitive in the teaching-learning activities. ✓ Both teacher and learners are tired and inattentive in the teaching-learning activities b 			

4.9.5 Findings from the Observation: School- E

The findings from the classroom observation from School-E, class-9, are presented below:

Class Observation and field Notes

Class no-9

Name of School: ED

Name of Teacher:

Date: 29.01.21

Class & Section: IX-1 Subject: Bangladesh and Global Studies (HIV and AIDS)

Class duration: 40 minutes

Position of the class: 4th Number of students: 60

Students present: 52

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	Yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprise knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: tell, explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work and group work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily
Teacher gives sufficient time to accomplish	yes		

tasks			
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.	no		No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.			Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		understanding
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.		no	Partially done
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
H.W: Why AIDS is very risky in Bangladesh? Explain.			
<ul style="list-style-type: none"> ✓ Home work from understanding level. ✓ Both teacher and learners are sensitive in the teaching-learning activities. 			

Findings from School- E

The findings from the classroom observation from School-E, class-10, are presented below:

Class Observation and field Notes

Class no-10

Name of School: E

Name of Teacher:

Date: 29.01.21

Class & Section: IX-1 Subject: Physical education, Health sciences, and sports (Drugs and drug addiction)

Class duration: 40 minutes

Position of the class: 4th Number of students: 60 Students Present: 52

Focus of observation
Practice of knowledge, Skill and Attitudes of LSBE in Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
The teacher encourages the students to emphasis on the lessons / discussions and keeps them engaged in the teaching-learning process.	yes		Teacher has a positive attitude to motivate learners.
Teacher set Learning outcomes comprise knowledge, skill and attitudes		no	All learning outcomes from knowledge (Used Action verb: tell, explain and describe)
Teacher applies digital contents in the session	yes		(ppt)
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to Students' varied learning styles.		no	(only Single work and group work)
Encourages questions to express themselves and to be active and confident		no	No question at all
Teacher provides clear guidelines to learners, and observes students' activities while executing tasks	yes		Done it satisfactorily

Teacher gives sufficient time to accomplish tasks	yes		
Teacher allows enough time to students to present students' activities after performing tasks.	no		Needed more time
Teacher asks questions to foster student thinking and learning.		no	No questions at all
Teacher gives effective feedback to students regarding their Performance in tasks.	yes		Partially done.
Teacher synthesizes, or summarizes, the lesson at the end of the class.	yes		Partially done.
Teacher utilizes appropriate teaching aids to inspire learners to be more participative & involved in learning.	yes		Pictures are appropriate and attractive
Teacher tries to identify weak and inactive students and motivate and engage them	no		Not at all
Teacher assess learners knowledge, skill and attitudes	yes		understanding
Teacher properly handles the students' behaviour and is able to maintain discipline inside the classroom.		no	Partially done
Teacher starts and ends the class on time.	yes		Successfully done it
ADDITIONAL COMMENTS & OBSERVATIONS			
H.W: Write 10 sentences in your own language analyzing what steps can be taken to prevent drug addiction			
Home work from understanding level.			
Both teacher and learners are sensitive in the teaching-learning activities.			

4.10 Probable measures to overcome the Challenges in Implementing LSBE

This issue is emerged as a research question 'Probable measures to overcome the Challenges to implement LSBE in secondary schools'? This question was asked to classroom teachers, head teachers, trainee teachers, teacher educators, Academic supervisors, and guardians. In response to the question respondents gave their opinions in the following manners:

4.10.1 Findings from School- A

The FGD of classroom teachers of school-A suggested the following as possible measures for successful implementation of LSBE in their schools:

- Life skills preparation needs to be made more effective. All teachers should be brought under training. Life skills should be included in the compulsory subjects.
- As successful implementation of LSBE largely depends on participatory teaching-learning process so each class-wise number of learners should be controlled. It should be not more than 40, so that participating method and techniques can apply easily.
- Every teacher have to conduct large number of classes per day. So steps should be taken to be reduced for teachers. It should be maximum 4 out of 6. If there are more classes without break, teachers' loss devotion, inspiration and strengths.
- It should be ensured that teachers will conduct sessions where they have academic experiences, and pedagogical training.

4.10.2 Findings from School-B

The FGD of classroom teachers of school-B suggested the following as possible measures for successful implementation of LSBE in their schools.

- Life skills issues should be included in the essentials (Bangla / English / Bangladesh and global studies /Religion). Because at present most of the

topics are covered in physical education, although they are not discussed critically:

- It should be ensured that every school have enough teachers in the basis of subjects.
- It should be ensured that teachers will conduct sessions where they have academic experiences, and pedagogical training.
- Teachers should be allowed to take maximum 3 classes out of 6.
- Making the classrooms conducive to effective participatory learning, it is necessary to ensure all the educational materials, especially white boards, markers, multimedia facilities, flexible seating arrangements.
- Routine should be rearrange and subjects like Home science and Physical education should be included in the first half of the daily routine.
- All teachers should be brought under training.

4.10.3 Findings from School- C

The FGD of classroom teachers of school-C suggested the following as possible measures for successful implementation of LSBE in their schools.

- As successful implementation of LSBE largely depends on participatory teaching-learning process so each class-wise number of learners should be controlled. It should be not more than 40, so that participating method and techniques can apply easily.
- Necessary teaching aids and multimedia facilities should be ensured.
- For getting better and potential performance from every teacher number of class per teacher should be decreased. It should not be more than 4 out of 6.
- Teachers' appointment procedure should be changed so that recruitment of teachers focus on in the basis of subjects needed in the schools.
- It should be confirmed that teachers will conduct sessions where they have academic experiences, and pedagogical training.

4.10.4 Findings from School-D

The FGD of classroom teachers of school-D suggested the following as possible actions for fruitful execution of LSBE in their schools:

- Life skills teaching needs to be made more effective. All teachers should be brought under training. Life skills should be included in all compulsory subjects.
- Suggests to engage physical education as a separate subject and class.
- It would be better if physical education is compulsory
- Classes should be offered with specialist doctors and psychologists for various contents including drug addiction, reproductive health, and adolescence.
- Teachers need more training in sensitive subjects
- Schools that do not have common rooms need to have common rooms.
- Separate classes should be taken for boys and girls students of 8th and 9th-10th grades.

4.10.5 Findings from School- E

The FGD of classroom teachers of school-D suggested the following as probable measures for better application of LSBE in their schools:

- Life skills training needs to be made more effective. All teachers should be brought under training. Life skills should be included based on needs.
- Successful implementation of LSBE largely depends on participatory teaching-learning process. So class-wise number of learners should be controlled. It should be below 40. As a result learners' engagement and active participation hope to be more.
- For getting better and potential performance from every teacher number of class per teacher should be decreased. It should be 4 out of 6.
- It should be ensured in the class routine that teachers are getting and conducting those classes where they have academic and academic and pedagogical experiences.
- Monitoring and mentoring from local administration should be ensured.

4.10.6 Responses of BEd trainee teachers of TTC, Dhaka

The FGD of B.Ed. trainee teachers of Dhaka Teachers' Training College recommended the following as possible measures in implementing LSBE for their schools:

- To address barriers and challenges of LSBE properly,
- to realize the significance of life skills education from the perspective of all stakeholders,
- To seek the help and collaboration of Non-government Organisations (NGOs) who are working for implementing LSBE.
- To seek and ensure advice, prescriptions and services of psychologists and doctors for better implementation of LSBE,
- Creating awareness among teachers, students, SMCs and parents.
- HTs should be trained on LSBE and participatory approach so that they become fully motivated to LSBE.
- Class size should be small. Not more than 40.
- Every class should be 50 to 60 minutes and it should be ensured.
- For getting better and potential performance from every teacher number of class per teacher should be decreased. It should be 4 out of 6.
- It should be ensured in the class routine that teachers are getting and conducting those classes where they have academic and academic and pedagogical experiences.
- Monitoring and mentoring from local administration should be ensured.

4.10.7 Responses of Teacher educators

Teacher educators are directly involved in field level Training, class monitoring and mentoring of the classroom teachers and head teachers. They are also close observer of actual classroom situation. In response to the question in their interviews they opined as follows.

