IMPROVING QUALITY PRIMARY EDUCATION: THE IMPACT OF COMMUNITY PARTICIPATION

Mphil Thesis

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Session: 2011-2012

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University of Dhaka
May 2015

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Submitted to the Institute of Education and Research University of Dhaka in Partial Fulfillment of the Requirements for the Degree of Master of Philosophy in Education

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Dedication

I would
like to dedicate the thesis to my
parents as well as to the
golden child of the world

Declaration

I, Tahmina Mallik, hereby declare that the thesis entitled "Improving Quality Primary Education: The Impact of Community Participation" submitted to the Institute of Education and Research, University of Dhaka, in partial fulfillment of the degree of Masters of Philosophy in Education, is an original research work done by me under the supervision and guidance of Professor Dr. Md. Abul Ehsan. Neither the whole nor any part of it was submitted to any other degree or diploma. My indebtedness to other researchers and their contribution has been duly acknowledged at the relevant places of the thesis.

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CERTIFICATE

This is to certify that the thesis entitled "Improving Quality Primary Education: The Impact of Community Participation" submitted to the Institute of Education and Research, University of Dhaka, Bangladesh in partial fulfillment of the requirements for the degree of Masters of Philosophy in Education is a record of original research work done by Tahmina Mallik under my supervision and guidance. To the best of my knowledge, this thesis has not been previously submitted to any other university or institution for the award of any degree /diploma or any other similar title.

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Acronyms

AT	**Assistant Teacher**
AUEO	**Assistant Upazila Education Officer**
ASPR	**Annual Sector Performance Report**
BED	**Bachelor of Education**
BANBS	**Bangladesh Bureau of Educational Information and Statistics**
BRAC	**Bangladesh Rural Advancement Committee**
C-in-Ed	**Certificate in Education**
DPE	**Directorate of Primary Education**
EFA	**Education for All**
FEP	**Food for Education Program**
FGD	**Focus Group Discussion**
ESTEEM	**Effective Schools Through Enhanced Education management**
GPS	**Government Primary School**
GCPS	**Good Community Participation School**
GEP	**General Education Project**
GER	**Gross Enrolment Ratio**
GIS-EMIS	**Geographical Information System-Educational Management and Information System**
GoB	**Government of Bangladesh**
HT	**Head Teacher**
IDEAL	**Intensive District Approach to Education for All**
IPO	**Input Process-Output**
IER	**Institution of Education and Research**

KPI	**Key Performance Indicators**
LGR	**Local Government Representative**
LCPS	**Less Community Participation School**
MGD	**Millennium Development Goal**
MoPME	**Ministry of Primary and Mass Education**
MED	**Masters of Education**
MWTL	**Multiple Ways of Teaching and Learning**
NGO	**Non Government Organization**
NCTB	**National Curriculum and Textbook Board**
NER	**Net Enrolment Rate**
PEDP I	**First Primary Education Development Program**
PEDP II	**Second Primary Education Development Program**
PEDP III	**Third Primary Education Development Program**
PTA	**Parent Teacher Association**
PMED	**Primary Mass Education Division**
PSC	**Primary School Certificate**
PTI	**Primary Training Institute**
PSQL	**Primary School Quality Level**
ROSC	**Reaching Out of School Children**
SMC	**School Management Committee**
SLIP	**School Learning Improvement Plan**
SWAP	**Section Wide Approach**
UN	**United Nation**
UNECEF	**United Nations Children Fund**
UNESCO	**United Nations Educational Scientific and Cultural Organization**

UNDP	**United Nation Development Program**
UEO	**Upazila Education Officer**
URC	**Upazila Recourse Centre**
WCEFA	**World Conference Education for All**

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ABSTRACT

Qualitative change in our primary education system is the most important priority of the day. The previous two decades have seen the increase of the enrollment and drop out rate and decrease of illiteracy rate in primary education. However, there are still over one million primary school age children who do not attend formal primary schools. One of the causes of not improving quality in primary education is lack of community participation. In this study, the researcher has tried to investigate the role of community participation for enhancing quality primary education with a focus on present status and impact of Community participation. In order to compare the impact of community participation, 9 Good Community Participation Schools (GCPS) and 9 Less Community Participation Schools (LCPS) were conveniently selected from 3 Upazilas of Tangail District as the sample of the study. A total of 216 Participants including UEOs, AUEOs, Teachers, SMC, PTA, LGR members and Parents were also selected. Data were collected by questionnaires, FGDs, and Interviews. Both quantitative and qualitative approaches were applied for analyzing the data. For major findings of the study, it was found that there was a good co-operation between school and community in Good Community Participation schools. The SMC, PTA, LGR, and SLIP members and guardian\Parents had co-operated with the teachers for the work of child survey, student admission, text book distribution, student attendant and removing drop out. The SMC, PTA members and Parents donated fans, clocks and various furniture like, chair, benches and almira and managed para teachers for the schools. In order to increase learner's enrollment and attendance the teachers arranged posturing, miking, rally. They also visited the absentee learner's houses. To remove drop out and increase primary cycle completion rate the teachers supplied free paper and pencils for the poor learners by the help of SMC members and parents. The SMC members observed the learners activities and took care of their reading. In order to 100% pass in PSC the teachers, SMC, PTA and parents arranged a special class and model test for class five learners. The parents\guardians discussed with teachers about their children's education quality. They knew in which class their children read in and their class position. They also arranged a reading corner in their houses for their children. Regarding the interaction between school and community the quality primary education level was god in Good Community Participation schools. But, the situation was not satisfactory in Less Community Participation schools. Most of the SMC, PTA members and Parents / Guardians were irregular in meetings / gatherings. Though some of them were attendant in meetings/ gatherings but, they did not take part in discussions and not gave their opinion.

INTRODUCTION

Background

Education is the gateway of knowledge and backbone of a nation. The Nobel laureate Amartya Sen in his speech to a teachers gathering in Delhi on 2 January 1999 said, "Elementary education is central component of any kind economic development….Economic powers such as Japan had high levels of education before they advanced towards industrial development" (Manzoor, 2008, p.7). Primary education is the first stage of formal education system in Bangladesh.

Primary education as it is understood today in Bangladesh was first recommended in a dispatch known as 'Wood's Education Dispatch' in 1854 (BANBEIS, 1982, P. 2). Bangladesh had its own indigenous system of education that had been in existence from time immemorial. Before the inception of any formal or non-formal educational system, it is assumed that basic education was provided informally by opinion leaders. In ancient times and in the middle ages the indigenous education system in Bengal was predominantly theological and philosophical by mature. The area now comprising Bangladesh developed a rich cultural heritage with a widespread system of elementary education that dates back from the Pala Dynasty and spreads up to the Muslim rule between 6th and mid-18th century. Early educational activities in this sub-continent started centering Buddhist monasteries, and 'most probably other establishments erected on the crests, slopes and foots of the hills' (Alam & Miah, 1999, p.1). Led by Buddhist Monks the system of basic education was largely based on the teachings of Buddha on humanism and tolerance and religious principles of 'Nirbana' as the ultimate destiny of human soul

(Barua, 2004, p.13). With the inception of the orthodox Sena rulers, however, the Buddhist education system disappeared and caste education system took over during the 12th century. Since the days of the Sena rulers there were indigenous elementary education schools called pathsalas scattered all over the countryside. Mostly led by pandits (knowledgeable persons) the vernacular elementary education was catered for in. pathsalas. William Adam found teachers of the pathsalas to be simple minded 'poor and ignorant' (Basu, 1941, p.138).

Before the introduction of British rule, another parallel elementary religious education was prevalent in Bengal. It was built around mosques, temples etc. and manifested through Maktabs, Tols etc. Guided by, Ulemas, Mosques, Maktabs and Madrasahs were the main Islamic educational institution during the Turkish and throughout the Mughal rule (Sanaullah, 1995, p.191).

In 1947, Bangladesh emerged as the eastern wing of Pakistan that showed in its education policy a tilt towards Islamic identity. Following independence the Government of Pakistan took some initiatives to formulate educational policies in line with the religious philosophy of the state. Evidences suggest that the educational policies formulated during the long 25 years of united Pakistan neither met the secular aspiration, nor equipped school kids to grow up with the modern outlook (Rabbi, 2008, p.17).

In line with the central government, the government of the then East Bengal introduced compulsory primary education in the province in 1947; but the scheme was suspended in 1953 and finally abolished in 1957 (Khatun, 1992, p.ii). The government simultaneously formed four Education Commissions that were named after Maulana Akram Khan, S M Sharif, Justice Hamidur Rahman and Air Matshal Noor Khan, and these were established

in 1949, 1958, 1964 and 1969 respectively. Maulana Akram Khan Commission recommended that within the next 15 years, primary education should be an eight years course, and liberal promotion on the basis of age should be introduced. But various recommendations along with these recommendations were not implemented later on. But Sharif Commission (1959, p.177-178) set realistic aims for a five year course, emphasized on the proper learning of the national language at the primary education. Hamoodur Rahman Commission (1966, p.24) appreciated the importance of religious and moral education.

In 1971, Bangladesh had become an independent country. The dawn of independence saw the recognition of primary education as a national responsibility of the government, and as the fundamental rights of the people. The first Constitution of Bangladesh specified that the State should adopt effective measures for the purpose of establishing a uniform and universal mass education by extending free and compulsory education to all children to such stage as may be determined by law (Article 17, 1998, p.8-9). In order to *achieve* the aim the government of Bangladesh, an Ordinance was passed for nationalizing a large number of primary schools in 26 October, 1973. Later the Jatiaya Sangsad introduced the Primary School (Taking Over) bill, 1974 that imposed upon the government the responsibility of bringing the primary school system under a centralized administration from the previous district based management. Instead of providing good results, the policy had some set backs in the overall management of the primary education system (Rabbi, 2008, p. 22).

 In order to recommend objectives, strategies and action plans for creating a modern education system suited to the needs of an independent nation and compatible with the

systems of the neighboring countries the government in 1972 had formed Kudrat-e-Khuda Education Commission. The report of the commission was published in 1974 and it outlined the objectives of primary education was to develop and nurture the child's moral, mental and social personality; to bring up the child as a patriotic, responsible, inquiring and law-abiding citizen, and develop in him/her love for justice, dignity, labor, proper conduct and uprightness; to learn to read and write in the mother tongue, and to be able to count and calculate; to be able to acquire the fundamental knowledge and skills needed for a future citizen; to prepare for next stage of higher education (Bangladesh Education Commission Report, 1974, p.23).

The Two Year-Plan (1978-80), was a notable initiative for ensuring universal primary education. Government decided universal primary education as a goal of education and there was no drop out in the official records (Sattar, 1982, p.117). The universal primary education along with eradication of illiteracy was included as the two basic goals of the government. It was emphasized that every child who enrolls in class-I passes through all classes and completed class-V.

The primary education compulsory act had passed in 1990 which declared that no child be deprived of education for lack of teacher, learning materials and adequate space; no child be subjected to disparities of access to primary education arising from gender, income, family, cultural or ethnic differences and geographic remoteness (EFA, 2000:2). The government further reiterated that there would be quality and relevance of primary education by intensifying efforts to improve learning content and materials and to carry out necessary reforms in the primary education system.

There was a large number of donor funded educational development projects pipelined at the turn of the 1980s when the World Conference "Education for All" (WCEFA) emerged as a watershed event that changed the face of educational development in Bangladesh. In March 1990, Bangladesh became an enthusiastic signatory to the WCEFA framework at Jomtien, Thailand; where the world community has strongly backed the goal of "education for all" at global gatherings (Monzoor, 2008:16). The WCEFA conference was concerned about both the qualitative and the quantitative aspects. At Jomtien's Conference, it has become clear that, merely placing a child in school does not guarantee effective learning (Wahiduzzaman, 2001:191). In 1989, *The Convention on the Rights of the Child*, endorsed by 191 governments, specifies primary education as a basic individual right (Johnson, 2003:2).

In Five-Year Plan 1997-2002, Bangladesh government took up a massive program for rapid expansion of primary education. The objectives of this period were to increase gross enrollment rate to around 110% with particular emphasis on girl enrollment, and increase primary education completion rate to at least 75% (Fifth Five Year Plan, 1998:415).

In 1997, the government took a comprehensive Primary Education Development Program (PEDP) that required a total investment of US$1600 million over a period of five years from 1997 to 2002 (Primary Education in Bangladesh, 2003:16). PEDP was the comprehensive program on that time.

In 2003, Bangladesh prepared a national action plan for 'Education for All' with a specific set of goals to be achieved by 2015 and took the *Dakar Framework of Action, 2000* as the basis of that work. The plan embraces all the goals of EFA for making

education accessible to all and provided for all. The country had prepared PEDPI (1997-2003) focused on ten specific objectives embracing enrolment, completion, quality inputs and monitoring issues. PDEP II (2004-2011) aims were to ensure the quality of primary education for all eligible children in the country through the quality of teaching learning and raising student achievement, increasing access to primary school for the disadvantaged and strengthening planning and management in primary education. Now the Third Primary Development Program (PEDP3) is going on (2011-2016). PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under PEDP II with an increased focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary completion rates. PEDP3's goal is to provide "quality education for all our children". Purpose or objectives are to establish "an efficient , inclusive and equitable primary education system delivering effective and relevant child- friendly learning to all Bangladesh's children from pre-primary through Grade V primary . PEDPIII has six result areas: Learning out comes, participation, educing disparities, decentralization, effective use of budget allocation, and program planning and management. These results areas are grouped in to four components:

      1 .Learning and Teaching

      2. Participation and Disparities

      3. Decentralization and effectiveness

      4. Program planning and management (DPE, 2010, Main document, PDEP III).

The National Education Policy (2010) also has emphasized on quality primary education, the aims and objectives are to ensure the marginal competencies of learners at each level

so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity and to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (Education Policy, 2010). In order to achieve this objectives, NCTB (2011) has revised and redefined Aim, Objectives and Terminal Competencies of Primary Education in Bangladesh and the revised aim of Bangladesh primary education is to assist a child in his/her physical, mental, emotional, social, moral, human, aesthetic and spiritual development to instill in him/her patriotism, science-mindedness and creativity, and inspire them to have a vision for a prosperous life. Thirteen general objectives have set up in order to attain the aims which, has followed by 29 attainable terminal competencies. Under PDPEII, the Directorate of Primary Education (DPE) has developed two sets of indicators to understand progress in terms of quality. These are Primary School Quality Level (PSQL) and Key Performance Indicators (KPI), PSQL is a set of 20 indicators related to minimal physical facilities that schools would have this minimum standard during the timeframe of PEDPEII (2004-09). On the other hand, the KPI is a set of 24 indicators to assess basically the performance of the system. Access, participation .internal efficiency and some process indicators are include in KPI (CAMPE, 2009).

Having the history scrutinized, it can be said that primary education that we find today has not been shaped in a day or two. Now, it is the education primary education system in the world including1, 04, 820 primary schools (60,632 GPS), 4.58,982 teachers and 1, 93, 82, 687 students. The number of enrollment of students increased from12 million in 1990 to over18.2 million in 2012 and net enrollment was boosted from 60% in 1990 to97.4% in 2012 (DPE, ASPR 2013,). During the past decade, Bangladesh has made

great progress in the situation of primary education. In terms of quantity, primary education is good but, the level of education quality is not satisfactory. The previous two decades in primary level education has increased the drop out rate and decreased illiteracy rate in Bangladesh (BANBEIS, 2012) but, quality of education has not improved in respected to increasing enrollment rate. Moreover, there are still over one million primary school age children who do not attend formal primary schools. These include children who have never enrolled in school and children who drop out of schools. The drop out rate is 26.2% in at present. This indicated that, almost 27% of children drop out before completing Grade 5.The latest information from the BBS Population Census 2011 estimates that 23% of children aged 6-10 are not participating in school(or pre-school), which means that the primary NER is, at best 77% (DPE, ASPR, 2013). Bangladesh achieved significance progress in enrollment but the challenges still to be dealt with are; achieving competency based learning, increased completion rate and active participation of community and parents (Dhaka Ahsania Mission report, 2008).Overall the aims, target and goal is not achieved yet. Lack of Community Participation is the main obstacle of behind this which can play a vital role in improving quality primary education.

 The idea of community comes from the very beginning of not only our education but also from the very beginning of the education in world. Community participation in education viewed as an effective means of promoting education both in qualitative and quantitative terms. It is not a new concept in Bangladesh. In the very beginning stage of our education history schools were managed by the community. The parents, whether monthly, yearly or occasionally remunerated the teachers consisted of rice, fish, salt, oil,

vegetables, cooking utensil, cooked and uncooked foods tobacco, cloths, etc (Shikkhar Itihas, Dhaka Ahsania Mission, 1996, p. 77. b). Bangladesh has a long tradition of patronizing primary and secondary education through community support in the form of outright gift of land, cash donation and providing other sources of income for the schools, voluntary labor, donating materials for construction and the like. Even now a new

school could be established only on land made available free of cost by the community. Although a state responsibility, the Government feels that community has a big role to play in motivating parents and guardians to send their wards to the primary schools and keep them there till completion of class-V. Upkeep the school structure and premises and safeguarding; school properties, making the school the centre of social and cultural activities and by taking interest in the welfare of the students in many other ways also comes under the preview of community participation (BANBEIS, 1982, p.59). But the present scenario is not satisfactory. After the nationalization of Bangladesh primary education in 1973, the participation of community has level down. Although it only represents a small proportion of overall spending on education nearly 90% of households make some kind of payment directly to schools. Some 80-93% of the total private expenditure incurred is on private tuition, stationary, fuel, tiffin (mid-day snacks), health care and school dress. Private tuition makes up the largest portion of private expenditure with an estimated 43% of GPS students and 37-30 percent in other type of institution taking part (UNESEF, 2012, pg1). Moreover, it is not same in all places. In some schools there is a good bondage between schools community and in some it is so weak. As a result the school environment is not fully inclusive. The GER, NER and completion rate are not same. There is no particular regional disparity in access and equity in the

primary education in Bangladesh, but in some districts the GER, NER and completion rate is extremely low (Rabbi, 2008, p. 67). Not only that we also have working students, disable, indigenous and slum's student. 65% hilly areas and river's side children are outside of the school. Poverty, gender discrimination, superstitution are the main obstacle in improving quality primary education which preventable with help of community people.