Teacher Educator-1:

The teacher educator-1 remarks that:

First, the teacher will acquire the life skills and practice them in their personal lives; the teachers will deliver their lessons with love and care. They will follow participatory methods and learner-centered teaching-learning techniques; they will incorporate every student in every lesson. They will encourage the students all time to practice the life skills in their daily lives at Proper motivation of class room teachers and head teachers. Proper monitoring and mentoring for class room teachers and head teachers. Performance based assessment for the teachers are very much important to implement LSBE.

Teacher Educator-2:

The teacher educator-2 remarks that:

- In-house Training on LSBE should compulsory for every schools;
- HT must be come in training before classroom teachers;
- Who are involved in monitoring and supervision, they also be trained in this areas;
- SMC also come for awareness training on LSBE;
- Print and electronic media can aware student-teachers, guardians and SMC members about positive sides of LSBE through different programmes, talk shows and advertisements;
- Formative assessment should be implemented in proper way;
- Head teachers, assistant teachers and SMCs must come forward collectively to implement LSBE and they should be go effective monitoring;

Moreover, those who take training on the mentioned subject do not get the opportunity to teach that subject in the classroom. Again, many teachers did not receive training or the opportunity to receive. It is a challenge for such teachers to teach about the subject matter in that class. Besides, a large portion of the teachers have not received any preparation, experiences and training on life skill based education.

Teacher Educator -3:

The teacher educator-3 remarks that:

- Proper Teacher training should be ensured;
- Administrative supervision and monitoring should be ensured;
- SMC and Community involvement should be effective;

I have mixed reaction in this regard. The environment of the famous and expensive schools is very good. On the other hand, there are various schools whose environment is very bad. Meaningful implementation of LSBE greatly rely on the attitude of the head teacher. Moreover, the school environment can be nice if a head teacher desires.

Teacher Educator-4:

The teacher educator-4 remarks that:

- Minimal 5/3 days Training on LSBE for HTs, AHTs should be ensured.
- Who are involved in monitoring and supervision, they also be trained in this areas.
- SMC also come for awareness training on LSBE.
- Print and electronic media can play positively to aware student-teachers, guardians and SMC members about LSBE through different programmes, talk shows.
- Formative assessment should be implemented in proper way so that learners can show their performance by different activities and assess themselves. Besides he opined from his observation that

At different times the teachers take training on LSBE but they teach some subjects which do not have LSBE contents. As a result, the training received is not applied effectively in many cases. Life skills-based learning training is different from general training. The personal commitment of the teachers and the overall management activities including the head teacher are very important. But in most cases the lack of management leads to problems. Also various topics such as child labor, empathy for children, child trafficking these topics are not included in the important and necessary issues.

Teacher Educator-5:

The teacher educator-5 remarks that:

- Steps should be taken to change the attitudes of SMCs, HTs and classroom teachers.
- Class load of every teacher should be their capacity every day.
- Giving reinforcements to increase will, interest and eagerness of classroom teachers.
- Awareness of teachers-learners and guardians about the usefulness of LSBE.
- All head teachers should come under training and monitoring.

Besides above mentions recommendations from her experiences and observations, she opined that `Teachers are not yet receiving the training with all their heart and soul. In fact, the feeling that this training is needed in our daily lives has not yet come to the teachers. Teachers in each school need to give students an idea about the 10 life skills of LSBE. If necessary, he went to the school and shed light on the matter. If it is not possible to do so in a comprehensive way, then it is necessary to provide ideas in schools about life skills by dividing them into regions. Involve teachers in this training through various projects.

4.11 Conclusion

This chapter deliberated the findings derived from the qualitative instruments used for the study. The study is conducted in qualitative research approach where the instruments included classroom observations, FDGs of teachers and students, guardians and interviews of head teachers, teacher educators and academic supervisors. The presentation of the findings derived from the qualitative instruments is presented in consistent manner. The findings are investigated for the potential suggestions of the results in terms of how these findings might be used to better the opportunity for the county to improve student success in the LSBE. The next chapter, *Chapter Five* presents the discussion of the study.

CHAPTER FIVE

Discussion

This chapter presents discussion of the findings, answers to the research questions, recommendations, and a conclusion. In this chapter the findings have been discussed grounded on the research questions. The results of the study suggest that the participants have a favourable perception of on the LSBE. It has begun by addressing the research questions through a discussion of the themes that is developed from the study. Thus, the chapter sheds lights on the overall reflection of the whole study presented in this thesis.

5.1 The Answers to the Research Questions

The chapter discovers the themes create through the thematic analysis of the data. The records collected from the different sources were analysed through a number of statistical tools, such as the thematic and content analysis methods. The purpose of this research was to discover the difficulties in the way to proper implementation of Life skill based Education in the classroom and discover the prospective means of executing it to obtain maximum benefit of this approaches for quality education. The whole analysis and discussion of the study has been followed by key research questions. Firstly, the study described ‘the understandings of students, classroom teachers, head teachers, trainee teachers and teacher educators regarding Life skill based Education, secondly, ‘the present scenarios of urban-rural, government-non-government, and co-education schools in respect of Life skill based Education thirdly, ‘How far the present secondary curriculum 12 and secondary books of NCTB-20 and others documents are friendly to Life skill based Education’ fourthly, ‘the challenges to implement Life skill based Education and fifthly the probable measures to overcome the challenges in implementing Life skill based Education. Besides, the limitations emerged in this study is also existing in the discussion. The results of this study were also conversed in relation to the literature. There is an additional section dedicated to recommendations for future research in the field of Life skill based Education. Finally, the prospective and realistic implications have been presented of this research study. The responses to the research questions of the study discussed in the following sections:

5.2 Understandings of Academic Stakeholders on LSBE

The first Research Question (RQ₁) described the understanding (i.e., knowledge, awareness, attitude, and perception) of students, classroom teachers, head teachers, trainee teachers of secondary schools, teacher educators of different Teachers' training colleges and academic administrators regarding Life skill based Education. Participating schools were comprised of rural, urban, government, non-government, boys, and girls and co-educations schools of different zillas and upazillas of Dhaka and Chattogram division. The research findings indicated that mind sets and understanding of Life Skills based Education from different stakeholders are different from their views, but they all are positive to the benefits and necessity of LSBE at secondary level. While teachers explain life skill based education as though which learners can deal with different situations every day, meet their own needs, and adapt themselves to different environments (4.1.1), in that situation, learners think that the teaching of self-reliance is called life skills (4.1.3). Another group of learners explain that life skills are something that by which they have to overcome many obstacles in their way of life (4.1.3).

The knowledge, awareness, attitude, and perception of stake holders were very much close to the understandings of head teachers. A head teacher expresses that Life Skills Based Education (LSBE) is a learning experience or approach through which students acquire life skills-based learning that enables students to be self-aware and confident, to make effective decisions. The understanding of LSBE of teachers, head teachers, and learners are very similar to the understandings of teacher educators who are directly involve to teaching and training of different stakeholders. Academic supervisors and guardians also express same views about the understanding of life skill based education. Above mentioned mind sets of LSBE is very similar to the concept of collaboration agency like the World Health Organization (2003) as life skills refers specifically to psycho-social skills; Skills that can be acquired through learning and practice, such as self-awareness, problem solving, critical thinking, and interpersonal skills. Life skills consist of a number of specific abilities that are categorized under three essential learning skills. These three interrelated categories are cognitive skills, coping and self-management skills and social or interpersonal skills. Moreover, all respondents were positive regarding the benefits and needs of

LSBE; and they did consider that life skills based education is definitely beneficial for the student as it enables the student to behave protectively and avoid risky behavior. It balances the learner's knowledge, skills, and attitudes and changes his behavior. Few students in the FGD, confidently remarked that life skill definitely beneficial for them because if they (girls) came out of their houses many boys eve-teased them on their way, would try to convince their minds. They should stand against that corruption and also different kinds of obstacles as they are conscious of this bad practice from life skill based education (4.2.3). Through this they overcome gender-based, rights-based, and age-appropriate problems and adversities. Another group of learners (boys) identified that the characteristics of adolescent as `at the age of 11-19 is called puberty. In these period behavioral changes come, menstruation begins, beard, mustache grows, and the girls' voices become slim and sweet. Psychological changes in Adolescence are loneliness, not sharing anything with anyone, irritable mood, angry attitude, attracted to boys. They have come to know about these topics from home science, physical education science and religion books (4.2.3). Moreover, like classroom teacher, trainee teachers, head teachers and teacher educators, learners of class X know clearly the causes of HIV and Aids and in FGD they opined that HIV is a type of virus and AIDS is caused by the HIV virus. If someone has an illicit relationship with someone, take blood. Ways to prevent AIDS in Bangladesh are if some is aware and stop illegal intercourse (4.2.3). Besides, research study showed that according to different stakeholders particularly some head teachers are very positive to the benefits of life skill based education and they believed that life skills-based education develops teacher-student, student-student relationships, and increases student attraction to school, increases attendance and reduces dropout rates (4.2.4). The same kind of views was expressed from academic supervisors who are directly involved with secondary schools and closely monitors the teaching-learning activities.

One of the academic supervisors commented that life skills-based learning involves students developing a variety of skills, such as self-awareness, maintaining a healthy relationship with everyone, confidence, creative thinking, emotion control, and stress management. By achieving these, the student can deal with various problems in his or her personal and social life and help to be empathetic towards others. This education will be very useful to continue as participant of the society. Life skills based education of students is essential to stay as one in the society

(4.2.6.2). Moreover, life skills education is also useful in developing adolescence and maintaining their rights as children. Research studies also show that life skills education has been identified as an effective psychosocial interference approach for supporting optimistic social and adolescent health. These are the qualities that play an important role in the strategy of strengthening and coping with all aspects such as developing confidence and mental intelligence (Prajapati, Sharma and Sharma, 2016). Moreover, a few teachers and head teachers were found unconscious and reluctant about the understanding and benefits of LSBE in the FGD and interviews. In the present study all the participants comprising teachers, learners, head teachers, trainee teachers, guardians, academic supervisors and teacher educators are strongly positively agreed about life skills based education and its' importance and necessary for secondary learners.

5.3 Inclusion of LSBE in the Secondary Curriculum and Textbooks

The second research question (RQ2) focused on the extent to which different contents of LSBE have been incorporated in the present secondary curriculum, text books, different training modules, and documents. The present researchers critically analysed curriculum 2012, text books of 2020, and different training modules on LSBE. Besides, the researcher sought opinions and views of all respondents comprising students, classroom teachers, trainee teachers, head teachers, and teacher educators where they gave their opinions and views from their own perspectives. Findings showed that National Curriculum 2012 particularly mentions some features where special importance has been given to LSBE.

Present curriculum particularly included problems and contents like, drug addiction, child trafficking, Aids and HIV reproductive health, autism, etc. Objective 11 and 13 of curriculum 2012 specifically emphasis on achieving the objectives of LSBE by helping learners acquire scientific attitude and skills so that they can improve qualities of life by applying them in investigations and solutions of real life problems and acquiring necessary knowledge, life-skills and views about hygienic life-style emphasizing food and nutrition, physical fitness, diseases, productive health and personal safety (NCTB, 2012, p.11-12). It is found that there are 74 lessons in secondary curriculum of 2012 where Bangladesh and Global Studies has eight,

Physical Education, Health Science and Sports has forty, Home science has twenty four and Islam and Moral Education has two lessons. It is worthy to mention that only Physical Education, Health Science and Sports and Home science contain 86.48% of total contents of LSBE. Though, Physical Education, Health Science and Sports enclosed the maximum contents of LSBE, but curriculum suggested only one class per week, 16 classes for first terminal and only 64 classes for annual activities. Out of 74 lessons for classes 6 to 10, Personal Safety contained 22 lessons, Personal Health, HIV and AID contained 18 lessons, and Drugs contained 14, and Puberty and reproductive Health contained rest 21 lessons (NCTB, 2020). Out of 74 lessons 16 in grade VI, 19 in grade vii, 16 in class viii and rest 23 are in grade ix and x. Class Duration for those subjects are 40/30 minutes.

In the compulsory subjects like, Bangla, English, Mathematics, Religion and moral Education, Information and Communication Technology and Career Education there are no content of LSBE. Only Islam and Moral Education subjects have two lessons on drugs. There are no public exams in Physical Education, Health Science and Sports and Home science subjects from 2018. For that reason school authority, teachers, students and guardians are less interested in these subjects as there are no public exams, opined students, teachers, head teachers, academic supervisors and guardians in their FGDs and interviews (4.3). Though Curriculum highlighted 'the attainable knowledge, ability, morals and outlooks at the inauguration of each section and relating them to the cognitive, affective and psychomotor domains' (NCTB, 2012, page 10) But most of the learning outcomes are knowledge-focused. Out of 148 learning outcomes 107 (72.30%) is from Cognitive, 18 (12.16%) from Psychomotor and rest from 23 (15.54%) learning outcomes from Affective domains.

Giving special emphasis on LSBE, secondary teacher education curriculum 2016 have introduced two compulsory subjects 'secondary education' and 'inclusive education. Unit three of 'secondary education' has described detail about different components LSBE like the life development process of a secondary level student, Growth, development and reproduction, adolescence, physical development: physical changes, mental development: intelligence and personality - Ericsson and Gardner's theory, interest and attention, fatigue and exhaustion, The role of teachers and families in changing the mood of students, emotional development: emotions and

anxiety, emotion fluctuations, control strategies, family and social values, friends and relatives, friend selection process, HIV, AIDS, SRHR (Sex and Reproductive Health Rights), and drug addiction. Similarly another compulsory subject named 'Inclusive Education' has also incorporated some special components of LSBE in unit six under Life Skills Education and SRHR (NU, 2017, p.18). At the same time Master of education curriculum comprised social science education and human development, and child and adolescent psychology have some special LSBE components like immunization for AIDS and awareness, consciousness regarding effect of smoking and drug addictions, consciousness towards food value and nutrition and public health awareness, adolescence conflicts and problems in relation to Bangladesh self-defense and the use of defense mechanism and juvenile delinquency (NU, 2018). On the other hand, there are thirty national educational goals have been identified in the National Education Policy where objectives 28, 29 and 30 have given special emphasis on the importance of LSBE (National Education policy10, p. 3). Like Bangladesh, in India Central Board of Secondary Education (CBSE) in 2003, introduce life skill education as an integral part of the curriculum through continuous and comprehensive Education (CBSE) for class six to ten (Shinde, 2017).

5.4 Status of Teaching of LSBE in the Secondary Schools

In this study, all respondents particularly classroom teachers, students, and head teachers were asked as "How do they practice LSBE approach in their teaching-learning activities?" Besides, the following questions such as, how you teachers present the classes. Do the teachers conduct the classes using multimedia? 'Do your teachers asked you questions or allow you to ask questions' Do your teachers clarifying the concept of adolescence, drug addiction, sexual harassment, violence against women, causes of mental depression and its effect on the student life, reproductive health and its protection, and HIV / AIDS in your classes seriously' were asked to learners. In answer to that queries participating learners in their FGD told that 'In most cases teachers taught all of these concepts through lectures.

Sometimes show-up on the laptop as they had little scope to do different learner-centred participatory techniques like peer work, assignment, use of board, pair work, presentation, question-answer techniques, and poster demonstration. Home science, physical education science and religion books have many contents on this

issue. But most of time classes on these topics are not teach because of some reasons like less importance, after tiffin classes'. Teachers also in their FGD told that in most cases they applied lecture method of teaching for these topics. Occasionally power point presentations are also made. In response to the question 'Why they do not apply participatory approaches of teaching techniques like group work, pair work and question-answer techniques in their classrooms they identified some reasons like class load, different contents in different sections and different classes, do not encourage them to be serious in these contents. Besides, most of classes' time are fixed for after leisure time. Moreover they cannot make the classes' participatory regularly because of enormous students in a section. For example there are 80 students in some sections. Students from different schools also opined that most of classes of these contents belong to elective subjects like home sciences, Physical education which is in the second half of school routine particularly 5th, 6th of 7th period. As a result these classes do not get special importance.