Heneveld and Craig (1996), recognized (in shaeffer, 1999) parent and community support as one of the key factors to determine school effective in sub-Saharan Africa. They identified 5 categories of parents and community support that were relevant to the region: (1) children come to school prepared to learn; (2) community provides financial and material support to the school;(3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance and (5) community members and parents assists with instruction. The participation of community can bring improvement in quality primary education. Ahmed (2008) found that where the concerned Government official failed to improve the quality of teaching-learning activities, the RDRS officials did it by developing the consciousness of the school communities and providing training, teaching-learning materials and other opportunities. School Management committee (SMC) is the great part of community level people participation for effective quality education activities. In Bangladesh SMC is compulsory in primary school that has a great role for ensuring quality primary education. In our country every GPS has SMC, but it's member's participation is not so effective for the improving of the quality primary education. School Management Committees (SMC) are working well in many places in local level planning for

improving the operational aspects of the school; but in most cases participation of members remains limited to attending meetings only (Rabbi, 2008, p. 37). Ahmad (2008) described his findings that the SMC members can't implement their decisions properly in the schools. In addition Maleque et al. (2012) pointed out that selection of SMC members are not in proper way, dominant people are become members, political influence, lack of remuneration, lack of participation of all the members except chairpersons and member secretary, most of the cases members cannot participate because of missing in meetings. Above all the community people are not properly engaged with the education activities. They are not aware about the quality primary education. About 45% people are not able to understand the benefit of quality primary education. The quality of teaching learning process is not so perfect. Poor quality education, high droop out rates, promotion of equity and accessing education, decentralization of education administration and special needs education are facing challenges. As a result of all these factors, children's achievement levels are far below the national targets. Only about half of the primary school graduates achieve the minimum national curriculum competencies. As a result the participation programs for the community along with the concerned Govt. official's helps to achieve the target of the Govt. by 2015 as the Govt. signed the 'Dakar Framework of Action' 2000 to ensure quality primary education for all.

So, if we want to get improvement in quality primary education, we must need to ensure the community participation in quality primary education. Therefore, the researcher felt like to investigate the impact of community participation in improving quality primary education.

1.1 Rationale of the Study

Education has been recognized as an investment not only for creating human capital, but also for inducing social change and promoting overall development (Manzoor, 2008.P.7). The Dilhi Declaration 1993 stated that, "Education is the pre-eminent means for promoting universal human values, the quality of human resources, and respect for cultural diversity". Access to basic education is now the right of all human beings and it is the key to most of the nation's progression objectives. "Everyone has the right to education", says Article 26 (1) of the 1948 Universal Declaration of Human Rights. The main goal of World Education Forum- 200: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. The third target of Millennium Declaration-2000 was to ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

In order to ensure quality primary education for each children of Bangladesh there is no alternative of community participation which can plaid a vital role for it. Dhaka Ahsania Mission, 2001 cited that, "Community participation is an immense arena, where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs problems, roles and responsibilities. The awareness and spontaneity make them self-confident. As a result they themselves take the initiative to solve their own problems". According to World Declaration on Education for All-1990, national, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human,

financial or organizational requirement for the task. New and revitalized partnerships at all level will be necessary. The one major side of The Delhi Declaration- 1993: education is, and must be a social responsibility, encompassing governments, families, communities and participation of all, in a grand alliance that transcends diverse opinions and political positions. From the independences period to present all of Bangladesh government has committed to achieve quality primary education for all children of Bangladesh.

From the Geneva Declaration of the Rights of the children of 1924, Convention on the rights of the 1989, World Declaration on Education for all 1990, The Delhi Declaration Forum 2000, Mafizzuddin Education Commission 1988, National Education Commission 1997, Education Commission 2003, National Education policy 2010, and five-years plans all of the national and international commissions, programs and policies advised about community participation on primary education. The Minister, Ministry of Education of Bangladesh said in the preface of National Education policy 2010, "Qualitative change in our education system is the most important priority of the day. We hope that people from all strata of society will be actively involved in this noble initiative of building the future society. The process of implementing the policy will start with this hope. Education is the most important factor of our present and future. There has to be qualitative increase in both government and non-government investment and cooperation for education". Not only that, Most of the educationist all over the world also seems to be argued that the community participation plays a vital role in promoting education in terms of quality and quantity; and it is assumed that community participation and empowerment has the potential to make major contribution in educating people and enriching their quality of life (Govinda and Diwan, 1998).

Although, there are a lot of involvements of community in different ways such as School Management Committee (SMC), Parents and Teachers Association (PTA), Mother Assemble and School Learning Improvement Level (SLEP) committee in Bangladesh. But, the communication between school and community are not satisfactory in all GPS.

Lack of community participation is a main obstacle in improving quality primary education. Ahmed (2008) discussed that lack of public accountability and good governance with other limitations at the implementation level particularly in the rural level the quality of primary education poor. So, initiating of improving community participation impact program for quality primary education is an essential action for quality primary education.

In spite of many achievements during the last few decades, major improvements are still needed in order for all children to receive the benefit if quality education (UNECEF, 2010).

So, this is the time demand to investigate the impact of community participation in improving quality primary education.

In this research, the researcher has tried her best to investigate the participation of community for improving quality primary education including their present status, communication, contribution and challenges with impact. As well as she also tried to discover the possible ways to address the situation. In order to achieve the purpose of the study the researcher collected data from SMC, PTA, and LGR members, UEOs, AUEOs, Head Teachers, Assistant Teachers and Parents. The result of the study will be blessing in improving quality primary education.

1.2 Statement of the problem

Quality education is a prerequisite for education for sustainable development. The major goals of primary education are achieving basic literary and numeracy amongst all pupils, as establishing foundations in science, mathematics, geography, history and other social sciences.

The economic and social health of a nation depends on the quality of its education system. According to the US Department of education, school can be called as successful in their mission if the students are taught values and social skills necessary to become good citizens, and learn adequate skills and competencies necessary to be economically productive (Mayer et al. 2000).

Quality in education is an assessment of the process of educating which enhances the need to realize and develop the talents of the clientele of the process and at the same time meets the accountability standards set by the clients who pay for the outputs from the process of educating (Bayre and et al., 2000).

Primary level of education means the elementary level of schooling. Primary education defines "Education for children below the age of 11" in Collin's on line English dictionary. According to the education system of Bangladesh, quality primary education is preferred to as elementary school, which is usually composed of grades one through five for children who are approximately 6+ or 10+ years old.

Community participation is a form where people in the society take role in planning and management of their society. It aims at attracting coordination and promoting wellness of the people in the society. People can participate through the following ways :-1) Directly by engaging in community project like in water supply and distribution,road construction

etc.2)Holding discussion and coming up with a project or a dicision to uplift their way of living.3) Gives information about their culture to the planners therefore planner comes up with projects that adapt to the way of living hence promoting their wellness (wikipedia).

Impact means the force or action of one object hitting another. The study title "Improving Quality Primary Education: The Impact of Community Participation". Here, the impact of community participation is an action that can improve quality primary education.

1.3 Operational Definition:

Quality

Quality is a high standard for example in the way something has been made or done (Collins co build-English Language Dictionary). Deming (1994) as cited in Maleque, et al. (2012) stated that quality is a product or service that helps somebody to enjoy a good and sustainable life. Fuller (1986) in addition explores four categories of quality definitions, namely technical production process, individual abilities and perceptions, school and classroom organizations, and institutional signal.

Education

The process of teaching or learning in a school or college, or the knowledge that you get from this: As a child he received most of this education at home (Cambridge Advanced Learner's Dictionary, 2008, P. 449).

Quality in Education

Quality education is a prerequisite for education for sustainable development (UNESCO). The economic and social health of a nation depends on the quality of its education system. According to the US Department of education, school can be called as successful in their in their mission if the students are taught values and social skills necessary to become good citizens, and learn adequate skills and competencies necessary to be economically productive (Mayer et al. 2000).The concept of quality is an encompassing one .Anything that happens in the education system has a relation with its quality. What happens and how these happen are thus very important. Again, quality has no bound and no upper limit. In the low and middle countries as well as in the high income countries the question of quality of education is often raised. Parents and educationists irrespectively raise their dissatisfaction about what goes on in the system if the quality falters. The main concern here is the deviation from the expectations and its immediate and long term effects. This is often done comparing the present with the past to the future .It may be mentioned that peoples expectation from education also raise over time. All these have an obvious connection with the vision of the education system.

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity have often been used synonymously (Adams, 1993).Quality in education is an assessment of the process of educating which enhances the need to realize and develop the talents of the clientele of the process and at the same time meets the accountability standards set by the clients who pay for the outputs from the process of educating (Bayre and et al., 2000 as cited in Maleque.et al. 2012)."Quality has become a dynamic that has constantly to adapt

to a world societies are undergoing profound social and economic transformation .encouragement for future –oriented thinking and anticipation is gaining importance .Old nation of quality are no longer enough. Despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their communities and also citizens of the world (Ministerial Round Table on Quality Education, (UNESCO: 2003 p-1).

  The question of quality also has been raised in every international initiative, from the Jomtien Conference to the Dakar Forum (WCEFA 1990,UNESCO- 2000) For instance ,the Dakar goals of EFA emphasized early childhood care and education ,free and compulsory primary education with good quality and improving all aspects quality of education .Putting quality at the heart of education ,the issues like healthy and motivate students ,competent teachers ,relevant curriculum ,good governance and equitable resource allocation were set as characteristics of quality education. Just over a decade ago, the Delors Commission of UNESCO saw education as process of lifelong learning based on learning to know acknowledges that learners build their own knowledge daily combining indigenous and external elements, learning to focuses on the practical application of what learned, learning to live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves.

Their families and their communities, learning to be emphasize the skills needed for individuals to develop their full potential.

The conceptualization of education provided an integrated and comprehensive view of learning and therefore, of what constitutes education quality (Delors et. al.1996).

A number of approaches are available to understand quality of education. It can be assessed qualitatively or quantitatively or both. The approach of UNICEF recognizes five dimensions of quality education viz., learners, environment, processes and outcomes founded on the rights of children to survival, protection, development and participation (UNICEF, 2000). Education traditions and associated nations of quality include the following approaches: humanistic, behaviorist, critical, indigenous and adult education (UNESCO, 2005).

Primary education

Primary education defines "Education for children below the age of 11" in Collin's on line English dictionary. According to Wikipedia, Primary education is the first stage of compulsory education. It is preceded by pre school or nursery education and is followed by secondary education. In North America, this stage of education is usually known as elementary education and generally followed by middle school.

In most of countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it is. The major goals of primary education are achieving basic literary and numeracy amongst all pupils, as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas and the methods used to teach them are an area of considerable political dealt. Tropically primary education is provided in schools where the child will stay in steadily advancing classes until they complete it and move on the high school\ secondary school. Children are usually placed in class with one teacher who will be primarily responsible for that year. This teacher may be assisted to varying digress by specialist teachers in certain subject areas, often music or physical education.

In Bangladesh Primary (or elementary) education is consists of 5 years of formal education ranging from class I-V. The age group of primary education is 6-11 years.

Community:

Community is a social group of any size whose members reside in area specific locality, share government and often have a common cultural and historical heritage. Community is the people living in one particular area or people who are considered as a unit because of their common interests, social groups of nationality (Cambridge advance dictionary, 2008, P.249).Community is developed in specific geographical locations and basing on the common relations surrounded by the people there. Generally, community is formed to attain certain goals or gains. Community refers to a group of people who live in a particular geographical location and work for common goals rather than for specific interests (Dhaka Ahsania Mission2010).In the study, community means the people who are living in the selecting school area. The idea of community comes from the very beginning of not only our education but also from the very beginning of all states education of the world. Community can be define by characteristics that members share such as culture language, tradition, law, geography, class and race. As Shaeffer (1992) argues (in uemura-1999), some communities are homogeneous while other are heterogeneous and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who are act relatively autonomously from other levels of government and some imposed from above and present central authorities. Zenter (1964), (in Shaffer, 1994) points out three aspects of communities, First , community is a group structure, whether formally or informally organized, in which members plays roles which are integrated around goals associated with the problems

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from collective occupation and utilization of habitudinal space, Second, members of the community have same degree of collective identification with the occupied space . Lastly, the community has a degree of local autonomy and responsibility.

Participation

The term participation can be interpreted in various ways depending on the context. Shaffer (1994), certifies different degrees of level of participation, and provides seven possible definition of the term, including:

1. Involvement through the mere use of service (such as through the mere use of service such as enrolling children in school or using a primary health care facility;

2. Improvement through contribution (or extraction) of money, materials and labors;

3. Improvement through 'attendance' (e. g .at present meeting at schools), implying passive acceptance of decisions made by others;

4. Participation in the delivery of a service, often as a partner with other actors;

5. Participation as implementers of delegated powers, and

6. Participation in 'real decision making at every stage, is including identification of problems, study of feasibility, planning, implementation, and evaluation (Uemura,1999:2).

Shaffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

1. Collecting and analyzing information,

2. Defining priorities and setting goals,

3. Assessing available resources,

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4. Deciding on and planning programs,

5. Designing strategies to implement these programs and dividing responsibilities among participants,

 6. Managing programs,

7. Monitoring progress of the programs, and

 8. Evaluating results and impacts.

 Community participation:

Community participation is an immense arena, where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. The awareness and spontaneity make them self-confident. As a result they themselves take the initiative to solve their own problems (Dhaka Ahsania Mission, 2001). It is also added that community participation is a manner word, while in other cases the participation is so high that the community controls almost all levels from project planning to implementation

1.4 Purpose of the study:

The purpose of the study is to investigate the role of community participation for enhancing quality primary education.

1.5 Research Questions:

1. What is the existing status of community participation in quality primary education?

2. What is the impact of community participation in quality primary education?

3. What are the challenges in quality primary education?

4. What are the possible ways to address the challenges?

1.6 Limitation of the study

In Bangladesh there are10 types of primary schools However, to conduct this study only Government Primary Schools (GPS) were considered for data collection.

All of the GPS of Bangladesh were the population of the study. But only 18 GPS from 3 Upazila of Tangail district were conveniently selected.

Necessary data were collected only from the assistant teachers, head teachers, AUEOs, UEOs, SMC, PTA, LGR members and parents as a sample. All class of community people were not selected as sample because of insufficient of time. A total 36 ATs, 18 Hts, 6UEOs, 3 UEOs, 36 SMC members, 36 PTA members, 9 LGRs and 72 parents were selected conveniently.

LITERATURE REVIEW

Introduction

A literature review discusses published information in a particular subject area and sometimes information in particular subject area within a creation time period. A literature review can be justified simple summary of the sources but, it usually has an organizational pattern, combines summary and synthesis. The literature may evaluate the sources and advise the reader on the most pertinent or relevant.

Halim, 2004 said, "Review of related literature is a very important part of a research work, because research is a systematic way of investigation and related literature is a guide line to this way. Related literature enables the researcher to know the amount of work done in the consumed area as well as investigate unknown and unexplored issues .It is necessary that the researcher should be aware of the knowledge generated and the ongoing process of knowledge generation for better clarity of the problem and an insight into its methodological issues .For any research ,review forms the basis for the problem under investigation and helps him/her to arrive at the proper perspective of the study ."

This chapter shows the related literature of this study in detail. The literature reviews are done of the following themes:

(1) Primary Education of Bangladesh;

(2) Curriculum of Bangladesh;

(3) Recommendation of National Education Policy 2010 on primary education;

(4) Quality Primary Education in Bangladesh;

(5) Community participation in education;

(6) Conceptual Framework of the study.

2.1 Primary education of Bangladesh

Bangladesh has one of the largest primary education systems in the world. It's free and compulsory by the low. The Constitution of Bangladesh states that Primary Education shall be the responsibility of the state. The provisions are:

(a) The state shall adopt effective measures for the purpose of

Establishing a uniform, mass-oriented and universal education and extending free and compulsory education to all children to such stage as may be determined by low;

(b) Relating education to needs of society and producing properly trained and motivated citizens to serve those needs; and

(c) Removing illiteracy within such time as may be determined by low.

Primary education in Bangladesh is being delivered through two forms: formal and non - formal. Formal education is under the directorate of Primary Education (DPE) and salary subventions for the teachers of registered non govt. Primary schools are being channelized through Implementation and Monitoring unit of compulsory primary education The Bureau of Non- formal Education is responsible for ensuring literacy to the deprived community through non formal fashion. Duration of Bangladesh primary education is five years: from class 1 to class v. There is also a provision of a year-long pre-primary education which is availed by only a minority of children (Nath and Sylva 2007). Primary education is compulsory by the low but not pre-primary (GOB, 1990). Children aged 6-10 years are the targeted population for compulsory primary education. The National Education Policy 2010 sets out for policy directives related to pre-primary education. The first priority is to establish an integrated school system encompassing pre-

school to higher secondary levels under a unified framework for public, NGO and private education providers. On experimental basis in 2013, one school from each upazila/thana has up grated class five up to class six and in 2014 included more 150 schools (DPE, Protiti, 2013).

2.1.1 Recent scenario of Bangladesh Primary Education

The Ministry of Primary and Mass Education is the main primary education provider in Bangladesh. MoPME oversees more than 66.2% schools, and around 82.0% of total children enrolled in primary level educational institutions. Overall gross intake rate in the formal primary school in 2012 was 105.80% (compared with 108.4% and 125.9% in 2005 and 2011 respectively), whereas the net intake in the same year was 97.4% (compared with 94.7 and 99.9% in 2005 and 2011 respectively). The gross enrolment rate (GER)-the number of children enrolled in grades 1-5 relative to the total population of children aged 6-10 (official primary school age)-was 184.4% in 2012(up from93.7% and 101.5% in 2005 and 2011 respectively). The net enrolment rate (NER) was calculated at 96.7% in 2012. Gender wise, boys NER was95.4% and girl's NER was98.1%.RTotal enrolment of children aged 6-10 has increased rapidly since 2010 and the trend continues in 2012. This trend is also reflected in the overall enrolment growth (irrespective of age).