During the interviews, the most of head teachers opined that their teachers are dedicated and inspired to teach life skills based education. Because the main goal of education is to take general preparation for survival and in order to take general preparation life skills based education is absolutely necessary. Teachers-students are mentally prepared to practice different techniques of SCL approach to teach different contents of LSBE properly. Though they used to give them all out support within capacity, but problems are related to excessive class of every teacher. They have to conduct every class of routine (6 out 6). So they cannot make every class effectively by delivering knowledge values, attitudes and skill and application simultaneously through student-centred approaches (4.4).

Findings from the interviews with teacher educators reveals that new curriculum 2012 and secondary books are great extent positive and welcoming to LSBE because the issues and problems faced by the adolescents in their daily lives have been deliberately included in the different books of secondary level. Other observations of teacher educators and academic supervisors are that most of trainee teachers found motivated when they take training on LSBE, but they are not motivated to apply the training in the classroom. Though, there are some steps like extension of class duration, incorporating different student-centred activities in

curriculum, and secondary books and introducing continuous assessment are helpful towards LSBE. Moreover findings from training module prepared by UNICEF suggested poster paper, activity sheet, VIPP Card, flow charts, pictures, flow charts as teaching aids and discussion, brain storming, individual work, peer work, pair work, group presentation, role play as teaching-learning methods and techniques for LSBE.

Findings from the interviews with the teacher educators disclose that the schools are not fully equipped to implement LSBE effectively. Out of five, three teacher educators strongly advocated that the most of the classrooms are not friendly to practice these approaches. For huge students in a class they cannot move freely. As a result, it is not possible to conduct pair or group work effectively. While training time teachers use to show their full enthusiasm and motivation towards aims and objectives of the training. But, practically they cannot apply their training fully. Further Findings from observations showed that pre-informed school visit and sudden visit give separate feedback from classroom observation. If the visits happened suddenly then found teachers in traditional mode of teaching and lecture-based. Conversely, if the visit happens with information, teachers partly apply different participatory techniques. Teacher educators opined that, great portions of the teachers are not motivated to teach different sensitive contents of LSBE through SCL approach except those who are self-motivated. On the other hand students are highly motivated toward LSBE and participatory approaches. Teacher educators' opinions and researchers' observations showed that HTs are more involved in administrative and financial works rather than academic. Only few HTs are committed to implement academic commitments particularly LSBE and other approach. The overall findings are similar to findings of NCTB. Research study conducted by NCTB on 'Evaluation of Secondary Curriculum and Need Assessment' (2010) identifies that as a teaching method 'lecture' is still a favourite method to the learners and teachers. It is showed that 31.2% students preferred lecture method as a learning process and teachers choose lecture 72% as teaching method. Like the students, teachers' also select lecture method as the first choice of teaching methodologies and group work is the second choice. Githaiga, Wanjiru and Thinguri (2014), in their study, 'An Exploration of Teachers' Attitude towards Life Skills Education: A Case Study of Secondary Schools in Thika West District, Kiambu County, Kenya' identified some challenges of teaching life skills which are similar our condition.

The challenges of implementation of LSBE are- inadequate teaching/learning materials, inadequate time, few in-serviced teachers, life skills lesson not allocated in the time table, student negative attitude towards the subject, absence of guidelines, repetitiveness of the content and no syllabus. One participant in FGD of female guardians strongly opined that students will be benefited from LSBE only if all contents are taught through skill-based approaches. However, the researcher, as a non-participating observer, found that only four classrooms were used by teachers as a student-centered strategy in the aforementioned schools. Most of the questions that were asked for students' thinking and learning were low level questions. Teachers used only digital content with colored pictures but did not use any appropriate posters and other learning materials that could encourage students to contribute more in learning.

5.5 School environment for LSBE implementation

The research question focuses on the environment if it is suitable and adolescent friendly for the secondary to implement LSBE. For that purpose, students, classroom teachers, trainee teachers, head teachers, teacher educators, guardians and academic supervisors' options and experiences were sought and they gave responses and opinions from their own perspectives. Glossary of Education Reform (2014) opined that learning situation refers to the different physical positions, contexts and cultures where students learn. Since learners can learn in a variety of learning environments, for example, the location outside the school and the outdoor environment. These terms are often used as a more accurate or desired alternative to the classroom, but have more limited and traditional meanings, such as a room desk with rows and a chalkboard.

Moreover, researcher took observation notes by monitoring different classrooms and toilets of participant schools. Findings from this study showed that there are mixed consequences from different respondents of participating schools. Out of five schools, learners, teachers and head teachers of two schools confidently claimed that their school environment is healthy and friendly to them. Pure water is available. There are tube wells for drinking water before. Electric filters were installed last year. The toilets systems are hygienic. Separate toilets for girls. There are certain

female teachers to help them. If there is a problem, pads etc. are provided from the school. Water supply is normal. Sometimes some organizations help the school with sanitary napkins. If necessary, give them advice in this regard. In case of sudden menstruation, school authority calls their guardian and arranges to send them home. Every Tuesday a doctor nominated by the Civil Surgeon's Office comes to give health advice to the students. One of the two schools has common rooms for girls for their relaxation and recreation. This finding is very close to BANBEIS report 2020 where it is showed that 97.66% secondary schools have pure dinking facilities and 95.46% schools have separate toilet for girls and boys.

On the other hand, the learners from rest of the three schools claimed that the condition of toilet system is not standard and hygienic though boys and girls have separate toilets. The girls do not have a common room. There is pure water system. One of the head teacher opined with sorrow that really he is not satisfied with his school's toilet, girls' common room, security, and privacy of the girls and boys well. They have not standard physical facilities for adolescents in their School. Trainee teachers from different schools of all over the country opined their schools environment as although toilet facilities are good and water is clean and satisfactory, but common room facilities are not adequate. School environment according to teacher educators is mixed but positive.

Most of teacher educators suggest that the environment of class rooms was quite good and comfortable. But, most of the schools do not have a good common room or common room environment for female students. The situation is not good at all. Many schools have four hundred students but there are toilet facilities which are not suitable for girls. One of the teacher educator opined that 'My reaction is mixed in this regard. The environment of the famous and expensive schools is very good. On the other hand, there are various schools whose environment is very bad. Most of the time It's depends on the assertiveness of head of the institution. The school setting can be nice if a head teacher's desire'. Academic Supervisors who usually visit and monitor the schools of their catchment area have very close observations regarding school environment. They opined that a good number of schools have friendly environment for adolescent. Boys' and Girls' toilets and other facilities are quite good. Separate napkins are kept for girls to deal with the problems of aging. Toilet facilities

are improved, and the drinking arrangements are quite good. Again ‘At one school I saw there were several rows of paved toilets for girls at the back of the main building, but they were not in very good condition. The doors were partly broken at the bottom; they were later repaired with steel sheets, but there was no regular cleaning, as there was no permanent cleaning staff. There are a few taps set near the school gate where you one can wash hands and face while sitting. In fact, there is no such thing as a washroom. No hand wash or soap’.

Responses and experiences of guardians are very significant for the present study. One of the FGD group of female guardians of Dhaka city opined that their children’s educational institution are very cooperative in this regard. The institutions have safe toilets, clean water system, and common room facilities. However, ‘as a parent, the worries remain. Since this age is emotional, we have to be always worried about where our children go, what they do, with whom’. One of the father commented that ‘the female teachers in her daughter's school explained the issues of adolescence beautifully. In many cases teachers share some issues with mothers’. School environment is especially good with toilet facilities. The toilet is cleaned daily. There are adequate arrangements. There is also a soap system. There is a ventilator system through which light and air are circulating. There are adequate lighting arrangements. The study found that the condition of drinking water is satisfactory. Water is purified through water purifying feature. The students of the school drink safe water. There is a common room for girls. There are arrangements for hand and face washing’. As early stated, researcher takes field notes on the behaviour and actions and physical conditions of toilets, common room and waters facilities. Most of schools’ environment found to the great extent suitable for adolescent, particularly for girls. Thus, the study explored the status of the school environment for LSBE implementation

5.6 The existing barriers to implement Life skills based Education

The study tried to identify the existing barriers to implement Life skills based Education which was one of the key research questions of the study. Participants of the study discovered many elements as the barriers for the implementation of LSBE in our secondary education. Though they expressed their opinions from their own

perspective but students, class room teachers, head teachers of participating schools, trainee teachers, and teacher educators have identified very common reasons in the way of proper implementation of LSBE. Academic Supervisors and Guardians were also asked for this question. Besides, researcher observed classes in every school and took observation notes regarding teaching LSBE contents. Most participants strongly felt that there are more students in each section; More teacher are loaded with classes; Teachers have non-stop classes; Lack of class preparation time; Lack of subject teachers; Conducting classes other than own subjects; The burden of daily stop-gap classes and lack of accountability of the concerned stakeholders are the major obstacles in the way of proper implementation of LSBE. Besides, negligence of physical education and in home science incorporating including in the daily class routine which comprise important topics and life skills; lack of technical support; Lack of motivation and accountability of some teachers and lack of necessary learning materials can be identified as some other obstacles in the way of proper implementation of LSBE. One of the class teacher opined:

Most of us have to take 6 to 7 classes out of 8 every day. It is difficult to make every class student-centred without preparation. Moreover every class has more than 60 students. In a large class it is very challenging to engage every student in teaching-learning activities. Besides, most of subjects having LSBE contents are set after tiffin periods where duration of the classes is of 30/35 minutes. We are tired and students are less interested in that period.

It is identified that the lack of monitoring on teacher activities, assessment, evaluation, grade focused assessment system; and non-cooperation of school managing committee are some reasons of poor achievement. On the other hand, teacher educators discovered some difficulties that are responsible for proper implementations of LSBE.

Negative attitude of head teacher; large class size; lack of intellectual and psychological responsibility of class room teachers; unawareness of parents and lack of education impede LSBE implementation. Besides topics regarding puberty and reproductive health, HIV/AIDS, personal safety etc. are some of the lessons where teacher feel shy to teach freely; moreover, the academic supervisors have identified some others key reasons as barriers from their own practical experiences which are

also alike to each other. Research findings showed that academic supervisors opined that the schools are sincere in implementing life skills based education, but there are a few things to note. Since extra preparation has to be done in this regard, teachers are limited to the knowledge-based part. Don't want to go towards providing values and skills. Not all teachers seem to be equally sincere. As teachers have to take many classes of different subjects. Due to class loads many teachers loss motivation in achieving overall learning outcomes.

However, if the headmaster is sincere, it is possible to overcome them. An academic supervisor shares her observation in the following way:

I noticed in class observation that they don't take lesson plans. Having more classes of teachers in many cases are true and in many cases is an excuse. Many teachers do not show responsibility. Furthermore, most of the contents are in physical education subjects; the reality is that they are not being taught much because there is no public examination in this subject.

The findings of the study are very similar to Grover (2018) findings where he identified that lack of teacher training at various levels of life skills teaching and assessment, lack of acceptance by parents, inadequate teaching-learning materials and low level of teacher and school readiness can be identified as some of the challenges related to successful implementation of LSE in Indian schools. Furthermore, life skills education should be made testable so that students, parents and teachers take it as seriously as any other testable subject in the school curriculum. In pre-service and in-service training, teachers need to be equipped with relevant and appropriate skills that can facilitate quality teaching, learning and life skills assessment.

Despite above stated disadvantages and restrictions to execution of LSBE, it has been seemed to the current researcher that the absence of commitment and accountabilities of institution-heads, lack of effective patronization and mentoring by head teachers and SMC and examination focused assessment are the key obstacles in the path of proper implementation of LSBE in the secondary schools. Additionally, findings from class observation showed that most of class presentations done by the classroom teachers were mostly lecture based and learning outcomes were knowledge based where affective and psychomotor domain were carelessly ignored and avoided in their pedagogy.

5.7 Probable measures for overcoming the difficulties of LSBE implementation

It was a pertinent research question of the study to find out the probable measures to overcome the difficulties in implementing the LSBE. Participants of the study proposed many suggestions and measures to overcome the obstructions of implementation of life skill based education. Findings showed that though participants suggested their opinions from their own perceptions but they have common thoughts and opinions. Findings from FGDs of students' and teachers' of participating schools and interviews of head teachers' recommended that to overcome the barriers in implementing LSBE in every secondary school total of students per class would be decreased; they proposed that it would be maximum 50, so that participatory approaches and techniques can apply easily; Total classes per teacher would be decrease and it may be maximum 3 out of 6 per day because if there are more classes without break and rest teachers' loss devotion, inspiration and strengths; for that purpose necessary subject-based teachers should be fulfilled; it should be ensured that teachers conduct lessons with academic degree, pedagogical experiences and training, white boards and markers, multimedia facilities and necessary teaching aids should be provided teachers sufficiently so that the make the classes more inter-active and effective; class arrangement ought to be friendly to group work, pair work, practical work; schools should supply poster paper, markers and necessary teaching aids on demand of teachers, students. Besides, life skills training needs to be made more effective. All teachers should be brought under training. Life skills should be included in the compulsory subjects. Another significant suggestion from participants is that traditional set up routine should be rearrange and subjects, like Home Science and Physical Education should be included in the first half of their daily routine for engaging energy and attention.

To ensure understanding of LSBE contents and issues, classes and sessions including drug addiction, reproductive health, juvenile delinquency, and adolescence should be introduced with specialist doctors and psychologists for different subjects. Teachers also need more training in sensitive subjects. Schools that do not have common rooms need to have common rooms other support for girls. Separate classes should be taken for boys and girls students of 8th and 9th -10th classes.

A teacher educator gave emphasis on the positive role of print and electronic media. He suggested that print and electronic media could create awareness among the student-teachers, guardians, and SMC members about positive sides of LSBE through different programmes, talk shows, and advertisements. He also suggested that formative assessment should be implemented in proper way and head teachers, assistant teachers, and SMCs must come forward collectively to implement LSBE and they should do effective monitoring. Sinha (2017) also address the necessity of formative assessment and observing and said the school needs to evaluate the effectiveness of teaching life skills to students. 3-6 months after implementation, the effectiveness of a life skills program can be measured in terms of particular learning objectives of life skills lessons, such as changes in self-esteem, opinion of self-efficacy, and interactive commitment.

Findings from the FGD with B.Ed. trainee teachers of Dhaka Teachers' Training College proposed some measures for the cause of implementing the LSBE in secondary schools. They highlighted that head teachers should be trained on LSBE so that they might be fully motivated; class size should be small which may not more than 40 in a class; class duration should be 50 to 60 minutes and it should be ensured; must be addressed the barriers and challenges properly of particular schools, help of NGOs may be sought; Alongside, appropriate monitoring and mentoring of class room teachers and head teachers should be make sure. Moreover, they thought that print and electronic media can play very positive role to motivate students, teachers, and guardians to life skill based education. They also suggested for introducing performance based assessment for the teachers which may motivate teachers to implement LSBE in their schools through applying knowledge, skill, and attitudes simultaneously. These recommendations are very close to UNICEF where UNICEF (2019) recommended that knowledge, skills and attitudes (KSA) methodologies can bring about planned change when individuals apply these skills. Establishing a baseline understanding of knowledge; what one knows, skills; what one can do; and attitudes; what one believes and values is not only a time for practitioners to strengthen life skills, but also to apply such skills to help children and adolescents.

Additionally, giving reinforcements to classroom teachers for increasing willingness, interest, and eagerness to apply hand on activities with learners may be an effective means to better implementation of LSBE. The present researcher as a

master trainer of LSBE feels needs of issuing a government order (GO) from ministry of education (MoE) to secondary schools in general all over the country to implement LSBE as part of National Integrity Strategy (NIS). Same findings and suggestions have been found in Behrani (2016) study on Implementation Aspects of Life Skills Education Program in Central Board of Secondary Education Schools in India where she suggested that appropriate rules and regulations should be included for proper teacher preparation, development of parental interest, implementation of programs to strengthen them. These findings showed matching with opinions of Saravanakumar (2020) where he expects that life skills education supports to form a society equipped with a creative inspiration, problem solving approach, important questioning method, rational being, decision making potential, high level of socialization, convenient verbal communication and interpersonal and empathy skills in the Society.