. Dropout rates have been falling in all grades in recent years ,with the exception of grade 5.Overall dropout rate declined by a further 2.5 percentage points in 2012 and stood at 26.2% ; higher for (28.3% boys) than girls (24.2%). Similarly survival rate slightly drop from79between 2010 and 2012 , from 60.2% to 73.8% ,an increase of over 10 percentage points .this trend continued in 2012 as the figure rose to 73.8%(boys71.7% and girls 75.8%).The increase was equally shared between boys and girls .

Achievement of learning outcomes: according to December 2011 NSA ,up to 25 Grade 3 and 20 Grade 5 pupils from 726 schools were assessed , a total sample of more than 30,000 pupils . Achievement was rated as 'satisfactory' overall (that is the mean scores above 50%) in both grades and subjects: the general result in Bangle was 67% in Grade 3 and 25% in grade 5; in mathematics was 50% in Grade 3 and 33% in Grade 5. In terms of variation in achievement level of urban students was moderately better than that of rural students. In both Bangle and Mathematics, there was a significant difference n performance between GPS and RNGPS with GPS scoring higher in both levels. Another important instrument for monitoring student achievement is the grade 5 Primary Education Completion Examination (Terminal exam).Scince2009, the total number of children appeared in exam from all school types has increased from 85,561 in 2011 t0 103,930 in2012.About 97.5% of the eligible students (on the 'descriptive roll')sat in the examination and97.3% of the test takers passed in the exam. Overall, 92% of eligible students passed the examination. The pass rate of Ebtadayee madrasahs students was 92.5% (boys 93.4% and girls 91.7%). However, it is recognize that high pass rate does not reflect improvement in learning as the test items of exam was only 10 % competency based. The average student absenteeism in the year 2012 was 14% compared with 14.9% in 2011(or attendance rate of 86%). It is estimated that 49% of the schools (GPS 50% and RNGPS47%) met the student teacher ratio of 46;1 in 2012 , compared with 45% in 2011.This clearly indicates a positives trend in lowering student teacher ratio. About 97% (98%of GPS and 95% of RNGPS) reported to have a toilet in 2011, which was a modest improvement on 2010.However this figure was down to 85% in 2012.The proportion of GPS with separated toilets specifically for girls was 65%, a significant improvement over

2011(54%).In RNGPS, around 60% of the schools had separate toilets for girls In 2011 but this figure was down to 58% in 2012. Around 79% schools(GPS83% and RNGPS74%) reported availability of a safe drinking(potable) water source in 2012 , compared with 77% in 2011 .Almost all of the schools having tube wells , but some are not tested for arsenic contamination. In 2012 ,89% teachers of (GPS 91% and RNGPS 85%) schools have the professional qualifications ,compared with 82% in 2011.Similarly 86% of all teachers have received CDP training in 2012 which was up from 2011(76.5%).

 On training of school management committee (SMC) members, the situation remains unchanged compared with baseline figures from2012: about one-third of GPS and RNGPS combined have at least three numbers trained. PDP3 does not give priorities to this training (DPE, ASPR, 2013).

2.1.2 Overview of primary school institutions, teachers and students

 According to ASPR 2013 by DPE , there are many types of (about 24 types as mapped M&E Division) formal and non-formal primary education institutions in Bangladesh and this 2012 round ASPC captured main 13 types including 783 schools in 'others' categories. The management and coordination of these schools and madrasahs is highly fragmented with five different authorities. Mass Education directly controls six types of schools. These are government schools, non-government schools, community schools, experimental schools, primary attached to high school and ROSC schools.

Share of institutes: Of the 13 types , five types of formal(types 1-5 below) and one type of non- formal (type-12)primary schools are under the Ministry of Primary and Mass Education (MoPME) 66.6% share of total schools; type 6-8 of formal primary school and madarasahs are under the Ministry of Education (MOE)- 8%share of total school

;type 10 is under the ministry of commerce-12 % share of total schools , types9 and 11 are under NGObureau-12.6% share of total schools and type 13 is under the Ministry of school welfare-0.12% share of total schools.

Share of teachers: Of the 13 types, share of teachers in MoPME managed school is 70.7%,MoE managed schools is 8% MoC managed school is 17.5% ,NGO bureau managed schools is3.4% and MOSW managed schools is o.6% .

Share of students :Of the 13 types ,share of students in MOPME managed school is 82%,MoE managed schools is 7.7% MOC managed school is 7.7% ,NGO bureau managed schools is2.4% and MOSW managed schools is 0.07% . Primary education institutions, teachers and students are shown in table 2.1.

Table 2.1 Primary education institutions, teachers and students.

SL	School type	No Of school	Total teacher	Total students
	Formal schools and madrasahs			
1	GPS(MOPME/DPE)	37,672	214,658	10,756,766
2	RNGPS(MOPME/DPE)	22,101	86,536	4,103,980
3	Experimental school(MoPME/DPE)	56	232	11,377
4	Community school(MOPME/DPE)	1,605	5,276	258,996
5	NRNGPS(MOPME/DPE)	1,949	6,647	280,051
6	High school attach primary school(MoE)	1,351	8,891	416,212
7	Ebtedyee Madrasah(MoE)	2,058	7,654	383,193
8	High Madrasah attach Ebtedyee(MoE)	4,861	19,559	762,581
9	NGOschool(NGO Bureau)	2,782	4,735	178,334
10	Kindergarten (MoC)	12,486	78,836	1,454,737
	Non-formal school			
11	BRAC Center(NGO Bureau)	10,326	10,544	272,537
12	ROSC(MOPME/DPE)	5,862	4,802	174,009
13	Shishu Kollan(MOSW)	125	308	
14	other	783	1,121	
	Total	104,017	449,799	19,003,210

Source: DPE, ASPR, 2013.

2.2 Curriculum of Bangladesh primary education

Curriculum is crucial for any education provision. National Curriculum and Textbook Board (NCTB) is the key authority for preparation of Curriculum and Textbooks from primary to secondary level. The first national curriculum on primary education was prepared by NCTB in 1976 and implemented in 1981 which, again developed as competency-based curriculum during 1980s and implemented in schools from 1992. Then the major revision took place in 2003. Further the national curriculum of Bangladesh primary education revised and modified in 2012 and implemented in schools from 2013. There are nine Components in Bangladesh primary education curriculum including Aim, Objectives, Subject-wise Terminal Competencies, Terminal Competencies, Class-wise Attainable Competencies, Learning Outcomes, Teaching-Learning Activities, Contents and, Evaluation.

2.2.1 Aim of Bangladesh Primary Education

Primary education possesses utmost importance in our national life. Primary education is the basis of building up a skilled citizenry and the path to include the whole population within the education system. So, equal opportunities will be created to ensure access of all sections of children to primary education irrespective of ethnicity, socio-economic conditions, physical or mental challenges and geographical differences. This is the Constitutional responsibility of the state (National Education Policy, 2010). The only one aim of Bangladesh Primary Education is to assist a child in his/her physical, mental, emotional, social, moral, human, aesthetic and spiritual development to instill in him/her

patriotism, science-mindedness and creativity, and inspire them to have a vision for a prosperous life.

2.2.2 Objectives and Terminal Competencies

In order to achieve the goal of Primary Education the aim has broken down into 13 objectives   and 29 terminal competencies. The objectives and terminal competencies are shown in table 2.1.

Table 2.2 Objectives and Terminal Competencies of Primary Education in Bangladesh

Objectives of Primary Education	Terminal Competencies of Primary Education
1. To create moral and human values in (the mind of) the children and help them to be respectful to all the religious and their followers on the basis of faith in Allah / Creator and their own respective religions.	1.1 To repose / place trust and faith on Almighty Allah Ta'ala / Creator and be inspired to love all the created objects. 1.2 To acquire moral values and qualities of good conduct through practicing the ideals of own religious preachers and religious edicts / rules & regulation. 1.3 To show respect to all religious and their followers and be inspired to inculcate brotherhood.

Objectives of Primary Education	Terminal Competencies of Primary Education
2. To assist in the unfolding of a child's imagination, creativity, aesthetic sense and fine attributes through arousing positive attitude to knowledge of learning.	2.1 To be willing to develop imagination, curiosity and creativity. 2.2 To express creativity, sense of beauty, fine sensibility and aesthetic value through song, fine arts and crafts and acquire capability of enjoying pleasure and beauty.
3. To help (to) acquire the principles and methods of Science, use these in problem solving; to develop children to be science-minded and curious; produce human resources skilled in technology.	3.1 To gain knowledge of science through acquiring knowledge of natural laws. 3.2 To form habit of solving problems and earn science-mindedness through the use of science principle methods and logical thinking. 3.3 To know technology and information & communication technology and improve the quality of life through their application; to grow as skilled manpower by acquiring competence in these.
4. To assists in developing the child's intellectual capability and power for expressing himself / herself through language and	4.1 To acquire the basic skills of Bangle language and to use these skills efficiently in all walks of life. 4.2 To acquire and use the basic skills of English as a foreign language.

Objectives of Primary Education	Terminal Competencies of Primary Education
communication skills.	
5. To help children acquire mathematical concepts, logical thought and skill	5.1 To acquire mathematical concepts & skill and be able to apply these in practical life. 5.2 To be able to solve mathematical problems through logical thinking.
6. To assist children in achieving social qualities & quantities of a good citizen and universal attitude.	6.1 To be interested in & respectful to human rights, sense of internationalism, universal brotherhood and world culture. 6.2 To feel encouraged in independent and free thinking, and practice democratic principles and procedure.
7. To inspire children lead a nice and noble life / right path through understanding the difference between right and wrong.	7.1 To distinguish between right and wrong through acquiring moral and social qualities and use these in practical life. 7.2 To be careful in the use and conservation of personal, family, social and state properties.
8. To develop a mental deposition of giving priority to	8.1 To acquire the mentality / mental set of peaceful co-existence with affection for all irrespective of

Objectives of Primary Education	Terminal Competencies of Primary Education
others, tolerance, attitude of sacrifice and living together.	male-female, nation, religion, colour including children with special needs. 8.2 To earn an attitude of sense of sacrifice through according preference to others, to demonstrate tolerance and acquire human qualities. 8.3 To participate actively in social activities and become aware of one's own responsibilities and rights.
9. To help generate self-confidence in children through facing adversities.	9.1 To know adversities and disasters and be skilled in and self confident to face these.
10. To assist in realizing the dignity of labor through doing one's own work and help develop self-esteem.	10.1 To do one's own work and accord due dignity to labor.
11. To help know and love nature, environment and universe, and to arouse a sense of responsibility to conserve	11.1 To know about and love nature, environment and universe; to be inspired to improve and conserve environment. 11.2 To play a positive role in tackling / facing the

Objectives of Primary Education	Terminal Competencies of Primary Education
environment	problems of changes in climate and weather. 11.3 To know about the impact of population on the basic needs of people and environment; also know the importance of human resources.
12. To make children active to lead a safe and healthy life.	12.1 To attain physical and mental development through games and sports; to acquire leadership qualities. 12.2 To build the habit of safe and healthful living.
13. To help love Bangladesh through inspiration to know national history, tradition, culture and the spirit of the war of liberation.	13.1 To be inspired with patriotism and a sense of nationalism; to develop a sense of sacrifice; to actively participate in nation building. 13.2 To know national history, tradition and culture and to become respectful to these. 13.3 To know and love Bangladesh

2.2.3 Subject-wise Terminal Competencies

Subject- wise terminal competencies have been identified for each subject separately and number varies from subject to subject based on the nature of subjects. These are consistent with the terminal competencies and objectives.

2.2.4 Class-wise Attainable Competencies

A list of class-wise attainable competencies has also been identified for each class from I-V. These are consistent with the terminal competencies.

2.2.5 Learning Outcomes

The subject-wise terminal competencies are further broken down into specific competencies termed as learning outcomes. Learning Outcomes are written in terms of students' behavioral changes using action verbs which, demonstrate the performance of students at the end of a lesson.

2.2.6 Teaching-Learning Activities

Teaching-learning activities are selected according to learning outcomes. How teachers will teach the contents and students will learn should be mentioned in it.

2.2.7 Contents

Contents or subject maters are selected as per learning outcomes and included in different subjects. The selected subjects are Bangla, English, Mathematics, Primary science, Social studies, Religious and moral studies, Art and Crafts, Music and Physical education.

2.2.8 Evaluation.

The procedure to asses the performance or achievement of students are to be mentioned in including Class test, First term, Second term, Final exam etc. The tools of assessments are Oral test, Written test-essay type, short answer type, MCQ, Matching, Fill in the gap etc.

2.3 Recommendation of National Education Policy 2010 on primary education

According to the recommendation of National Education Policy 2010, Primary education will be universal, compulsory, free and of uniform quality for all. The aims and objectives of the primary education is to develop a curricula and textbooks imbued with the national spirit with a view to cultivate the humanistic values. To help the students inculcate moral and spiritual values like idea of justice, sense of duty, discipline and etiquettes, non-communalism, human rights, accommodative attitudes toward corporate living, curiosity, friendliness and perseverance, and to encourage them to acquire scientific, cultural and human values and to shun superstitions.

To ignite in them the spirit of our national liberation movement and encourage them with patriotism to dedicate themselves to nation-building to make them motivated and capable of pursuing higher education through ensuring the qualitatively adequate marginal skills at respective levels of studies; To achieve this, adequate number of quality teachers will be appointed. Besides, the development of physical infrastructure, favorable social ambience, competent pedagogy, warm teachers-students relationship and the respectable status of women have to be ensured. To take effective steps to ensure the acquisition of essential knowledge, subject-based knowledge, life skills, attitudes, values and the sense of social awareness to meet their basic learning needs that will enable them to move ahead to the next level of education.

Pre-vocational education will be in place from Classes VI to VIII to develop respect for manual labour and to give them some idea of vocational education. To initiate special monitoring for primary education especially in the backward areas. Equal opportunities have to be ensured for all kinds of disabled and underprivileged children. The duration of

primary education will be extended from Class V [now in practice] to Class VIII. There are two significant concerns to realize it: a) the need for infrastructural development and b) recruitment of adequate number of qualified teachers. Specific subjects such as Bangla, English, Moral Science, Bangladesh Studies, Mathematics, Social Environment, Natural Environment with emphasis on topics like climate change, Science and Information Technology are to be there in the syllabus as compulsory subjects for all students of diverse streams of primary education.

Subjects suitable for co-curricular programs can be introduced from the Class I. Teaching of respective religious studies and moral sciences will be introduced as a compulsory subject right from the primary level. In the last three Classes, i.e, from Classes VI to VIII, students will be exposed to pre-vocational and information technology lessons so that they can avail themselves of job opportunities if they discontinue their studies after the primary level. The existing rule for the age of admission at 6+ will be made compulsory. The ratio of teacher and students in primary education will be 1:30. This goal will be achieved in phases by 2018. Attention will be paid to see that the responsive behavior of the teachers at primary level does attract the learners to schools. Teaching methods will be joyful, attractive and learner-friendly. A safe, caring and favorable environment will be ensured for teaching and learning in the school. The National Curriculum and Textbook Board (NCTB), in the light of the set objectives of the primary education, will prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids (books with analyses, exercises and examples) with a view to meeting the marginal requirements of every subject and class. All textbooks must be flawless and written in easy and lucid language, directed towards creating an interest in the students.

The textbooks for the blind children will be prepared following the Braille method. 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. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported. In Classes I & II, there will be continuous assessments, while from Class III onwards, quarterly, half-yearly & yearly examination systems will be in place. On the completion of Class V, a terminal examination with identical set of questions will take place at Upazilla/ Pourashava/ Thana levels (of big cities). On the completion of Class VIII, a public examination will take place to be initially known as Junior School Certificate Examination. The Education Boards concerned with examination will conduct this public examination.

2.4 Quality Primary Education in Bangladesh

Quality education is a prerequisite for education for sustainable development (UNESCO, 2005).The economic and social health of a nation depends on the quality of its education system. According to the US Department of education, school can be called as successful in their in their mission if the students are taught values and social skills necessary to become good citizens, and learn adequate skills and competencies necessary to be economically productive (Mayer et al. 2000).The concept of quality is an encompassing one .Anything that happens in the education system has a relation with its quality. What happens and how these happen are thus very important. Again, quality has no bound and no upper limit. In the low and middle countries as well as in the high income countries the question of quality of education is often raised. Parents and educationists irrespectively raise their dissatisfaction about what goes on in the system if the quality

falters. The main concern here is the deviation from the expectations and its immediate and long term effects. This is often done comparing the present with the past to the future. It may be mentioned that peoples expectation from education also raise over time. All these have an obvious connection with the vision of the education system.

 Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity have often been used synonymously (Adams, 1993).Quality in education is an assessment of the process of educating which enhances the need to realize and develop the talents of the clientele of the process and at the same time meets the accountability standards set by the clients who pay for the outputs from the process of educating (Bayre and et al., 2000 as cited in Maleque.et al. 2012)."Quality has become a dynamic that has constantly to adapt to a world societies are undergoing profound social and economic transformation .encouragement for future –oriented thinking and anticipation is gaining importance. Old nation of quality are no longer enough. Despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their communities and also citizens of the world (Ministerial Round Table on Quality Education, (UNESCO: 2003 p-1).