The meaning and sustainable success or failure of Life Skills-based Education (LSBE) greatly depends on the teaching and pedagogical quality of teachers. Therefore, there is a crucial need to offer pedagogy, technology and content-based training to life skills-based teachers and instructors for successfully overcome the obstacles for the cause of LSBE implementation.

5.8 Conclusion

In general, the results of this study indicate that LSBE can have a strong and positive impact on the secondary learners. The present study explored that if LSBE would have been implemented properly, the quality of education would be ensured and sustained; learning would be joyful; the learners would be self-confident and creative; dropout rate would decrease; learners would be classroom oriented. Effectual student-teacher relationship makes learners self-confident and positive in outlook. The quality of critical thinking of learners strengthens when the academic environment is health and comfortable. Culture of reciprocal cooperation will develop among learners and democratic norm will take an institutional shape. Furthermore, if the preparation of teaching is delivered to the teachers, the quality and creativity of teachers and as well as the learners would improve; leadership quality and decision making capacity of students would be geared up; relationship between teachers–students, student-student would be cooperative as well as supportive. The next chapter, Chapter Six offers the conclusion of the study.

CHAPTER SIX

CONCLUSION AND IMPLICATION

This is the concluding chapter of the thesis. This chapter presents a summary of the study, makes implications, draws conclusion and suggestions for further research. This study was designed to investigate the challenges of implementing LSBE at the secondary level in Bangladesh.

6.1 Summary of the Findings

The purpose of the study was to explore the challenges of implementing Life Skills based Education (LSBE) in the secondary schools in Bangladesh. Literature review from Bangladesh contexts' and from outcomes of the study described that students, classroom teachers, head teachers and teacher educators, Academic supervisors and guardians are agreed to the ideas of LSBE, and its fruitful application for meaningful and sustainable quality education. Participants have found some common barriers like shortage of proper training on LSBE, shortage of proper monitoring, overloaded learners in a class , class overload of teacher, nonstop classes of teachers, lack of subject-based teachers, lecture based teaching, ignoring affective and psychomotor domain, setting up LSBE content-focused classes after leisure routine, lack of healthy common room for girls and negative attitudes of some head teachers in the way to operational implementation of LSBE. On the other hand, to overcome the hurdles of implementing LSBE, participants suggested some ways which are very alike among them. These are as ensuring training for teacher and head teacher on LSBE, reducing number of students per session and should keep in between 40 to 50; every teacher should not conducting classes more that 3 out of 6 per day; subject-based teachers should be fulfilled; teachers should allowed to lead the sessions on LSBE with academic degree and pedagogical experiences; white boards and markers, multimedia and ICT facilities and necessary teaching aids and materials ought be confirmed, class arrangement should be friendly to group work, pair work, practical work, ensuring effective monitoring, and establishing healthy common room for girls. Research discoveries also showed that if LSBE could be confirmed meaningfully there have many constructive effects which may helpful to preserving quality and sustainable education. They strongly thought that LSBE will confirm good

and constructive relation between teachers-students, students-students, and it will develop harmony and attendance. Besides, learners will be self-confident, self-dependent. Dropout rate and tendency to run away from school will decrease.

The major outcomes discovered that however the secondary schools are currently teaching LSBE, however, it is ineffectively implemented due to various challenges such as time constraint, teachers' lack of proper knowledge and values of life skills, insufficient teaching-learning materials, lack of mentoring and counseling, and absence of good, constructive school-parent and SMCs collaboration and partnership.

6.2 Implication of the Study

This study intends to investigate the experimentations of implementing LSBE at the secondary level in Bangladesh; and it has identified number of challenges that need to be addressed for the implementation of LSBE at the secondary level through teaching-learning activities for achieving quality education successfully. The key aim of this qualitative phenomenological exploration was to discover the Challenges of implementing Life Skills based Education (LSBE) in secondary schools in Bangladesh. Based on the observations, field notes, data analysis of interviews and FGDs the researcher has put forwarded several recommendations which may applicable for different stakeholders of secondary educations of Bangladesh such as head teachers, class room teachers, teacher educators and policy makers with a view to implementing LSBE successfully in our secondary schools.

In schools, the influence of class teachers on students' LSBE development is strongest. Therefore, teachers, students and parents can provide special attention to the classroom teachers through the combined efforts of their professional skills in achieving the success of the students in the schools.

6.2.1 Implication for Head Teachers

In addition to head teachers, the teacher, the syllabus designers, policy makers all can create unique assistances to the implementation and sustainability of effective LSBE. The kind of people who work together can make this kind of

professional development plan that will advance the learning objectives set for the students. In addition, they can cooperate with parents and other community members to interpret, implement, and assessment school development plans.

School improvement is the result of cooperation among school, parent and the SMC under the direction of head of schools. There is cumulative indication that inside specific school, school-heads can enhanced learners knowledge skills and attitudes by influencing the situations and environment in which teaching and learning happen. A great frame of research from a wide country and school context on school performance and progress has regularly emphasized the key role of school leadership in making schools more operational.(Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007 and Ndlovu,2017). Similarly UNESCO (2009) opined that Head teachers can form different teams or coordinate among themselves and work in the classroom on the school area and ensure a conducive learning environment and establish peace and harmony between students and teachers. Moreover, head teachers can also influence their personal activities to enable general teachers to select, motivate and evaluate themselves, train themselves and develop exclusively and as a team. It can therefore be said that head teachers can play a very positive role in establishing a culture of LSBE practice in the classroom, outside the classroom and in the whole school environment.

In this study, during interviews with head teachers, trainee teachers, academic supervisors, and teacher educators, and FGDs with classroom teachers, guardians and students, it has been found that those schools are motivated to LSBE practice and implementation where head teachers and assistant head teachers are motivated and committed as implementers of curriculum. In that case the professional and academic experiences act as a key factor. It is also supported by Tecla (2015) study where it is recognized that there is a deep and positive relationship between the experience of the head teachers and the implementation of the curriculum. So the government should train head teachers in supervision and at the same time provide the necessary facilities of material and human resources in all public schools. So initiative like 2/3 days motivational training for head teachers and assistant head teachers should be taken from local authorizes and alongside in-house training should be ensured so that they come forward to materialize the proper implementation of LSBE.

Furthermore, head teachers may come forward to encourage debate, role play, recitation, and power point presentation as co-curricular activities among teachers and students to popularize different concepts and aims of LSBE. Supervision and timely guidelines by head of the institutions ought to be needed as they can perform a key role for assisting LSBE.

6.2.2 Implication for Classroom Teachers

Like head teachers, classroom teachers should be provided necessary training under government Teachers' Training Colleges as there are good numbers efficient teacher educators trained in home and abroad. Teachers are conscious about the teaching-learning methods and strategies. They also play key role as assessor for the assessment of learning outcomes internally and externally. Furthermore, all CPD trainings curriculum should give special emphasis on some components of LSBE through student-centred learning approach. Patankar and Jadhav (2013) revealed that teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. So teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker and administrator. Teachers play the respective role for the each step of curriculum implementation process. UNESCO (2009) found that undoubtedly teachers have an important role to play in building school achievement, but that role cannot be specified. The effectiveness of teachers towards students in the classroom does not improve on its own. The aim of the teachers has always been to help the students in their care to perform well in their professional field or subject. So with a view to obtaining those aims teacher education can play the vital role in developing quality teachers? In addition, classroom teachers should contribute to provide knowledge-based guidance and necessary resources for classroom management that would help them to implement LSBE in the schools.