  The question of quality also has been raised in every international initiative, from the Jomtien Conference to the Dakar Forum (WCEFA 1990, UNESCO- 2000). For instance, the Dakar goals of EFA emphasized early childhood care and education, free and compulsory primary education with good quality and improving all aspects quality of education .Putting quality at the heart of education, the issues like healthy and motivate students, competent teachers, relevant curriculum, good governance and equitable

resource allocation were set as characteristics of quality education. Just over a decade ago, the Delors Commission of UNESCO saw education as process of lifelong learning based on the four pillars. Which are earning to know acknowledges that learners build their own knowledge daily combining indigenous and external elements, learning to focuses on the practical application of what learned, learning to live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves and their families and their communities. Learning to be emphasizes the skills needed for individuals to develop their full potential.

The conceptualization of education provided an integrated and comprehensive view of learning and therefore, of what constitutes education quality (Delors et. al.1996).

A number of approaches are available to understand quality of education. It can be assessed qualitatively or quantitatively or both. The approach of UNICEF recognizes five dimensions of quality education viz., learners, environment, processes and outcomes founded on the rights of children to survival, protection, development and participation (UNICEF, 2000). Education traditions and associated nations of quality include the following approaches: humanistic, behaviorist, critical, indigenous and adult education (UNESCO, 2005).

In Bangladesh, the government's policy documents on education like the education related laws, educations commissions and committee's reports, national plan of action on education for all, national action plan for children and national primary curriculum did not put any clear definition of quality of education. Based on the basic principles of the state as mentioned in the constitution, the aim of primary education was set in the

curriculum documents of the National Curriculum and Textbook Board (NCTB) as follows:

Development of physical, mental, social, spiritual, ethical, humanistic and esthetical faculties of the children of Bangladesh and inspire them to dream for a prosperous life (NCTB 2003, NCTB and UNICEF 1988.NCTB undated).

Twenty two general objectives were set in order to attain the aims, which were followed by 50 attainable terminal competencies. However, various quality improvement projects and programs of the government (viz.. ,IDEAL ,ESTEEM , PEDPI, PEDPII) mentioned a number of activities as parameters of quality of education at primary level .These included infrastructure development, training teachers and other staff in the education department, improvement of teaching-learning approach school management ,community participation ,local level planning ,academic supper vision ,and monitoring (DPE 2003 ,UNICEF 2004). The aims and objectives of National Education Policy 2010 is to ensure the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity and to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of with the next one to consolidate the formations of knowledge and skills (Education Policy, 2010). In order to achieve the aims and objectives of the National Education Policy 2010 NCTB also have revised and redefined the Aim, Objectives and Terminal Competencies of Primary Education in Bangladesh. The revised and redefined Aim of Bangladesh primary education is now, to assist a child in his/her physical, mental, emotional, social, moral, human, aesthetic and spiritual development to instill in him/her patriotism, science-mindedness and creativity,

and inspire them to have a vision for a prosperous life (NCTB, 2011). Thirteen general objectives have set up in order to attain the aims, which has followed by 29 attainable terminal competencies

Under PDPEII, the Directorate of Primary Education (DPE) has develop two sets of indicators to understand progress in terms of quality .These are Primary School Quality Level (PSQL) and Key Performance Indicators (KPI) PSQL is a set of 20 indicators related to minimal physical facilities that schools would have this minimum standard during the timeframe of PEDPEII (2004-09). On the other hand, the KPI is a set of 24 indicators to assess basically the performance of the system. Access, participation .internal efficiency and some process indicators are include in KPI. Appendix –B, P. 1339-140 provides the list.

For comprehensive analysis of quality of primary education in Bangladesh, a popularly used framework called Input Process-Output (IPO) was chosen. Earlier studies on quality of education also followed a variant which is modified from others including UNESCO's EFA global monitoring report 2005, School quality monitoring report of the US department of education, Chowdhury et al. (1997) and Nath (2006). The indicators set in PSQL and KPI were also constructed.

2.4.1 The major state initiatives in quality primary education

Soon after the independence, the new Constitution of the state obliges the government to take the responsibility of primary and mass education of all the citizens. The government repealed all existing law related to primary education through an ordinance and took over the responsibility of all existing primary schools (GoB,1973,1974).These were the parts of commitments of the national political leadership to the people before the

Independence . The first Education Commission headed by Dr. Kudrat-e Khuda raised the expectation of the nation at a high level through their report in line of the national Constitution .A total of eight committees or commissions were formed afterwards and reports produced: however, non of them were fully implemented .In reality, it was not possible for the state to take the full responsibility of primary education of the people ;many private school were established afterwards .

The government started to put much emphasis on the development of primary education in Bangladesh since 1990 through a number of multi-donor-funded projects. IN 1990, for the first time in Bangladesh, the Compulsory primary Education Act which was passed in the Parliament (GoB1993). The Act committed that:

➢ No child be deprived of education for lack of teacher, learning materials and adequate space;

➢ No child be subject to disparities of access to primary education arising from gender, income, family, cultural of ethnic differences and geographic remoteness; (C. P. E. A, 1990).

There would be quality and relevance of primary education by intensifying efforts to improve learning content and materials and to carry out necessary reforms in the primary education system. As a part of this policy thrust ,a separate ministry-level division ,the Primary Mass Education Division (PMED) which at the time worked directly under the Prim Minister's office and dealt with both primary education and NFE ,was established in 1992.The PMED has today been uplifted into the Ministry and Mass

Education(MOPME). Since 1991, primary education has been free for all children in government and registered non- government primary schools.

A General Education Project (GEP) was implemented during 1990-1995. Twenty-seven independent projects were implemented during 1997-2004 ,which was later collectively called the first Primary Education development Program(PEDP I).Both GPE and PEPD I aimed to enhance educational planning and management capacity ,increase equitable access to schooling and improvement of the quality of education .

 The Intensive District Approach to Education for All (IDEAL) was one of the17 projects under the PDEP implemented by the Directorate of Primary Education (DPE) of the Ministry of primary and Mass Education (MOPME).

The aim of IDEAL project was to contribute to enabling the children of Bangladesh to participate effectively in learning activities for their mental and social development and to assist them to become responsible members of society .The overall of the project was to help achieve the national goals of 95% net enrolment, 80% completion of the 5 year cycle and the achievement of acceptable levels of children learning outcomes (UNECEF, 2004).

The IDEAL package was grouped into five components:

1) Improvement of Teaching and Learning Quality comprising training on the Multiple Ways of l Teaching and Learning (MWTL) approach , training on Project Based Learning (otherwise referred to as Safe Learning Environment) ,training on (MWTL) approach ,training on school management and academic supervision for head teachers and training on subject based teaching at the Upazila Resource Centre(URC).

2) Monitoring and learning achievement, comprising an improved continuous assessment system as part of the teaching learning process;

3) Local level planning and management comprising of district and upazila level briefing and planning ,survey and school catchment area mapping and school planning and classroom re-organization;

4) School Mobilization and communication, comprising a national communication campaign for quality primary education, a multimedia communication package observance of events and activities for community mobilization; and

5) Project Monitoring and Evaluation, comprising monitoring tools such as reports and review meetings. The strategies adopted for the project included capacity building of education officials at different levels and school staff through different kinds of training .IDEAL was implemented through the existing Government structure and awareness was raised and demand created in the community for quality education. A participatory planning process of stakeholders was created in all the project districts, upazilas and schools. Local resources were mobilized through local level planning.

The IDEAL project introduced some important innovations for ensuring quality education, such as the MWTL approach, school mapping and planning, classroom reorganization, use of teachers as trainers, subject based training at the URC, project based teaching learning and a GIS-EMIS mechanism for effective planning and monitoring (UNECEF, 2004).

The Second Primary Education Development Program (PEDPII) is more one program for quality primary education of Bangladesh (2004-2011).To provide quality primary education for all Bangladeshi children it had some specific objectives .They are:

a) To improve the quality primary education in Bangladesh through the introduction of primary school quality level (PSQL) standards;

b) To make primary education accessible for all children in Bangladesh;

c) To increase enrollment, attendance and the rate of completion of primary education cycle;

d) To adopt a child-centered approach in the classroom;

e) To fully integrate the PDPII activities within the organizational and operational system of MOPME and the DPE;

f) To undertake institutional reforms in education management and it's effective decentralization and the devolution of decision making;

g) To strengthen and build the capacity of the school management system at al levels;

h) To sure accountability and transparency at all levels;

i) To supply textbooks and teaching and learning materials free of cost; and

j) To strengthen the role of community and especially parents, in the running and support their schools (DPE, News letter, 2006).

PEDPII had following four board components:

►Quality improvement through organizational development and capacity building

►Quality improvement in schools and classrooms

►Quality improvement through infrastructure development Improving and supporting equitable access to quality schooling (DPE, News letter, 2006).

The middle three components had the highest financial allocation (around 85%) in total. The second component is a combination of three sub-component closer the children who are the target of such development initiative. The sub-components include learning

environment, teachers and teaching, and community awareness and support. PEDPII was designed to improve quality at all levels of primary education in the country .At the inception of the program, two sets of indictors were adopted to measure the improvement of primary education sub- sector; these are known as Key Performance Indicators (KPIs) and Primary School Quality Levels (PSQLs) (Appendix-A, P. 137-138). A number of initiatives like construction and reconstruction of school structures ,recruitment of new teachers with priority to females ,professional training of teachers ,development of Upazila Resource Centers , etc .were taken as part of the program .The government expects that due to this activities measurable improvements will happen in the above mentioned indicators .However ,note that PEDOII is concentrated only on the government , registered non-government and community schools .The students of other seven types of schools and madrasahs and the out- of-school children are outside the reach of this mega-program of the state.

Now, The Third Primary Development Program (PEDP3) is going on (2011-2016). PEDPII is a five year, sector wide program to covering grade I through v and one year of pre-primary education. The scope of PEDO3's is the whole primary education sector plus gradual inclusion of one pre-primary year (DPE, 2013, P.2). PEDP3's goal is to provide "quality education for all our children ". Purpose or objectives are to establish "an efficient , inclusive and equitable primary education system delivering effective and relevant child- friendly learning to all Bangladesh's children from pre-primary through Grade V primary (P. 3). PEDPII has six result areas: Learning out comes, participation, reducing disparities, decentralization, effective use of budget allocation, and program planning and management.

These results areas are grouped in to four components:

    1 .Learning and Teaching

    2. Participation and Disparities

    3. Decentralization and effectiveness

    4. Program planning and management (P.3)

PEDP3 is the third in a series of a large investment in education over the past thirteen years, supported by significant contributions from development partners .PEDPI (1997-2003) focused on ten specific objectives embracing enrolment, completion, quality inputs and monitoring issues. PEDPI consisted of several projects managed and financed separately be eight development partners .Recognizing that project- based approaches of this kind did not necessarily lead to long-term institutionalization of achievements, the government and DPs jointly agreed to adopt principles of a sector-wide approach (SWAp) to achieving high quality primary education in future.

The Second Primary Education Development Program (PEDPII: 2004-2011) was a coordinated and integrated sub-sector program within the DPE, with a focus on quality improvement institutional capacity building, and systemic reform. PEDPII was the first education sector program to include many SWAP principles designs .Coordinated by a lead agency, PEDP II was financed by the government and ten development partners through a managements and financing structure that was parallel to the government.

The third Primary Education Development Program (PEDP3:2011-2016) incorporates additional features of a sector-wide approach in matters of financial management, donor harmonization, and program scope. PEDP3 continues many of the quality improvement, institutional, and systemic reforms introduced under PEDPII with an increased focus on

how inputs are used at the school level to improve learning outcomes in the classroom and raise primary completion rates (DPE, 2013).

2.4.2 At a glance quality improvement in primary education

- A national plan of action has been (NPA) prepared for achieving MDG & EFA goals by 2015. The government is committed to achieve the said goals by 2014. With this end in a view enrolment of 96.8 school eligible children has been ensured in 2013.

- The government has reduced drop out rate from 50% to 26.2% through different types of safety net coverage like: stipend, supply for free text books, school feeding program, effective home visit and mother counseling etc.

- 04 (four) working plans namely :special need children , gender ,special tribal children & vulnerable group children had been taken under PEDP II for mainstreaming school eligible children.

- The government has introduced pre-primary education classes for the 3-5 year age group children to increase enrolment, reduce drop out and to make the children interested in education right from initial period. All primary school has introduced pre-primary class science 2013.

- 26,193 registered non-government primary schools have been converted into government primary school in January 2013.

- The conditions have been relaxed to encourage private sector for establishing new non-government primary schools.

- The curriculum of primary has been revised for ensuring age-befitting education.

- Introducing Primary School Completion (PSC) examination through the country with uniform question and provisions of the primary scholarship based on the result of the PSC is the epoch-making initiative for quality primary education. A total number of 19, 79, 895 students appeared in the PSC of 2009 and the passing rate was8.84% . More than2.2 million students appeared in the PSC examination of 2010 and the success rate was 92.34% .21, 25, 869 student s appeared at PSC in 2011 out of which 21, 25,869 students have passed and the passing rate was97.26% .The pass rate was 93.83% in 2012 and98.58% in 2011.

- 1500 new government primary schools in the 1500 school less villages are being established for extending education opportunities.

The following works have been completed under Primary Education Development Program (PDEP II):

A) Construction of 14,836 additional classrooms,

b)) Construction of 395 primary school cum cyclone shelters ,

c) Construction of 10,808 toilets in the existing schools,

d) Installation of 2,724 arsenic free tube wells and

e) Repair of 7,103 primary schools under need based reaper works.

- 12 PTI are being established at PTI less Districts for extending training facilities & skill development of the teacher.

- 10 residential schools have been constructed in the remote hill tracts for ensuring access education of the children of ethnic minority group.

- Upazila Resources Centre Buildings have been constructed in 64 Districts.

The following programs have been under taken under PEDP III to reduce class room student ratio:

a) Construction of 31,685 additional classrooms;

b) Reconstruction of 2,709 school;

c) Installing 39,300 tube wells for ensuring pure drinking water;

d)) Construction of 1,27,955 toilets;

e)) Construction of 15,246 separate toilets for girls;

f) Need based major repair of 11,600 school buildings.

- ICT based contents for classroom instructions are being developed following ICT policy.

- Initiatives have also been taken to involve local communities in school activities. Program has also been taken for development of schools through local level planning.

- Government is providing stipend to the 40-9%family of poor children considering gravity of poverty aiming to create education opportunity for the children of poor and working class .The parents of single school going children are getting TK.100and the parents of two school going children are getting TK.125 per month .

- Mid day meal program has been introduced with a view to re duce drop out and to provide nutrition to the primary school children.

- School authorities have been instructed to arrange sports and cultural activities as co –curricular activities for the physical and mental development of the children.

It also helps the children developing their competitive attitude. Health awareness about joyful school environment.

- ↓ The process has been finished for creating a total number of 36,988 posts of Daftari cm Guard for Government Primary Schools.

- ↓ Initiative has been finished to introduce Diploma in Education Course instead of existing Certificate in Education course for enhancing the quality of foundation training. It is planned to lunch the same on a pilot basis in seven PTIs located in the Divisional towns by 2012 and in all the PTIs by 2013.

- ↓ 4,250 Head teachers are given SMT training under PEDP II.

- ↓ 44, 8, 012 officers\ employees including 67,140 members of school managing committee and all teachers of sub-clusters have been provided training in four phases under PEDP II.

2.4.3 Challenges in Quality Primary Education in Bangladesh

Quality teaching-learning is one of aspects set for the primary education(Hammond, 1997) stated that the highest quality teachers ,those most capable of helping their children learn, have deep mastery of both their subject matter and pedagogy. As a signatory and developing country Bangladesh got the major challenge in front of her to ensure basic education for all. Getting all the school age children to formal educational institutions, ensuring their attendance and continuation until completion of the cycle are the challenges for the quality primary education. Moreover, adequate quality of education offered, particularly in view of the size of target population and limitation on resources.

Several factors are important in influencing the quality of primary education in Bangladesh (Rahman, 2008b). These factors are

- ❖ Teachers and students regular attendance,
- ❖ Teacher's development
- ❖ Effective use of lesson-plan, and teaching aids
- ❖ Interesting, sequential and well organized presentation of topic,
- ❖ Learner's friendly and participatory class environment.

Effective and Attractive Classroom Teaching is considered another challenge for primary education in Bangladesh. Teacher's friendliness and a good rapport between teachers and students with maximization of students learning, use of teaching approaches that are student- centered, activity-based and maximum participation in the learning process and use of teaching aids to make lesson interesting and effective, lively and joyful interaction between peers leading to the achievement of the learning objectives, teachers take care of individual needs and learning style of the learner and provide, appropriate feedback in terms of recognition and reward, can help to make the classroom teaching more effective an attractive.

"Low learning achievement is one of the leading problems in basic education in Bangladesh (Ahmed & Nath, 2003\4, PSPM. 2001)". Most students leave grade five without achieving the minimum basic skills in numeracy and literacy .Teaching and learning process and school climate are the factors most strongly related to student achievement. In most cases rural schools have lower levels of achievements than the urban schools in all subjects in primary schools.

Class size is another problem for the quality primary education .In most cases ,this also works as constraint for proper control over the classroom teaching and learning .The average number of pupils per classroom in the GPS is about 63 and it is about 60 pupils per classroom in the case of RNGPS (DPE, 2008). Discounting double –shifting ,only 21% of schools met the PEDP 3 standard 40:1 student –classroom ratio(SCR)in 2011 ,a raise of only two percentage points from 2006 This remained unchanged in 2012 despite of construction of a large number of classroom under PEDP II(DPE, ASPR, 2013).It clearly shows that the classrooms are overcrowded both in GPS and RNGPS .This should have a impact on quality of the teaching and learning process.

Inadequate sitting capacity is also reported by all stakeholders in primary education. Students have to sit in a crowded condition in the classroom making it incompatible with teaching and learning .A large proportion of GPS (84%) and RNGPS (97%) run on a double-shift staggered system as very few schools have adequate infrastructure to run a single shift .Considering the present level of enrolment of children and disregarding the double shift staggered system in schools(i.e.. assuming the classroom are used only once in a day)more classrooms need to be constructed to enable schools to run on a single shift system .This should be have a positive impact on quality of the teaching and learning process through increased hours.