6.2.3 Implication for Policy Maker

The study suggests that there should be an observable modification in government policy in the near future to give a new look and dignity to the teaching and learning of LSBE to secondary level students in Bangladesh. To address this issue, the government may set up a research branch to investigate issues related to the

introduction of learning and innovation in the field of secondary education. As early stated, the latest secondary curriculum prepared by NCTB in 2012 has given special emphasis on life skills based education and learner-centred approaches. For that purpose new curriculum has taken on philosophy of constructivist theory. This theory trusts that learning ensure through constant transformation and improvement in the understanding transferred about by different kinds of real information. Each student develops new knowledge and thoughts in their individual way giving to their own capability and background.

Beside this, motivation to implement of LSBE in the classroom should be ensured of a great portion of class room teachers who have already got training on LSBE through monitoring and mentoring. The policy makers should ensure that each institution has an adequate supply of instructional and teaching-learning materials.

This study may be provided with the assignment of studying the difficulties of LSBE implementation as such from secondary classes. In connection with this, series of seminars, workshops and remedial measures may also be initiated and implementation with the help of specialists in the field of LSBE. Besides, a large number of teachers, head teachers, are still out of training including SMC members. A national initiative is demanding for their meaningful and immediate training. Therefore, it is the right time for policy makers to explore ways to implement LSBE and ensure effective, meaningful and sustainable measures accordingly by ensuring classroom-friendly, student-centered learning-teaching strategies in all types of secondary institutions in Bangladesh. For that purpose a government order (GO) from Ministry of Education (MoE) to all secondary schools, local administrators is much needed so that they take special importance to implement LSBE contents. Furthermore, Academic supervision and monitoring should be established by school authority, local administrators, teacher educators and pee teachers regularly to expedite the objectives of LSBE implementation. Moreover, for motivating teachers and devoted them in different activities it should be ensured that teachers are taking classes according to their subjects and training backgrounds.

Policy makers need to come forward to reduce the stress on teachers. Local administrators as well SMC can deliver the necessary instructional materials from

their capacity. Certain amount of time can be allocated for LSBE and more interested people can act as leaders and collaborate with the teacher concerned.

6.3 Recommendation for Further Study

In order to gain a more comprehensive picture of LSBE learning outcomes in content classrooms, the research reported in this study must be replicated across a larger number of teacher participants, student participants and schools set in different contexts. More specifically, it will also be beneficial to replicate this study in those schools which require more LSBE coursework than where this study is conducted. It is believed that the teachers with training must have a clearer idea about the methodology, instructional strategy than those who do not have. The central focus of the research was to make out the investigation to implement LSBE and to search for the potential ways to overcome these hurdle to put into practice that approach. Likewise, it was also researcher's objective to discover teachers, students, and teacher educators' perception and how far they are involved in practicing the aims and objectives of LSBE. Established on the research outcomes and conclusions of this study, some recommendations for future research have been prepared concerning LSBE in secondary education of Bangladesh. It is imperative to point out that as LSBE is a recent initiative in Bangladesh secondary education, researches on this field are limited. Thus, future researchers may consider the following areas for the future study.

1. The present study was exploratory and qualitative in nature; therefore, future studies should be conducted which may be quantitative or mixed taking a large sample of teachers and students from different areas of the country and could provide more explanatory findings about the current practice and situation of LSBE at secondary schools in Bangladesh.
2. As LSBE is based on the philosophy of experience learning so future studies should be conducted to determine how far our secondary curriculum is experience based.
3. A quantitative study should be conducted to determine the awareness of SMCs and Guardians' on LSBE.

4. Findings from the present study reveal that classroom teachers are not interested to conduct classes which are not directly related to their educational background and training.
5. A mixed method study may be conducted to find out relationship between teachers' educational background and classes offered by schools.
6. Perceptions of field level educational administrators on LSBE need to be explored. This study could reveal how mainstream local education administrators perceive LSBE and how they supervise the classroom in the schools of their catchment areas.

Further research in this area might create many opportunities for related research. First, this study could be expanded to include a larger group of children. Furthermore, other studies resulting from this study could revolve around incorporating any portion of life skills programme into various subjects such as children with learning disorders or emotional and behavioral disorders. Furthermore, it is better to plan some special programmes like training and workshops on life skills education for normal students and students with special needs with a view to increasing responsive and optimistic relationships and upkeep social and inter-personal knowledge, attitude and skills.

Therefore, an empirical study can be conducted in mixed-method approach to see the relevance, frequency, effectiveness of the LSBE instructions and how persistent they are to keep the students motivated in the classes. The study has yielded important insights into the opportunity to do group work or pair, peer work or whole class tasks.

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Appendices

APPENDIX-1

INFORMATION SHEET FOR PARTICIPATING SCHOOLS

1. Name of the schools :
2. Name of Head of institution:
3. Address :
4. Phone :
5. Mobile :
6. Types of Schools : (Give symbol)

- i. Girls ii. Boys iii. Co-education iv. Single shift
v. Double shift

7. Total number of teachers: Male Female

9. Total number of students: Boys Girls

10. Number of trained teachers:Untrained teachers.....

Signature of Head of institution and date

APPENDIX-2

PERSONAL INFORMATION SHEET FOR TEACHER EDUCATOR

(Kindly provide the following details indicated below)

Name-----

Educational Qualification -----

Name of the College/Institute -----

Professional Training-----

Experiences as Teacher Educator -----

Contact information:

Telephone -----

Cell Phone -----

E-mail Address: -----

Signature-----

APPENDIX-3
Interview Schedule for Teacher Educators

1. What do you mean by Life Skills based Education?
2. What are ten Life skills of WHO?
3. What are the benefits/importance of Life Skills based Education?
4. What kinds of techniques you apply for teaching Life Skills to trainee teachers?
5. Do you think that trainee teachers are motivated to take training on LSBE in real sense?
6. Do you think that trainee teachers are motivated to teach LSBE in their classroom? What is your evaluation? If positive, why? If no, why not?
7. Do you know that there are some special contents in some textbooks of secondary level? What are the books/contents/?
8. Do you think that text books are friendly to practice Life Skills based Education? How or why not?
9. What problems do you encounter in the training of Life Skills education from teachers/ HTs?
10. Have you realised any changes in the behaviour of the teachers after training?
11. How do you monitor/evaluate the life skills education programme? If yes what is your experiences?
12. What according to you are appropriate methods and techniques to teach and learn LSBE?
13. Are you satisfied with school's toilet, girls' common room, security and privacy of the girls and boys in respect of LSBE?
14. What kind of changes may come in our education if Life Skills based Education can implement effectively.
15. What are the challenges of implementing Life Skills based Education can implement effectively in our secondary schools?
16. What are your suggestions for better implementation of Life Skills based Education in our secondary schools

APPENDIX-4

PERSONAL INFORMATION SHEET FOR HEADTEACHERS/PRINCIPALS

(Kindly provide the following details indicated below)

Name of the Schools/College -----

Name-----

Educational Qualification -----

Professional Training-----

Experience as Head of the Institute -----

Experience as Classroom teacher-----

Contact information:

Telephone -----

Cell Phone -----

E-mail Address: -----

Signature-----

APPENDIX-5

Interview Schedule for Head Teachers/AHTs/Principals

1. What do you mean by Life Skills based Education?
2. What are ten Life skills of WHO?
3. Do you know that there are some special contents in some textbooks of secondary level? What are the books/contents/?
4. Do you think that Life Skills based Education is helpful for learners? What are the benefits/importance of Life Skills based Education? Mention please?
5. Do you think that teachers are motivated to teach LSBE in their classroom? If yes, why? If no, why not?
6. What kind of changes may come in our education if Life Skills based Education can implement effectively.
7. What problems do you encounter in the training of Life Skills Education from teachers/ HTs
8. Have you realised any changes in the behaviour of you or your colleagues after training?
9. How do you monitor/evaluate the life skills education programme?
10. Are you satisfied with your school's toilet, girls' common room, security and privacy of the girls and boys?
11. What are the challenges of implementing Life Skills based Education can implement effectively in our secondary schools?
12. What are your suggestions for better implementation of Life Skills based Education in our secondary schools

Thank you very much

APPENDIX-6

PERSONAL INFORMATION SHEET FOR ACADEMIC SUPERVISOR

(Kindly provide the following details indicated below)