 Shortage of Resources is a big problem and work as constraint for proper implementing of any kind of intervention. This resources include human ,learning and financial (Ahmed & Ahmad , 2008).The current number and adequacy of teachers in the primary school is a quest ion for the quality teaching learning .Inmost cases , teachers have to work all day long in the classroom without any break. At the same there it is reported by almost all

stakeholders about their background and development for quality teaching. There is also a question for all availability and use of learning resources in classrooms for effective teaching learning. In some cases ,teacher do not know the proper use of some teaching aids and its most cases the learning are left untouched become covered with dust Moreover, few financial resources are available to be used for essential expenses related to its activities toward quality primary education. Children with special needs from the inclusive education perspective may come from one or more of the groups of children having physical disabilities ,children from religious minorities tribal children, socially disadvantaged or vulnerable children .Teacher have to know different techniques to each and the learning outcomes of these verities of students in one classroom.

  Less Community Participation is another bib problem in quality primary education. The lacking of helpful mentality of parents and teachers is a major primary in primary education (Ali Muhammad Azhar and Begum Hosneara). Khan, Dilruba (2003) conducted an M .Ed research on "Gramer ktipoy sorkari prathomik biddaloyer ovivabok shikkhok songher (Parentt Teacher Association) karzokarita zachai". The main objective of the study was to identify the success or failure of parent teacher association for establishing primary education. The Major finding of the study was the committees do not take step to fulfill their all taken decisions.

 Rahman, M.S. Mostafijur (2013) conducted an M.Ed research on "Effect of Improving Community Awareness on Quality School Practice at Primary Level". The major objective of the study was to explain the existence nature of community awareness on quality school practice.

The major findings of the study possible duty to progress the schools quality .They participate in forming different committees but they are inactive. Most of the parents (70%) do not participate in guardians meeting and those who are presented in this meeting, majorities do not give their opinions and decisions because of their unawareness, lack of education and language barriers. Majority (8 out of 11) of SMC members do not know their roles and responsibilities and mostly they are not active in school developing activities.

2.5 Community participation in education

Community participation is an immense arena, where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. The awareness and spontaneity make them self-confident. As a result they themselves take the initiative to solve their own problems (Dhaka Ahsania Mission, 2001). In the history of education community participation is not new. Most of the educationist all over the world seems to be argued that the community participation plays a vital role in promoting education in terms of quality and quantity; and it is assumed that community participation and empowerment has the potential to make major contribution in educating people and enriching their quality of life (Govinda and Diwan, 1998).

Bray (1996); (in Shaeffer, 1999) presents three different types of communities, applied in his study on community financing of education. The first one is geographical community which is defined according to its member's place of residence such as a village or district. The second parents association and similar bodies that based on families shared concern for the welfare of students.

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Before discussing the ways of community participation in education, it is important to discuss what community is in terms of educational points of view. Communities can be defined by characteristics that members share, such as culture, language, tradition, law, geography, class and race. Community participant in education viewed as an effective means of promoting education both qualitative and quantitative terms. Bray (1996); (in Shaffer 1999)presents three different types of communities .The first one is geographical community , which defined according to its members' place of residence, such as village or district .The second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial , or religious identification, and community cuts across membership based on geographic location .The third one is communities based on shared family or educational concerns, which include parents association and similar bodies that are based on families shared concern for the welfare of students . Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 percent responsibility for educating children, Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families, communities, and society must support parents and families in the upbringing socializing, and education of their children. Schools are institution that can prepare children to contribute to the betterment of the society in which they operate by equipping them with skills important in society. Schools cannot and should not operate entities society. Many research studies have identified various way of community participation in education, providing specific channels through which communities can be involved in children's education. Collelta

and Perkins (1995), illustrates (in Shaffer, 1999) various forms of community participation in education:(a) research data collection, (b) dialogue with policy makers; (c)school management; (d) curriculum design;(e) development of learning materials; and (f) school construction. Heneveld and caring (1996), recognized (in Shaffer, 1999) parent and community support as one of the key factors to determine school effective in sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; (5) community members and parents assists with instruction. Therefore, it seems that there is no fixed way of supporting or participating to schools. It depends upon the context. The context may be depends upon school, community, geographical region and the awareness of the community needs of school, children and the educational level of community and socio-economic status of community as well.

Dhaka Ahsania Mission (2001) shaped ten forms of community participation that is needed to ensure people's participation in community development. Here are given

<u>To get informed</u>: At this stage the community only has a little information about the activities. The implementing organizations do not try to know the views of the people; they rather communicate their decision to the people. For example, a basic education implementing organization has decided to open a school in each union. They communicate this decision to the community in a public meeting. The people come to know that there would be a school in their union.

<u>Giving opinion</u>: In this stage the people do not stop consideration; they also give their own opinions. That is, the implementing organization at least attempts to hear the reply from the community. It results in an exchange of information and opinions between the two sides. However, though the people have scope to give opinion they have nothing to do in decision making.

<u>Consultation</u>: At this point instead of giving comments after hearing the decision; the community is consulted by the implementing organization asking for their advice on the issue. The organization may change their decision based on the suggestions from the community in certain fields. For example, the organization has decided to open a school nearby their office, which would be fur-away for many learners. During decision, the community raises the problem of communication and suggests opening the school close to the learners. Here the implementing organization may change their decision to establish it near a location close the learners, or an influence the community with arguments and adhere to their previous decision. That means, though the people are consulted they are not made part in the decision making process. The implementing organization remains the ultimate authority for decision-making; they are not obliged to accept the suggestions from the community.

<u>Participate in providing data</u>: The organization require relevant information and peoples' opinion for planning development activities. They undertake this information collection activity through different process, viz... , and filling questionnaire through home visit, interview following set guidelines, quick visit to the area to get a general overview of the area and direct observation. The community people participate by responding to the questions, helping for visit or observation and supplying information about the situation,

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problems and on-going development activities to the implementing organization. In this case the communication takes place as it I required by their implementing organization. The community provides information only; they do not have any authority to decide.

Periodical functional linkage: In development interventions, working by the people on payment for a limited period does not entail to any permanent relation with the employer. For example, if a few laborers works for construction of a basic education center or a teacher works for teaching; their services are used on payment for particular functional needs. A kind of periodical linkage is developed between the community and the implementing organization basing on these functional needs. The relations do not have longevity.

Developing long-term functional relations: For implementing development activities longer-term practical relations with the local community is required to be established. This is required as long the school remains for the interest of proper management and maintenance of the school. In this committee or group local people are organized and they are given certain authority to decide a few things locally, for example, opening schools, close its operation, selection of learners, etc. These relations are developed for the program and for the beneficiaries.

Establishing organization with external interventions: A traditional way of involving people is organizing groups or associations of them in area; the workers of implementing government organizations work actively in this process. These organized groups can interest with the implementing organization on various issues.

Participatory decision-making; for implementation of any development program there is a need for understanding or agreement with the people in the community. For example, to

set u[a school a number of decisions require to be made, like where it will be established., on whose land, what will be the tuition fee ? these decisions can be made in consultation with the people in the locality. The local community can be active in influencing decisions of the implementing organization when they have strong organizational base. Otherwise the community people cannot do much in decision-making. As a result their opinion or interest may be affected. Getting <u>organized at own initiative</u>: The community people may bring together and organized for certain activities. Here an external agency can influence. However, in a rich poor mixed community the rich people take up leadership and dominate decision making. They have use the poor people for their own interest. Sconce the control and decision making remains with the selected people, the poor people who are the majority cannot enhance their capacity.

Establishing the control and leadership of poor community in project planning and implementation: The poor people should be made aware of their common needs and interest so that their initiative and leadership towards empowerment. This would facilitate self-reliance and separate organizational strength. They can decide about their own interest, which ultimately leads to increased possibility of protecting their interest. They can participate actively in the decision-making process and own issues that affects their life. Their participation does not remain confined to the controlled environment of the leaders of external agencies.

Community participation as a result implies the ensuring of their participation at all levels and showing respect to their decisions. So for al development interventions have been supply driven.

2.5.1 Community participation in Bangladesh primary education

Community participation in education viewed as an effective means of promoting education both in qualitative and quantitative terms. It is not a new concept in Bangladesh. In the very beginning stage of our education history and schools were managed by the community.

Before, education was accessible only to the ruler's extended family. Since then, the declared policy of the government in the field of education has been to provide equal access to quality education and to improve the management and planning of education. Nevertheless, improving the quality of education has remained undoubtedly a challenging task.

Once, education of the children of Bangladesh was considered to be the responsibility of the community. They would take it upon themselves to build schools and hire teachers all on their own initiatives. In 1973, when the privately managed primary schools of the country were nationalized and the teachers were accorded the status of government civil servants as part of the Gov. commitment to ensure education, this traditional school-community link was weakened. Over time, the community became less involved as it begins to consider the running of the schools as a matter for the central management.

In Bangladesh, the local community involves themselves in the primary school through the different committee's activities such as SMC, PTA, mother association, SLIP committee and CPA Committee. Alam (2000) discussed that for each school, SMC (School Management Committee), PTA (Parent Teacher Association), were there in the 1980s. But CPE (Compulsory Primary Education) committees were found in 1990 after the enactment of CPE-law. The CPE-committees were from the national-level down to

the word (locality) level. He further added that the muster support and participation of people in the management of primary education and to implement compulsory primary education, School management Committees (SMCs) have been constituted for good governance of primary schools. Each management committee of the government primary school consists of eleven members and the role, purpose, duties and responsibilities of the committees have been reformulated. He moreover said that to make school attractive to children, school attractiveness program is under implementation through the management committees.

School Management Committee (SMC): School Management Committee (SMC) is a community based organization that has a significance role to play in the local governance and functioning of school. According to Ministry of Primary and Mass Education the structure of School Management Committee (Notification no 15 November, 2012) should consist of 11 members. The structure of SMC is given bellow

- **Member-Secretary**:

    1. Head teacher of the school

- **Members:**

    2-3**.** Two education interested person (one male and one female) of the school area

    4**.** Land donor (if any)

    5**.** A teacher of nearest secondary school (female will get priority)

    6**.** A teacher representative to be elected by the teachers of the school from among themselves

7-8. Two female guardians to be elected by the guardians from among themselves

9-10. Two male guardians to be elected by the guardians from among themselves

11. A union council members of the school area

❖ A chairman and vice- chairman should be elected from among the members of the committee except Head Teacher and Teacher representative.

❖ Sl. Nos. 2, 3& 4 will be nominated by the Chairperson of Union council \ Municipality. In case of City Corporation, UEO will nominate.

Duties and Responsibilities of the SMC

✓ Ensure smooth school management and monitor all activities of teaching – learning;

✓ Help and cooperate with all development works e.g. construction of school buildings, roads, cleanliness of environment etc;

✓ Ensure enrolment and attendance of all school going children and prevent drop out of the students;

✓ Collect, conserve and distribute textbooks teaching aids;

✓ Conserve school environment by planting trees and developing school lands, playground and roads;

✓ Help in executing co- curricular activities of schools such as national primary education week, international literacy day, independence day, sports and cultural programs;

✓ Help in sub- cluster training and school supervision by UEO \ AUEO;

✓ Arrange SMC meeting once in a month and review school activities;

✓ Ensure counter signature of SMC chairperson in teacher's salary will be send it to UEO office;

✓ Regular supervision of all activities related to building construction and furniture repair works;

✓ Communicate with the students guardians.

Parent Teacher Association (PTA): Parent Teacher Association (PTAs) is formed of enlist the support of local community for improvement of the educational environment. According to Ministry of Primary and Mass Education the structure of Parent Teacher Association (Notification no 05.11.2000) should consist of 10 members (DPE, 2004). The structure of PTA is given bellow

+ **Member-Secretary**:

1. Head teacher of the school

+ **Chairman of the association:**

2. A chairman should be elected from among the members of the association except Head Teacher and Teacher representative.

➕ **Vice- chairman of the association:**

3. A vice- chairman should be elected from among the members of the association except Head Teacher and Teacher representative.

➕ **Members:**

4. A teacher representative to be elected by the teachers of the school from among themselves.

5-7. Three female guardians to be elected by the guardians from among themselves.

8-10. Three male guardians to be elected by the guardians from among themselves.

Duties and Responsibilities of the PTA

- ✓ Ensure survey, enrollment and presence of the students of all school going children and prevent drop out of the students.

- ✓ Build up well relation between teachers and guardians;

- ✓ Ensure save and attractive environment for learners by the help of SMC;

- ✓ Ensure mother gathering, guardian gathering and home visit;

- ✓ Ensure reading environment of the students at their home by the help of guardian;

- ✓ Help in executing co- curricular activities of schools such as national primary education week, international literacy day, independence day, sports and cultural programs;

- ✓ Help in sub- cluster training and school supervision by UEO \ AUEO

- ✓ Conserve school environment by planting trees and developing school lands, playground and roads.

SLIP (School Level Improvement Plan) is one of the effective initiatives for ensuring quality primary education under the PEDPII (Second Primary Development Program). SLIP committee has 8 members. They are

- ❖ Chairman of the SMC

- ❖ A member from SMC (Female will get priority)

- ❖ Chairman of the PTA

- ❖ Two members from PTA (One female)

- ❖ A union porishod\ municipal member

- ❖ Two teachers (One female) (DPE, 2008).

In order to improving quality primary education, National Education Policy 2010 suggested to increase the community participation by empowering their power and responsibilities. It suggested that to ensure community participation in the development activities of school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and others elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured. Measures will be taken to raise eagerness of the guardians regarding schools and their children's education through the establishment of pro-active guardians-teachers committees (National Education Policy 2010).

There are SMC and PTA in all the Government primary schools (GPS) of Bangladesh. But, only 65.43 % (39,232 out f 60,332) Government primary schools (GPS)   had SLIP (SLIP sell, DPE).   Not on only that but also each committee has fixed roles and

responsibilities. But what is the reality? All non-formal schools, 97% of the government schools, 93-94% of the non-government schools and ebtedayee madrasas and over about 83% of the high schools and madrasas had school managing committees (CAMPE, 2009). The members of the committees are not aware about their duty. IN, 2008 the SMCs had8.1 meetings, of which 94% had recorded meeting minutes. On average, 79.2% of the members attendant in the meetings (CAMPE, 2009). Khan, Dilruba (2003) conducted an M .Ed research on "Gramer ktipoy sorkari prathomik biddaloyer ovivabok shikkhok songher (Parent Teacher Association) karzokarita zachai". The main objective of the study was to identify the success or failure of parent teacher association for establishing primary education. The Major finding of the study was the committees do not take step to fulfill their all taken decisions.

2.5.2 Impact of Community Participation

Community participation is the blessing for primary education which can ensure the quality primary education for all Bangladeshi children. Though there is some lacking between quality primary education and community participation but, in some case it had played a surprising role and brought a golden change in quality primary education. DPE august, 2006 published a book named 'Amader school Amader anaondo' incloding 12 success story of 12 best government primary schools of Bangladesh. In the preface of the book A. K.M Samsuddin the honorable former secretary of Bangladesh primary education said that, "We can see the community people have played vital role in establishing Tol, Moktob, Madrasa, School or Primary school in the past educational history in this country. They have proved that the local educational institution is the soul of the running society. When the communication between the local school and

community go to spoil then the existence of this educational institution is going to destroy. If the SMC, teachers and parents do their duty properly, a primary school will become an ideal school" (DPE, 2006, P. iii). The summary of the book showed that there was a good bondage between school and community in the each twelve schools. Kamargao Model Government Primary School, Narsingdi sador is one of them where there was a high contribution of community. The community people have established a rich library with the books of one lak taka, boundary wall, flower garden and free weakly health service. THE PTA members of this school supplied free school uniform for 115 poor learners. Maona J.M. Government Primary School is another school among the 12 schools. The community people of this school have established a student Hostile for the distance learner of the school. They also arranged one cooker and one Peon for the school. Palpur Government Primary school is also another school among the 12 schools. The SMC members of this school have arranged 15 para teachers and two sweepers for this school. One of former learner of this school has built up a Geographical room for the learners of the schools (DPE, 2006, P. 18 -19, 36, 41). Not only this three schools but also in each of twelve schools the community people has arrange such kind of extra and followed activities which have increases learners enrolment, attendance, pass rate and the rate of primary education completion cycle and has remove drop out rate. The education quality of those schools is also standard and satisfactory.

Campaign for Popular Education (CAMPE, 2012) pulished a book named 'Shikkhay Jano ongsho grahon: prodhan shikkhok and SMC-er vumika (Community Participation in Education: The role of Head teacher and SMC), Shibram Adarsho Government Primary School. The real them of the book was the role of community participation in establishing

quality primary education (Rasheda K. Choudhuree, the Existing Director of CAMPE). The book sited that, "Shibram Adarsho Government Primary School, Sundargong, Gaibandha is the lighted that can be followed in primary education. Selected as the best teacher, best school, best SMC and highest attendance of learners in many times and awarded and get dignity in various steps in Upazila, District, Division and national level it has introduced the school in national and international level. In one side, the active leading and techniques of head teacher it has increased alertness of guardians and learners and on the other hand calm and quiet participation of common people it has achieved as a model primary school in the basses of quality primary education (CAMPE, 2012, p. v). The exclusive summary of the book indicated that there was a good relation between school and community. In order to ensure quality primary education for the learners the teachers, SMC, PTA and common people of the community did heard work together. The community people took various effective steps by their own initiative. Such as: They established 4 half buildings, 2 two storied buildings (one 5 storied building's establishment is going on), one sami pacca building and one tin shed building. The school has Children's park, Geographical sides, Aid corner, Historical side corner, Science corner, Rich Library, two beautiful gates, 7 Computers, Laptop, Over head Projector, Multi media and Fax. There is also one beautiful Hostile, Guest house, Co-operative Shop in the school by the help of community (CAMPE, 2012, P. 1). Not only that but also increasing learner's enrolment, attendance and pass in the exam they visit learner's house, visit class. In order to increase guardian's awareness and responsibilities they arranged various meetings, parent's gatherings mothers gathering in the school. They speak to the community people in public places, functions and festivals. As the benefit of

such kind of activities Shibram Government Primary School is now the best model school of Bangladesh in the basses of quality primary education.

There is another example for community participation and its impact on quality primary education. UNICEF (2012) Bangladesh conducted a program on "Education in Emergencies and Post– Crisis Transition". The overall goal of the program's was to support countries facing emergencies and post – crisis transitions as they seek to establish a viable path of sustainable progress quality basic education for all. The main results of the study was increased resilience of education service delivery in emergency and fragile transition system- community – based schools to enhance resilience of education and Increased education sector contribution to better Prediction, Prevention and Preparedness- community mobilization as a protective measure.

To achieve the result some activities were done. Those were the resilience of education service delivery was strengthened through continued support and enhanced capacity of education service providers. This facilitated the provision of continued education to schoolchildren during and after hazards.

The result finding development activities covered areas were development of the training manual on disaster risk reduction (DRR) in education including emergency preparedness for members of the SMC, PTA. The objective of the manual was to educate the SMC, and PTA members on DRR in education and their roles in emergency preparedness, but also basic roles and responsibilities in the schools. A new and revised Participatory Voluntary Analysis (PVA) had been produced trough a process of social mapping, root causes analysis and the action plan matrix. SMC, PTA previous school- level PVA, and shared the findings with union-level representatives for validation and resource

mobilization. This intervention benefited approximately 10,285 students and 405 teachers directly, as well as 49,000 community people indirectly through improved classroom infrastructure that allows continuation of education during and after any disaster. 1,937 SMC members/parents, 733 teachers and 2,205 students were trained on EiE issues at the school level. A total of 6,650 targeted community members had knowledge about disaster preparedness, responses and recovery mechanism, the role of different stakeholders in different phases of an emergency and how to continue education immediately after a disaster. They gained these skills through 19 mock drills conducted as part of awareness building as the school level. More than 14,000 community members are aware of disaster resilience and informed about preparedness through interactive theater shows organized at the school level.

The support provided towards capacity-development activities had enhanced the knowledge of teachers, students and school stakeholders on DRR in education.

A total of 1,274 schoolchildren will be benefit from learning in child-friendly school environments that are disaster- resistant of construction of 10 transitional schools in two Aila-effected upazilas in Khulna district. This will also contribute towards prevention of school disruption and increased education resilience by reducing the drop- out rate of children from primary education. AS a result of the intervention from this program, schools are now able to better predicted, prevent and prepare for education during and after an emergency (UNECE, 2012).

Rahman, M. S. Mostafijur (2013) conducted an M.Ed research on "Effect of Improving Community Awareness on Quality School Practice at Primary Level". The major objective of the study was to explain the existence nature of community awareness on

quality school practice. The major findings of the study were that the local community people were not aware of schools quality practice. They participate in forming different committees but they are inactive. Most of the parents (70%) do not participate in guardians meeting and those who are presented in this meeting, majorities do not give their opinions and decisions because of their unawareness, lack of education and language barriers. Majority (8 out of 11) of SMC members do not know their roles and responsibilities and mostly they are not active in school developing activities. But there was a positive change after an intervention program. The community people became aware about their roles and responsibilities which brought a qualitative change in school quality.

All of the abidance shows that there was a strong role of community people in every improvement. If it may sure the participation of community participation in improving quality primary education it will be possible to achieve quality primary education for all.

2.6 Conceptual Frame work   of the Study

Based on above discussion the Researcher has prepared a Conceptual Frame work   for the Study. The Conceptual Frame work   of the Study is shown in figure 2.1.
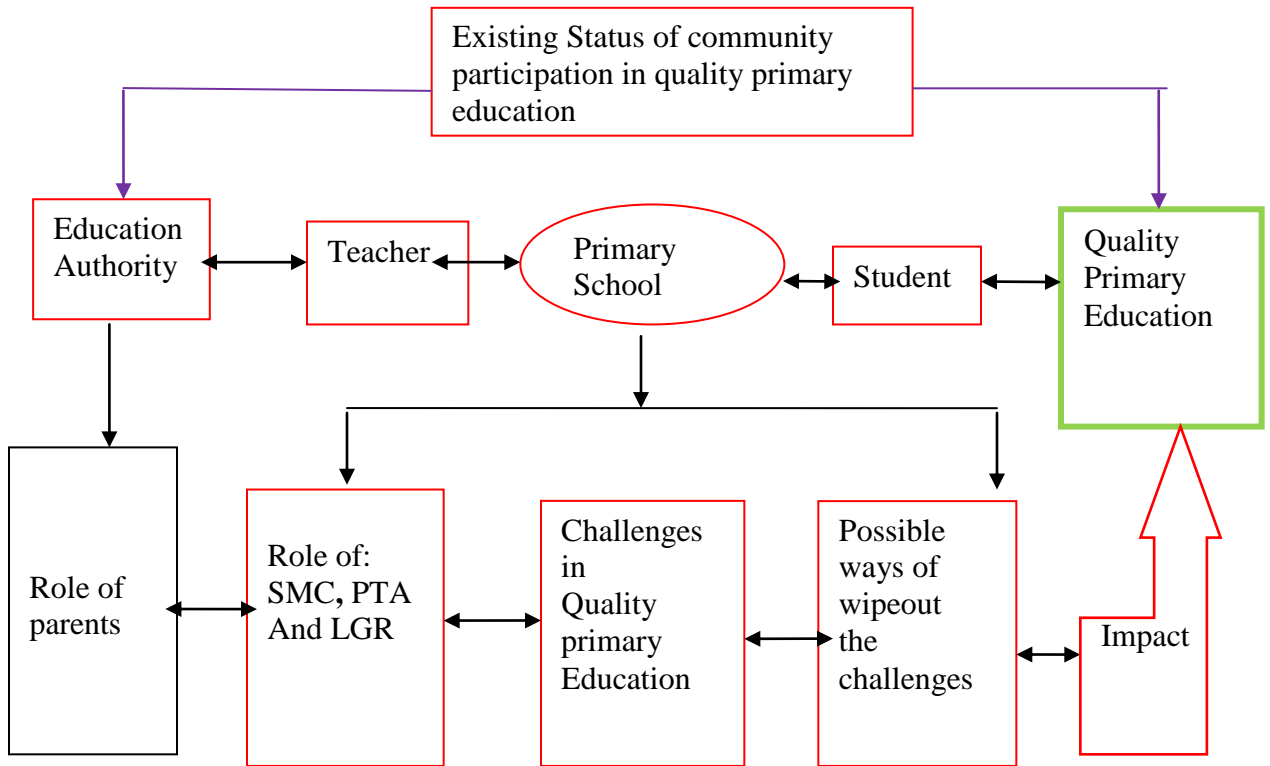
Figure 2.1 **Conceptual Frame work   of the Study**

METHODOLOGY OF THE STUDY

Introduction

This chapter presents the methodology of the study which consists of the following: Research design, population, sample and sampling techniques, developing instrument, data collecting procedures, data input and analysis, data triangulation and ethical consideration.

3.1 Research Design

In order to gather information depending on the research questions, the researcher used mixed method as it is important to understand both the subjective and objective realities. A mixed research design allows a better understanding of a research problem than either quantitative or qualitative data itself (Creswell, 2008).According to Johnson & Christensen (2004), mixed model design incorporates both quantitative and qualitative approaches within the same phase or across two stages in the research process. Another reason for selecting mixed method was to add useful and complementary information for the study.

In this research, both quantitative and qualitative research approaches was used, but, the main focus was on qualitative approach. Qualitative method has been used for the study as it sought to gain in depth insights about the research questions which eventually entailed that the use of qualitative method was the best for this type of study. Patton (1990) considers thick description in qualitative research as an advantage because the emphasis is one people, events and texts. Similarly Gay (1996) states that qualitative methods go beyond just mere descriptions of events and provide in depth understanding

of the situation being studied. Gay posits that qualitative researchers are not just concerned with describing the way things are, but also with gaining insights in to how things go to be the way, how people feel about the way things are, what they believe, what meaning they attach to various activities, and so forth. For the quantitative part two sets of questionnaires one for assistant teachers and one for the upzilla education officers were used. For the qualitative part focus group discussion for parents and parent teacher associations, and interview for head teachers, local government representatives and school management committees were conducted. A step by step research plan is shown in figure3.1
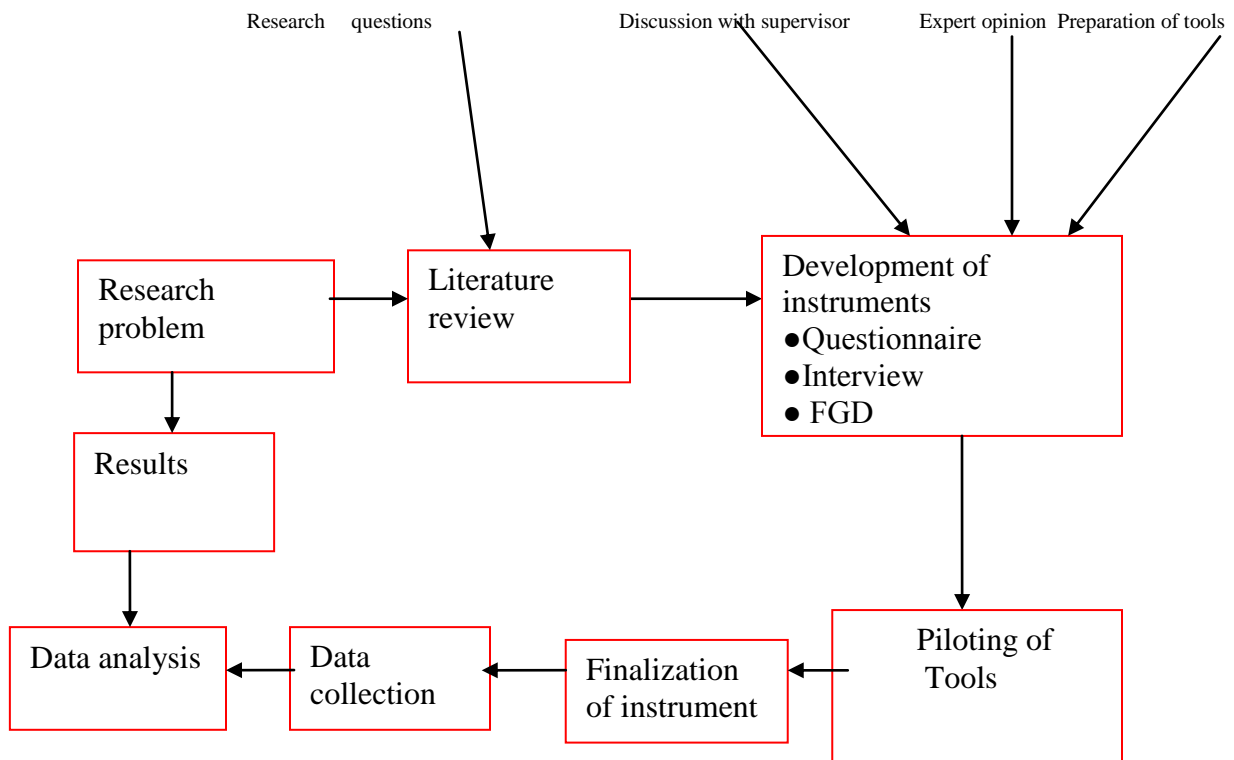
Figure 3.1   Research plan

3.2 Population of the study

Bangladesh has thirteen types of primary schools which include: Government primary schools (GPS), Registered Non-Government primary Schools (RNGPS), Experimental School, Community School, high School Attach Primary School, High Madrashah Attach Ebtedyee School, NGO schools, Non-Registered Non Governmental primary school, Kindergarten, NGO schools, Ebtidayee Madrasahs, BRAC Center School, ROSC School and Shishu Kollyan school (DPE,ASPR, 2013). In order to investigate the impact of community participation in quality primary education all of the primary schools of Bangladesh, it's teachers, students, parents and other stakeholders related to these schools are the population of the study.

3.3 Delimitation

This is an M. Phil level thesis and due to time constraint and lake of fund it was not possible for the researcher to collect data from whole population. So, only GPS of Bangladesh and its related persons were the selected as the target population of the study. Among the 64 districts of Bangladesh, Tangail district (from Dhaka division) was selected purposively as the study area of the research. For the comparison of rural and urban area one sadar upzilla (Tagail sadar), one costal upzilla (Vuyapur) and one hilly upzilla (Madhupur) were selected from 11 upzillas of tangail.

3.4 Sample of the study

In order to investigate the impact of community participation in improving quality primary education from 3 selected upzillas 18 GPS (6 GPS from each upazila) and GPS related persons were selected conveniently as sample of the study.

It is needed to discuss that among the selected 18 GPS, 9 GPS were termed as Good Community Participation Schools (GCPS) where there were good communication between school and community and 9 GPS were Less Community Participation schools (LCPS) where there were not good communication between school and community. These samples were selected in consultation with district educational officials.

A total of 18head teachers, and 36 assistant teachers (1male and 1 female), 36 SMC (1male and 1female chair person\member) and 36 PTA (1male and 1 female chairperson/ member) members formed the respondents of the study. There were 9 LGR members from upzilla / union council (upzilla\ union council chairperson, 1male and one female ward member) 3 UEO sand 6AUEOs were also selected purposively as sample of the study .Table 3.1 shows the sample size at a glance.

Table 3.1 sample size

Division	District	Upazila	No. of schools	No. of teachers	No. of education authority	No. of community people	Total
Dhaka	Tangail	Tangail sadar	6 GPS	HT (18), Asst(36)	UEO&AUEO:9	PTA : 36 SMC: 36 Parents:72 LGR: 9	
		Vuanpur	6GPS				216
		Madhupur	6 GPS				
		Total= 3	18	54	9	153=	216

.**3.5 Development of instruments**:

 Three types of instruments were used for the study. These are:

1 Questionnaire for UEOs/AUEOs and Assistant teacher

2 Interview schedule for Head teachers, SMC and LGR members

3 Focus group discussion (FGD) for PTA/Parents

3.5.1 Questionnaire for education officers: One questionnaire was developed for education officers .The questionnaire contained two parts; part one was related to officers personal information, like designation, gender and experience. The second part was community participation related like present status of community participation in improving quality primary education, challenges in quality primary education, the possible ways to address the challenges etc .There were some open ended and some close ended questions in the questionnaire (please see appendix- 1, p.142-143).

3.5.2 Questionnaire for assistant teachers: One questionnaire was developed for assistant teachers. The questionnaire contained two parts;

part one was related to teacher's personal information, like gender, educational and professional qualification, experience, daily class, lesson plan, teaching aids etc. The second part was community participation related like situation of SMC, PTA and LGR members and Parents in meetings including their attendants, communication and contribution. What are the challenges in quality primary education, what are the possible ways to address the challenges etc. There were some open ended and some close ended questions in the questionnaire. (please see appendix-3,p. 147-149).

3.5.3 Interview schedule: Face to face interview was used to collect opinion from the head teachers, SMC and LGR members about quality primary education and community

participation. Interview was included in the methodology to comply with the view of Robson (1993), "The interview is a flexible and adaptable way of finding things out, asking people directly about what is going on is an obvious short cut in seeking answers to our research questions. Face to face interview offers the possibility of modifying one's line of enquiry; following up interesting responses and investigating underlying motives in a way that postal and other self administrated questionnaire cannot". Three interview schedules were developed. There were two parts in head teachers interview schedule, part one with 18 questions were their personal information related; like their gender, educational and professional qualification, experience etc. The second part was community participation related like situation of SMC, PTA and LGR members and Parents in meetings including their attendants, communication and contribution. What are the challenges in quality primary education, what are the possible ways to address the challenges etc. There were some open ended and some close ended questions in all schedules (please see appendix- 2, 4 and 6, p. 144-146, 150, 152).

3.5.4 : Focus group discussion: FGD is a flexible and adapted way of finding things out, asking people directly about what is going on is an obvious short cut in seeking answers to the research questions. Face to face interview offers the possibility of modifying one's line of enquiry; following up interesting responses and investigating underlying motives in a way that postal and other self administrated questionnaire cannot (Robson,1993).

One focus group discussion guide was developed respectively for PTA and parents (Appendix-5. P.151). The tool was developed to focusing on their duty and responsibilities in improving quality primary education. FGD was conducted to supplement the data that were collected through questionnaires and interview to

reconfirm the issues related to community participation in quality primary education. The purpose of the focus group was to gather information from human sources. Maxwell (1996) asserts the value of discussions as they allow the data collectors and the participants to work back and forth, reconstruct the past, analyze the present and predict the future. Since the study was to investigate the community participation in improving quality of primary education, discussion can be one of the best ways to know the participant's feeling and thoughts. As Patton (1990) puts it 'we conduct discussion with people to find out from them things which we cannot directly observe. We cannot observe feelings, thoughts, and intentions. We cannot observes behavior that took place at some previous point in time….we have to ask questions about these things. The purpose of letting them to talk is to allow us to enter in to the other person's perspective (P-195)'. The purpose of FGD was to explore the participants' general experience and feelings regarding the issues at hand, and to gather information and to stimulate discussion in ways that supplemented the data collected through observation. Pappamihiel explained that the main benefit of focus group data is their ability to uncover information that would not normally come out in a one-to-one or would be difficult to see through observation because such groups are often helpful in aiding participants in articulating their feelings and reactions (P335). Bers (1987) defines this type of discussion as a qualitative research technique in which a small number of responding-generally 8-10 and a moderator participate in an unstructured group discussion about selected subjects (P:19) The FGD added weight to other methods, helping to triangulate the data. The researcher expected that the participant's responses taken from FGDs would b verify and expand on data elicited from questionnaires. FGDs are specially valuable in

combination with other techniques (Morgan, 1988, 39). The researcher believes that the use of group discussion has provided her opportunities to cross check data collected through other instruments and thus it is likely to strengthen the validity of the study.