Name of the Work Area -----

Name-----

Educational Qualification -----

Professional Training-----

Experience as academic Supervisor -----

Contact information:

Telephone -----

Cell Phone -----

E-mail Address: -----

Signature-----

APPENDIX-7

Interview Schedule for Academic Supervisor

1. What do you mean by Life Skills based Education?
2. Do you know that there are some special contents in some textbooks of secondary level? What are the books/contents/?
3. Do you think that life skills based education is helpful for learners? What are the benefits/importance of Life Skills based Education?
4. Are your teachers already trained? How much? Give your opinion.
5. Do you think that teachers are motivated to teach LSBE in their classroom? If yes, why? If no, why not?
6. What kind of changes may come in our education if Life Skills based Education can implement effectively.
7. Do you think teachers in schools teach in a participatory manner? Tell your experiences.
8. Do your teachers share their opinion after getting any training?
9. How do you monitor/evaluate the life skills education programme?
10. Are you satisfied with your school's toilet, girls' common room, security and privacy of the girls and boys? What kinds of measures you have to face adolescence problems particularly for the girls?
11. What are the challenges of implementing Life Skills based Education in our secondary schools?
12. What are your suggestions for better implementation of Life Skills based Education in our secondary schools

APPENDIX-8

INTERVIEW PROTOCOL FOR GUARDIANS

- What is the adolescent? : When does it comes?
- Give your opinion on the inclusion of physical, mental changes during adolescence, child marriage, sexual harassment, oppression on women, drug addiction, HIV and AIDS etc. in the textbook.
- Inclusion of Life skills education is beneficial / harmful for students / why?
- How convenient is your child's school environment especially toilet system, clean water system, girls common room?
- Life Skills or Adolescence: Do the children express to you / ask for help in case of any problem? How do you help?
- Will it be good / bad if these subjects are included in the compulsory subjects (Bangla / English / Bangla / Bangladesh and global studies/ Religion)? Why?
- Do you think the content is consistent with indigenous or local culture, values and religious beliefs? How or not?
- What do you think are the main obstacles / challenges in implementing life skills education?
- Give your thoughtful opinions on the proper implementation of life skills education.

APPENDIX-9

PERSONAL INFORMATION SHEETS FOR FGD GROUPS (STUDENTS)

Name of Schools -----

Address-----

Type of the Schools—i. Government/Non-government (Give symbol)

ii. Urban/Rural (Give symbol)

iii. Boys/Girls/Co-education (Give symbol)

SL	Name of Students	Class	Group	Class roll
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX-10

Focus Group Discussion Schedule for Students

Date			
Name of School			
Group Category			
Number of learners in FGD			
Note Taker			
Moderator			

1. What is life skills education?
2. Life skills education is good / bad for you / why?
3. What are the contents of life skills education?
4. What is twilight/Adolescent? When does the twilight come? What are the features?
5. What are the physical and mental changes during puberty?
6. Whose contribution or fault behind being a boy or a girl is mother / father?
7. What kind of violence against women in Bangladesh?
8. Do you know what steps to take to prevent violence against women?
9. Can you tell me what HIV and AIDS are?
10. How can HIV and AIDS be prevented?
11. What is the minimum age for marriage of boys and girls?
12. What kind of problems can happen if girls get married in childhood?
13. What is drug addiction? What are the disadvantages?
14. How do you know all these things? Reading books? From the teachers in the class? From friends?
15. How do your teachers present the issues? Lectures / PowerPoint presentations / hands-on activities.
16. Which textbooks cover all these topics?
17. Do you think it is good for you to be included in all these things? If yes / no, why?
18. Are you able to deal with any problems in your life? How?
19. How convenient is your school environment especially toilet system, clean water system, girls common room?
20. How sincere do you think your teachers are in dealing with life skills or adolescent problems?
21. Will it be good / bad if these subjects are included in the compulsory subjects (Bangla / English / Bangla / Bangladesh and World / Religion)? Why?
22. Have you told your parents about LSBE content or what was their reaction?

APPENDIX-11

PERSONAL INFORMATION SHEETS FOR FGD GROUPS (TEACHERS)

Name of School -----

Address-----

Type of the Schools—i. Government/Non-government (Give symbol)

ii. Urban/Rural (Give symbol)

iii. Boys/Girls/Co-education (Give symbol)

SL	Name of Teachers	Experiences	Subject taught	CPD Training Yes/No
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX-12

Focus Group Discussion Schedule for Class room Teacher

Date			
Name of School			
Group Category			
Number of teacher in FGD			
Note Taker			
Moderator			

1. What do you mean by life skills based education?
2. What are ten life skills of WHO?
3. Do you like life skills based education? Why or why not?
4. What kinds of techniques you apply for teaching Life Skills?
5. What are the benefits/importance of life skills based education?
6. Do you think that text books are friendly to practice Life Skills based Education? How or why not?
7. What kind changes may come in our education if life skills based education can implement effectively.
8. Do you think that the teaching of life skills education in secondary curriculum is adequate and relevant to reduce the emerging issues in school community?
9. What problems do you encounter in the teaching of life skills based education from students/teachers/SMC/ HTs/Parents?
10. Do you think content given in the syllabus is adequate? Yes [] No []
If no, what needs to be added?
11. Which topic to you find challenging? -----
12. Have you realised any changes in the behaviour of the children?
13. How do you monitor/evaluate the life skills education programme?
14. How did you get your knowledge for teaching life skills?
15. In what way are you involved in developing the life skills lessons?
16. In what way are the students involved in developing the life skills lessons?

APPENDIX-13

CLASS OBSERVATION AND FIELD NOTES FORMAT

Class no-
 Name of School:.....
 Name of Teacher:..... Date:.....
 Class & Section:..... Subject:.....
 Class duration: Position of the class:.....

Focus of observation
 Practice of knowledge, Skill and Attitudes of LSBE in
 Classroom activities

PERFORMANCE INDICATORS	Yes	No	Comments
Teacher motivates learners to focus on the lesson/discussion and engages them in the teaching-learning process.			
Teacher set Learning outcomes comprised knowledge, skill and attitudes			
Teacher applies digital contents in the session			
Teacher provides tasks (pair work, peer work, group work,) that are related to the topic and suited to students' varied learning styles.			
Encourages learners to express themselves and to be active and confident			
Teacher gives clear instructions to learners, and monitors learners' activities while performing tasks.			
Teacher gives sufficient time to accomplish tasks			
Teacher allows enough time to students to present students' activities after performing tasks.			
Teacher asks questions to foster learners thinking and learning.			
Teacher gives effective feedback to learners regarding their Performance in tasks.			
Teacher synthesizes, or summarizes, the lesson at the end of the class.			
Teacher utilizes relevant instructional materials to encourage students to be more participative & involved in learning.			
Teacher tries to identify weak and inactive learners and motivate and engage them			
Teacher assess learners knowledge, skill and attitudes			
Teacher properly handles the learners' behavior and is able to maintain discipline inside the classroom.			
Teacher starts and ends the class on time.			
ADDITIONAL COMMENTS & OBSERVATIONS			

APPENDIX-14

Letter for Consent of Academic Supervisor

Mr./Ms

Dear Sir/Madam

Salam and Adab

I am a Ph.D. student of Institute of Education and Research (IER) of Dhaka University. In partial fulfillment of the requirements for the degree, I am conducting a research on '**Challenges of Implementing Life Skills-based Education at Secondary Level in Bangladesh**'. The purpose of the study is to identify the difficulties in the way to proper implementation of Life Skills-based Education at Secondary Level in Bangladesh and how to overcome it. As an academic supervisor and stakeholder of secondary education your participation will be a great contribution to my study.

I would like to request an interview with you, which may be audio-recorded for the purpose of transcribing and categorizing data. The interview may be from 20 to 30 minutes long. I promise you for confidentiality and the gathered data will strictly be used only for the purpose of the study.

Thank you very much and hoping for your constructive response.

Sincerely

Researcher

Sheikh Shahbaz Riad

Reg. No: 26

Session: 2016 – 2017

(Part time)

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Supervisor

Dr Md Abdul Maleque

Professor

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