Table 3.2 and 3.3 shows the instrument and related respondents at a glance.

Respondent category	Tools used	No of Tools
AT, UEO/AUEO	Questionnaire	2
HT, SMC, LGR	Interview schedule	3
PTA, parents	Focused Group Discussion (FGD)	1

Table 3.3 The list of instruments were used in this study and their contribution of the broad research questions (1-4) are outline in figure below:

Tools	Rq1	Rq2	Rq3	Rq4
Questionnaire	✓	✓	✓	✓
Interview schedule	-	✓	✓	✓
Focus group Discussion (FGD)	-	✓	✓	✓

3.6 Validity of instrument

The questionnaire was distributed to the two professors of primary education faculties of Education and Research, Dhaka University to seek their suggestions to check validity and appropriateness. After having received their comments the questionnaire was finalized. To ensure greater validity, all the questionnaires were translated into Bangle by the researcher to minimize possible errors from misunderstanding English

3.7 Permission and accessibility

For the collection of data first of all the researcher had to take permission from the District Education Officer of Tangail (Appendix—C, P. 139) to visit the selected area to avoid any kind of hassle. She had copies of the permission letter and submitted the letter to the Upzilla education officers and all head teachers of selected area for making her access easy in the Upzilla education office and schools.

3.8 Data collection procedures

Total data gathering process was conducted by the researcher. Before going to collect data the researcher communicated with the UEOs, AUEOs and Head teacher of selected institute personally and ensured them about his presence. Not only that the researcher also gave enough time between distribution and collection of questionnaires from thethem. Following fixed time schedule firstly, the researcher collected data from the Upzilla education officers by using questionnaire. Secondly, she collected data from assistant teachers also by using questionnaire. Thirdly, she took interview from head teacher. She took interview from SMC by the help of head teacher. To collect data from Upzilla/ Union Council chairpersons and members at first she collected their mobile number then she contacted with them and arranged interview in proper time by their won

interest. She also arranged focus group discussion for the members of PTA and parents with the help of head teacher.

3.9 Data input and analysis

Data were analyzed using both quantitative and qualitative approach where necessary. Quantitative data were analyzed using percentage. The narrative data were described in qualitative approach focusing objectives of the study. The raw data that collected were processed by applying computer system of MS Excel

The qualitative data were analyzed by following several steps including data management and storage, reduction, categorization and preliminary analysis. Further analysis and in-depth interpretation of data were conducted, and finally, data were re-constructed.

3.10 Data Triangulation

Triangulation helps to analysis the consistency of data obtained through various data collection tools. In the study, findings from the questionnaire were presented by interview and FGD in triangulation ways. The collecting information was crosschecked through the existing knowledge. Such cross verifications ensures the validity.
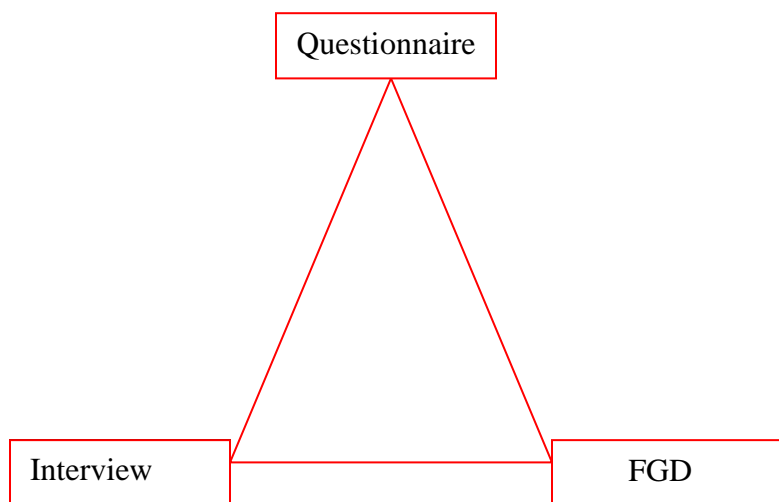
Figure 3.2 Triangulation of data

3.11 Ethical Consideration

In each step of conducting the study researcher was cognizant to make sure about ethical issues. At the t time of literature review, researcher gave more importance to avoid plagiarism.

During data collection, researcher took consent letter for collecting data. Researcher described the main purpose of the study in the consent letter and provides the purpose to the participants.

Before collecting data all the participants were made sure that they were not bound in any way, so they were free to give their opinion and in any way they will not be held responsible for their opinion. Similarly, it was ensured that teachers will not face any problem if they give their opposition. Data collected from them will be used only for the purpose of research. This is an academic research so the results of the research will

benefit for them. The opinions given in this research have no connection with their employers. So there is no threatening element for them.

Interview and FGD time were selected according to participants suggested time .researcher did not get any pressure or harm for the individuals in time of data collection. Researcher did not provide own opinion and make judgment to them. So that it could not be any kind of reflection on respondents.

Researcher abstained from the manipulation of data during collection of data. She also ensures the accuracy of the data handing out stage. At last, this research was completed with full confidence and faithfulness but without being biased.

PRESENTATION OF FINDINGS AND DISCUSSION

Introduction

This chapter is devoted to the analysis and interpretation of data gathered through questionnaires, interview schedules and FGD guidelines.

Two sets of questionnaire were developed one for the UEOs and AUEOs, and another for the Assistant Teachers. Three interview questionnaires were developed for three categories of respondents namely, the head teachers, SMCs and LGRs. FGD was administered to two categories of respondents namely PTA and Parents. A total of 216 respondents from five categories participated in the study. Of them 3 were UEOs, 6 AUEOs, 18 Head Teachers, 36 Assistant Teachers, 36 SMC members, 36 PTA members, 72 Parents and 9 Local Government Representatives.

Responses to each question were tabulated, categorized and finally analyzed both in qualitative and quantitative terms where found suitable under the following major areas:

Educational background of Respondents

4.1 Educational Background of Respondents

The Academic and professional qualification and experience of teachers are shown in table 4.1.

Table 4.1 Highest Qualification of teachers and their experiences

Degree	Head teachers (N=18)		Assistant teachers (N=36)	
Academic	n	%	n	%
SSC	-	-	-	-
HSC	-	-	9	25
Graduates	5	27.8	16	44.4
Masters	13	72.8	11	30.6
Professional				
Only C-in-Ed	6	33.3	25	69.4
Only B.Ed	5	27.8	5	13.9
C-in-E d and B.Ed	5	27.8	3	8.3
M.Ed	2	11.1	1	2.4
Experiences				
Less than-5 years	-	-	3	8.33
5-10 years	4	22.2	20	56.6
11-15 years	6	33.3	6	16.7
Above 15 years	8	88.9	5	13.9

90

It is seen from table 4.1 that most of the head teachers (72.8%) interviewed had master's degree in basic subjects, but the rest (27.8%) had bachelor degree. 33.3% head teachers had only C-in-Ed degree and rest of them 27.8% had only B.Ed, 27.8% C-in-ED and B.ED, 11.1% had M.ED degree. It can be concluded that the head teachers have good academic and professional background.

Data indicated that majority assistant teachers (44.4%) had bachelor degree and 30.6% master degree, 25% have HSC degree. Regarding the professional degree, most of them (69.4%) have only C-in-Ed degree and 13.9% only B.Ed, 4.3% had C-in Ed and B.Ed degree, and 2.4% had M.Ed degree.

Regarding experience majority of the head teachers (88.9%) had above 15 years teaching experience whereas, only 22.2% head teachers had 5-10 year's job experiences.

Data also indicated that more than half of the assistant teachers had 5-10 year's job experiences. It may be concluded from this data that the HTs and Assistant teachers who participated in the study were very experienced. Similarly the Upazila education officers and Assistant Upzilla education officers were also experienced.

4.2 Present status of community participation

This section consists of three sub section which describes the present status of community participation in quality primary education of both Good community Participation (GCPS) and Less community Participation schools (LCPS).

4.2.1 Position of SMC, PTA, SLIP, Parents and Local Government Representative (LGR) of both good community participation and Less community Participation schools.

There are SMC and PTA in all the Government primary schools (GPS) of Bangladesh. But, only 65.43 % (39,232 out f 60,332) Government primary schools (GPS) had SLIP. (Source: SLIP sell, DPE).

   The situation of SMC, PTA and SLIP were found to be good at the Good Community Participation schools (GCPS). All of the head teachers of good community participation schools mentioned that they had SMC and PTA. About the attendants of committee members, great majority of the HTs- (77.3%) of Good Community Participation schools stated that all SMC members were regular in SMC meetings. HTs of GCPS reported that they had arranged a total of 12 SMC meetings in the year of 2013, but, 22.2% (2 out of 9) HTs- of GCPS arranged 13 SMC meetings. So they followed the government rules. In these meetings   the average number of attendance was 8.2.

Majority of the head teachers (77.8%) of Good Community Participation stated that the union council member was always absent in SMC meetings and sometimes the representative assistant teacher of nearest high school was found absent. The SMC members of GCPS supported this information.

On the other hand, the attendance of SMC members in Less Community Participation schools (LCPS) was not so good. All of the Head Teachers of Less Community Participation's Schools stated that they also had SMC. About the attendants of committee members all of the HTs of Less Community Participation schools (LCPS) stated that all SMC members were irregular in SMC meetings. HTs of LCPS reported that they had

arranged a total of 12 SMC meetings in the year of 2013. In these meetings, the average number of attendance was 6.5 whereas, in GCPS it was 8.2.

Most of the head teachers (55.6%) of Less Community Participation (LCPS) stated that the union council member was always absent in SMC meetings and 44.4% stated that not only Up member but, other members were also absent. The SMC members of LCPS also reported the same information regarding SMC meetings.

The PTA meeting situation of good community participation schools was also good. A great majority of the (7 out of 9) Head Teachers (77.8%) of Good Community Participation Schools (GCPS) stated that all of PTA members were regular in PTA meetings. 88.9% HTs of GCPS reported that they had arranged a total of 3 PTA meetings in the year of 2013, but, 11.1% (21out of 9) HTs- of GCPS arranged 6 PTA meetings. So they followed the government rules and some HTs of GCPS were so advanced. In these meetings the average number of attendance was 7. The PTA members of GCPS supported this information.

On the other hand the situation of PTA meeting of less community participation schools was not same. M Great majority of the Head Teachers (88.9%) of Less Community Participation Schools stated that all of the PTA members were not regular in PTA meetings. 55.6% (5 out of 9) HTs of-LCS reported that they had arranged 3 PTA meetings in the year of 2013, but, 33.3% (3out of 9) HTs- of GCPS arranged 2 and 11.1% arranged only 1 PTA meetings. So they did not follow the government rules. In these meetings, the average number of attendance was 6.3. The PTA members of LCPS also reported the same information regarding PTA meetings.

All of the HTs of Good Community Participation schools argued that the member of SMC and PTA took regulation and try to implement the decisions. But all of Head teachers of Less Community Participation schools were argued that if the member of SMC and PTA took regulation but did not try to implement the decisions.

The situation of SLIP was good in both Good Community Participation schools and Less Community Participation schools. 75% (12 out of 18) head teachers (both GCS and LCS) stated that they had SLIP whereas, 65.43% government primary schools of Bangladesh had SLIP.

The teachers (72.2%) of good community participation's schools stated that average 90% parents/mothers were present in mother's gathering/ parents gathering. This statement was support by the parents who attended in the FGD.

On the other hand the teachers of Less Community Participation schools stated that parent's meetings situation was not so good. Great majority of the teachers (88.8%) stated that average 60% mothers\ parents were present in mother's gathering/ parents gathering. This statement was also support by the parents who attended in the FGD.

One mother added that, "It was very important to join in mother's gathering. But I was remaining busy in home work. Actually I did not have any idea about mother's gathering".

Respondent opinion of communication (both GCPS and LCPS).

Importance and mode of communication

All categories of respondents (UEO, AUEO, HTs, ATs, LGR / SMC / PTA / SLIP members, Parents) both GCPS and LCPS told that community participation was very important for improving Quality Primary Education.

Opinion of UEOs and AUEOs

The majority of the UEOs and UEOs (66.7%) stated that they communicated with

the community by participating and discussing in various meeting like SMC, PTA

meetings, mothers or guardians gathering. During annual sports and cultural programs of

the school they were invited and this crated an opportunity to interact with community

members. In response to another question regarding increase of community participation

they suggested to arrange various meetings in schools. To ensure their presence they

asked the teacher to invite them by letter. They also suggested tobuild up a good

relationship between teachers and communities.

Opinion of Head teacher

All of the head teachers of Good Community Participation schools stated that in order to

ensure quality primary education they communicated with the community. They arranged

various meetings like mothers gathering, guardians gathering and various cultural

programs to communicate with community. Among them 55.6 % (5 out of 9) teachers

communicated with guardians by only home visit. They just follow the government

decision. They did not take interest to bring the members of community in the school and

discus with them. Moreover, 44.4% (4 out of 9) teachers mentioned that in order to

ensure quality primary education they applied various techniques for ensuring community

participation. Such as writing letter, telephoning (5o %), miking, posturing, arranging

rally and role playing (25%).

On other hand, all of the Head teachers of Less Community Participation Schools stated

that in order to ensure quality primary education they also communicated with the

community. They arranged various meetings like mothers gathering, guardians gathering

to communicate with community. Among of them 66.7% (6 out of 9) teachers communicated with guardians by only home visit. They just follow the government decision. They did not take interest to bring the members of community in the school and discus with them. Moreover, 33.3% HT teachers of LCPS mentioned that they communicated with community by letter or telephoning. They did not arrange any miking, posturing, any rally or any roll play.

The teachers of both Good Community Participation Schools and Less Community Participation Schools also stated that they communicated with community through students.

Opinion of Assistant teachers

 The assistant teachers of good community participation schools informed that they regularly discussed with SMC, PTA members, Parents, LGRs and SLIP members. Majority of them (61.1%) (11 out of 18) assistant teachers of good community participation schools added that SMC, PTA members and Parents discussed with them about learner's learning progress, whereas some teachers 22.2% (4 out of 18) mentioned that LGR and SLIP members also discussed about learner's learning progress.

On other hand, majority of the assistant teachers (66.7%) of Less Community Participation Schools informed that SMC, PTA members, Parents, LGRs and SLIP members did not communicate with them and they did not discus with about learners learning progress, whereas a small number of assistant teachers did not agree with their opinion.

In order to ensure quality primary education community involvement with schools is needed. The teachers of both GCPS and LCPS gave some comment about these. They

said the school may invite people as chief guest, special guest in cultural function, sports day, prize giving ceremony and various national days.

Opinion of LGR

The local Government Representatives (LGR) (both GC PS and LC PS) stated that they had a few of information about the government primary schools. They knew only the number of schools. Sometimes they communicated with schools personally and most of the times after being invited from head teachers. Their communication was not so good.

Opinion of Parents / PTA members from FGD

Most of the parents of GCPS stated they had an idea about Quality Primary Education.

But when requested to tell something about Quality Primary Education, almost every parents told that quality primary education was a technique of reading learning. Some of them also told it was a teaching method. So, most of the parents of GCPS did not have enough idea about quality primary education.

Most of the parents of GCPS stated that they knew the age of admission to school and starting and ending time of GPS. Moreover, some of parents did not know the age of admission and starting ending time of GPS.

Majority of the Parents of GCPS stated that they knew in which class their children read in and they knew their children's class roll. They also said that their children went school regularly. All of the parents of GCPS stated that they discussed with teachers about their children. Among of them some of Parents discussed about their children's strong and weak sides in class. Some of parents discussed about learning progress of their children, and some of parents discussed about getting ways of scholarship. A few parents discussed with subject teachers.

Almost every parent of GCPS stated that their children need leave. But, when asked them how could they maintain the leave most of the parents replied that they informed the teachers orally about their children's leave, whereas some of them said they informed the teaches by telephoning, and some said they informed the teachers with application. Some of parents said that they took leave without any consultation of teachers.

. On other hand, Parent's communication was not good in Less Community Participation Schools LCPS). Great majority of the parents stated that they had no idea about Quality Primary Education whereas, some of the parents told that they had an idea about it and they told it was the ability of getting promotion in next class.

Most of the parents of LCPS stated that they did not know the age of admission to school and starting ending time of GPS. Moreover, some of parents know the age of admission and starting ending time of GPS.

Majority of the Parents of LCPS stated that they did not know in which class their children read in and they did not know their children's class roll. They also told that their children did not go to school regularly.

Most of the parents of LCPS stated that they discussed with teachers about their children. Among them some of the parents told they discussed about their children's strong and weak sides in class whereas, some of them told they discussed about the learning progress of their children. They did not discus with the subject teacher.

Majority of the parents of LCPS stated that when their children's need leave they informed it with the teachers orally. Moreover, some of the parents told that they informed the teachers by mobile / application about it. Some of the parents told that their children took leave without any consultation of teachers.

4.2.3 Contribution of community in both good community participation and less community Participation schools

The Head Teachers of Good Community Participation Schools mentioned that SMC PTA, LGR, SLIP and guardian\Parents had co-operated with teachers for the work of child survey, student admission and text book distribution. They also gave financial co-operation to celebrate and observe various function of the school.

On the other hand, the Head Teachers of Less Community Participation Schools claimed that SMC, PTA, LGR, SLIP and Guardian\ Parents did not co-operate well with teachers for the work of child survey, student admission and text book distribution. They did not give the financial co-operation to celebrate and observe various function of the school.

The contribution of community in both Good Community Participation's Schools (GCS) and Less Community Participation's Schools (LCS) are shown in table 4.2

Table 4.2 Steps taken by HTs of Good Community Participation's Schools (GCPS) and Less Community Participation's Schools (LCPS) on some specific area.

Area	HT of GCPS (9)				HT of LCPS (9)			
	Yes		NO		Yes		No	
	N	%	N	%	N	%	N	6
Enrolment and attendance	7	77.8	2	22.2	3	33.3	6	66.7
Drop out	7	77.8	2	22.2	-	-	9	100
Teaching aids	7	77.8	2	22.2	2	22.2	7	77,8
Furniture	5	55.6	4	44.4	2	22.2	7	77.8
Teacher	2	22.2	7	77.8	-	-	9	100
Financial	9	100	-	-	3	33.3	6	66.7
Observation	9	100		-	2	22.2	7	77.8
PSC	9	100	-		5	55.6	4	44.4

Data indicated that great majority of the HTs (77.8%, 7 out of 9) of Good Community Participation Schools stated that in order to ensure quality primary education they took following steps by the help of SMC, PTA SLIP and Parents:

In order to increase enrolment they surveyed all 6+ children of school catchment area and then prepared a list. Then they divided their schools catchment area in various blocks and divided duty. Not only that 28.7% (2 out of 7) HTs of GCPS also arranged miking, posturing and rally regarding on enrolment.

The HTs of GCPS were also visited to the house of absentee students and told them to come to school. They also rewarded students who were regular in the school.

On the other hand, the situation was different in LCPS. Majority of the HTs (66.7%, 6 out of 9) of LCPS stated that SMC and PTA member did not take any steps for increasing student's enrolment and attendance. Though they surveyed all 6+ children of school catchment area and prepared a list but, they did not distribute their schools catchment area in blocks. They did not arrange any miking, posturing or rally. They did not visit the house of absentee students.

A great majority of the HTs (77.8% (7 out of 9) of GCPS stated that in order to remove drop out they took various steps. They distributed free paper and pen (42.9 %) free school uniform (28.7%) for poor learners with the help of SMC, PTA and Parents.

One HT of good community participation school's informed that, "In order to solve various problems of learners I made a poor welfare fund, by the help of SMC, PTA and Parents"

.Another HT of good community participation school also stated that, "One minister who was elected from their area gave monthly stipend for two poor and talented girls."

Data informed that 77.8% % (7 out of 9) HTs of GCPS stated that SMC, PTA members and Guardians were collected teaching aids for their schools.

55.6.3% (5 out of 9) HTs of GCPS stated that SMC, PTA members and Guardians donated fans, chairs, benches and almirah for school. 22.2% (2 out of 9) HTs also informed that SMC, PTA members and guardian managed para teachers for schools.

The HTs of GCPS added that they had arranged various supplementary activities in their schools, like annual sports, picnic, milad mahfil and cultural programs by the help of SMC, PTA, LGR and Parents.

On the other hand, In order to remove drop out of learners, SMC, PTA members and Parents of Less Community Participation Schools did not take any step.

Majority of the HTs (77.8, 7 out of 9) of LCPS claimed that the SMC, PTA and Parents did not give any help to collect teaching aids. Moreover, 22.2% HTs added that they were collected a few of teaching aids by the help of LGR.

. One HT of less community participation schools claimed that, "The members of PTA and SMC's are in paper. Most of the members they did not attend in meeting, if come did not give any opinion. They just came and signed. Sometimes we carried the regulation book to their home for taking sign. They did not have any contribution in quality primary education."

The HTS of LCPS added that the sitting arrangement system was poor in their schools. Majority of the HTs (77.8, 7 out of 9) of LCPS claimed that there were not enough chairs and benches in class rooms. They did not have enough funds to repair those. As a result it was not possible to conduct one shift class in their schools. Moreover, 22.2% (2 out of 9) HTs, of LCPS added that the SMC, PTA and Parents had donated some chair, benches

. Majority of the HTs (77.8, 7 out of 9) of LCPS claimed that due to shortage of fund; it was not possible to arrange various supplementary activities in their schools, like annual sports, picnic, milad mahfil or any religious program and cultural programs. The SMC, PTA, LGR and Parents were not interested about it. Moreover, 33.3% (3 out of 9) HTs of

LCPS said that they had arranged only annual sports by the help of SMC, PTA and parents.

HTs of GCPS informed that the SMC, PTA members and parents visited class. Among them 55.6% (5 out of 6) said that they visited class regularly. The rest 44.4% (4 out of 9) mentioned that they visited very often. They also added that the SMC PTA and Parents observed the learners activities. They took care of learner's reading.

On the other hand, majority of the HTs of (77.8% (7 out of 9) of LCPS claimed that the SMC, PTA members and Parents did not visit the class. They did not take any care of learner's reading. Moreover, 22.2% (2 out of 9) HTs, LCPS added that the SMC, PTA and Parents visited the class.

Data mentioned that there was a special care for class five learners for preparing PSC. All of the HTs (GCPS) said that in order to pass in PSC the teachers, SMC, PTA and parents arranged special classes and model test for five learners.

 On the other hand, it was not so good in LCPS. 44.4% HTs of LCPS said that they could not have any proper plane on PSC. The parents, SMC and PTA members could not participate in it. Though, some of he HTs of LCPS said that they had arranged special classes for class five learners but, not arranged any model test.

All of the assistant teachers of GCPS and LCPS supported their school's information. As well as a few of assistant teachers (4 out of 18) of GCPS informed that SMC, PTA, members and Parents had also arranged a set o cultural instrument (1) water supply (1) electric supply connection (1) established boundary wall in their schools (1) in 2013.

On the same statement the SMC members of GCPS stated that in order to ensure quality Primary education they took various steps. They discussed with teachers about the

learners and went the learner's house and discussed with their parents. A third quarter of SMC members (6 out of 18) of GCPS also added that they gave financial support in schools.

One SMC member of GCPS added that, "I took care of learners. Sometimes I saw a few learners were watching television by standing beside a shop. I told the learner not to watch television in school time. Please, go to class. I requested the shopkeeper to suggest the learner. I also discussed with the head teacher about it".

On the other hand, the SMC members of LCPS did not take enough steps in improving quality Primary education. Majority of the SMC members of LCPS stated that they did not discuss with the teachers about the learners and did not go to the learner's house. They also stated that they did not give any financial support in schools.

There was a high contribution of PTA members and parents of GCPS in quality primary education. During FGD all PTA members and parents were stated that they took part in book distribution and various supplementary activities.

One father of GCPS informed that, "Recreation is a big part of education. But there is no government budget in government primary school about it. When the teachers arranged various supplementary activities, like annual sports, picnic and cultural programs we help them by giving suggestions and financial support".

All of the parents stated that they communicated with the teachers, SMC and PTA members. Some of them added that they discussed with their neighbors about their children's admission and attendants. They also interested to take part in teaching in schools.

One learned mother of GCPS mentioned that, "Crisis of teacher is a problem in government primary school. If I get chance I'll serve volunteer service for the young learners".

On the other hand, there was a poor contribution of PTA members and parents of LCPS in quality primary education. During FGD Most of the parents stated that they did not take part in book distribution and various supplementary activities. They also stated they did not communicate with the teachers, SMC and PTA members and they did not discuss with their neighbors about their children's admission and attendance. They were not interested to take part in teaching in schools.

It was found that there was a little role of municipal/union council councilor/ commissioner/member in both GCPS and LCPS. 44.4% (4 out of 36) HTs stated that the LGR members helped them by giving foot ball and covering soil in unlevel school field. One HT of good community participation schools informed that he had arranged supply water by the help of municipality.

The LGR members had supported the statement and told that they had a few budged for primary schools.

One union council chairman told that, "We provide some support for nongovernment primary schools. As a government primary school we gave those (GPS) less priority."

On similar statement the education officers stated that the municipal/union council's councilor/commissioner/member helped school by giving chair, benches, sports instrument and covering soil in unlevel school's field.

4.3 The Impact of Community Participation

Though government facilities were almost equal but, the participation of community people was not same in both Good Community Participation Schools (GCPS) and Less Community Participation Schools (LCPS). All teachers, SMC, PTA and LGR members and Parents of GCPS were active and smart in GCPS. In order to improve the quality of primary education they attended the meeting regularly and took part in discussion and decision making. Not only that the also took various effective steps to implement their decision. For this attitude the quality of education was so good in GCPS.

On the other hand, the situation was not so good in LCPS. Majority of the members of SMC, PTA, LGR and Parents were irregular in the meetings and they did not take par in discussion. In order to improve quality primary education they did not give their suggestions and did not take enough steps. As a result the quality of education was not so good in LCPS. If it is compared with the good community participations schools and less community participations schools we can see that the learner's enrolment and attendance in schools, listed as DR, participation, pass rate and scholarship in PSC, drop out rate and primary education completion cycle rate were very rich in GCPS. But it was not so good in less community participations schools. The impact of community participation in improving quality primary education a comparison between good community participations schools and less community participations schools are shown in table 4.3.

Table 4.3 Comparison between GCPS and LCPS according to learner's enrolment and attendance in schools, listed as DR, participation, pass rate and scholarship in PSC 2013, drop out and Primary education cycle completion rate.

Indicators	GCPS (in average out of 9)	LCPS (in average out of 9)
Enrolment rate	Ioo%	86.2%
Average daily attendant rate	94.1%	75.9%
Listed as in D.R for PSC in average	77	41
Participation in PSC	99.82%	97%
Pass rate of PSC	99.85%	96.5%
Scholarship in PSC	9%	0.33%
Drop out rat	5.11%	23.2%
Primary education Cycle completion rate	92.44%	72.7%

It appears from the table 4.3 that the national target of Bangladesh for learner's enrolment in GCPS has been achieved. All of the HTs of good community participations schools stated that they had admitted 100% of 6 + children from their school catchment area.

However the scenario was not same in less community participations schools.

All of the HTs of less community participations schools stated that they were unable to enroll 100% children from their school catchment area. Among them 44.4% (4 out of 9) of the HTs of less community participations schools stated that they had admitted 90% - 936% 6 + children from their school catchment area. The rest 44.4% (4 out of 9) of the HTs of less community participations schools stated that they had admitted 85% - 755% 6 + children from their school catchment area. 11.1% (1 out of 9) HT of less community participations school informed that the students admission rate was 50% in his school. The average enrolment rate was about 86.2%.

. Data indicated that there was a high attendant rate in GCPS. Majority of the (66.6%, 6 out of 9) HTs of good community participations schools informed that the learners average daily attendance rate was about 95% - above 95%.The rest of them (2 out of 9) added that average attendant rate was about 92%- 93% and only 11.1% (1 out of 9) added that the rate was bellow 90% and it was 87%. The average daily attendance rate of GCPS was about 94.1%.

On the other hand, the learner's attendant rate was not so good in less community participations schools. Most of the (55.6%) HTs of less community participations schools informed that the learners average daily attendant rate was bellow 90% and it was 75% - above 85%. The rest 33.3% (3 out of 9) informed that the attendance rate was about 90% - 93%. And 11.1%% (1 out of 9) HT of LCPS informed that the average daily attendance rate of the learners was bellow 50%. The average daily attendance rate of LCPS was about75.9%.

The situation of PSC was good in GCPS. From all good community participations schools average 77 learners had listed as in DR for PSC and the participation rate was average 99.82. Majority of the HTs (88.9%, 8 out of 9) of GCPS stated that they had achieved the national target in the result of PSC. They said that all most all learners who appeared passed in the PSC exam in 2013. Only 11.1% (1 out of 9) HT of good community participations schools informed that unluckily one of his learner had failed in PSC.

On the other hand, the situation of PSC was not so good in LCPS. From all LCPS average 41 learners had listed as in DR for PSC and the participation rate was 97%. Most of the HTs (55.6%, 5 out of 9) of LCPS stated that they could not achieve the national target in the result of PSC and their average pass rate was bellow 95% and it was about 93.3%. The average pass rate of LCPS was about 96.5%.

The HTs of good community participations schools stated that many learners achieved scholarship in PSC from their schools. The average scholarship rate of good community participations schools was about 9%, in 2013.

However majority of the HTs (66.6%, 6 out of 9) of LCPS stated that their learners were not able to achieve scholarship in PSC from their schools. The rest 33.3% (3 out of 9) informed that a few number of learners had achieved scholarship from their schools. The average scholarship rate of LCPS was about 0.33%.

There was a little drop out in GCPS (5.11%). But it was high in LCPS (23.2%).

Data also indicated that the primary cycle completion rate was also so good in good community participations schools. In average a large number of learners had completed the primary cycle. The primary cycle complete rate of GCPS was about 92.44%.

 On other hand, the primary cycle completion rate was not so good in LCPS. The primary cycle completion rate of LCPS was about 72.7%. The similar situation of our national level is shown in table 4.4.

Table 4.4 National level of Bangladesh primary education according to learner's enrolment and attendant rate and in schools, listed as DR, participation and pass rate in PSC, 2013,drop out and Primary education cycle completion rate.

Indicators	National level (in average 37,655 GPS)
Enrolment	97.4%
Attendant	86%
Listed as in D.R for PSC	38 (in Model GPS 96)
Participation in PSC	95.29% (in Model GPS 96.66%)
Pass rate in PSC	97.69% (in Model GPS 98.55%)
Drop out rate	26.2%
Primary education cycle completion rate	73.8%

Source: ASPR 2013 by DPE

Data indicated that according to ASPR 2013, the level of primary education of all GPS (37,655 including 501 model GPS) were good. The enrolment rate was about 97% and attendance rate was about 86%.

About 39 learners had listed as in DR for PSC. The learner's participation rate was average 95.29% and pass rate was 97.69%. But among them the level of model schools where there was good communication between community and school their level was

betters than other GPS in PSC. From model GPS average 96 learner's had listed as in DR for PSC. The learner's participation rate was about 96.66% and pass rate was about 98.55%.

Data also indicated that there was a high drop out (26.2%) in primary education at the national level. The primary education cycle completion rate was also high. About 27% children drop out before completing Grade 5.

From the above discussion it may be concluded that the quality education in GCPS was good than national level even betters than LCPS. The education quality level of less community participation schools was so poor than national level even poorer then good community participations schools.

However, it is surprising that the quality education level of GCPS and model government primary schools was almost identical and this was because of impact of community participation.

The HTs of GCPS stated that in order to ensure quality primary education the community and teacher had worked together. There was a good communication between community and schools. The SMC, PTA members and Parents were aware about the learner's education and they had achieved good result in PSC in 2013.

On the other hand, the HTs of LCPS stated that the participation of community was not so good here. The SMC, PTA members and Parents were not aware about the learner's education. Some of their learner were always absent in school. They could not attend in terminal examination. There was a tragic story about it.

One of head teacher of less community participations school's informed that, "It was the first day of Primary Education Completion Examination's. One of my learner, named

Rana, who was the candidate for PSC. It was 30 to t10. But Rana did not come. The bell was ringing and Rana was absent yet. I was anxious. At this very moment I went Rana's home and saw, Rana was listening song by mobiel and his mother was cooking. Then I took RAna in the school and sent him the exam hool to take part in the examination. Rana participated in the exam but failed". I wanted to know the cause of Rana's failor to the head teacher. The head teacher said that, "Rana's mother's indifference about Rana's education was the main cause of Rana's failure".

On a similar question the SMC members of GCPS stated that they went the learner's house regularly and discussed with the teachers and parents. The also added that they had taken special care of grade 5 learners. They arranged special class and model test. As a result their admission rate, presence rate PSC result allover education level was so good.

On other hand, the SMC members of LCPS stated that sometimes they went to the learner's house but not regularly. They could not give any help for arranging special class and model test for grad 5 learners. As a result their admission rate, presence rate, PSC result etc was not so good.

From the FGD the PTA members and Parents of good community participations schools added that they communicated and discussed with teaches about their children's learning. They knew their children's class position. Majority of the mothers added that in order to ensure their children's study they had arranged a reading corner in their houses. Not only that they also awarded about their neighbor's children.

One of mother informed that, "One day I saw that, some of the learners were playing on the street. At this moment I advised them and sent them in the school. Not only that, also discussed it with the teachers".

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However, from the FGD of PTA members and Parents of LCPS added that sometimes they went to the teachers but not regularly. They were not aware about their children's learning. They did not know their children's class rolls. Some parents added that they did not know in which class their children read in and they did not have any reading corner in their houses for their children. Their children were read here and there in house.

All of the data indicated that there was a strong bondage between school and community in GCPS. As a result the quality education level of GCPS was so good and standard. On other hand, it was loss in LCPS and the level of quality primary education of LCPS was not so good and standard.

4.4 The Challenges in Quality Primary Education

It has various challenges to ensure quality primary education. According to all respondents of the study there were many challenges in quality primary education of Bangladesh. The following sub sections discuss the challenges on some themes:

4.4.1 Academic challenges:

Quality Learning Environment is the one of main indicator of quality primary education. The physical learning environments or the place in which formal learning occurs, range from relatively modern and well-equipped buildings to open- air gathering places. The quality of schools facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that, "Extant empirical evidence is inconclusive as to whether the condition of school building is related to higher student achievement after taking in to account student's background" (Fuller, 1999). But the situation was not so suitable in both good community participations and less community participations schools.

The HTs of GCPS stated that the level of Quality Learning Environment was almost good in GCPS though, there was not enough supply of electricity, pure drinking water, better use of information and technology and library. 44.6% (6 out of 9) HTs of GCPS added that there was no boundary wall and electricity in their schools.

One HT of good community participations school stated that, "There was an electronic piano and laptop in our school as a gift of government. But these could not be used because there was no   electricity in the school".

Another teacher of GCPS also claimed that "We have an electronic piano and electricity but did not have any expert teacher who can play it".

On the same situation one of the chairmen of SMC of GCPS claimed that, "We had arranged a special class for grad 5 learner's at night. There was no electricity in our school. Some of our learners brought candles/ traditional lamp/ hurricane from their houses and read with it. It was so difficult to continue reading without electricity".

On the other hand, the HTs of LCPS stated that the level of quality learning environment was not so good in LCPS. Majority of the HTs (77.8%, 7 out of 9) of LCPS claimed that there were no electricity, no boundary wall in their schools.

One of the HT of LCPS claimed that, "There was no boundary wall in my school. The lake of awareness of community there was a bazaar near the school. Many people gathered in the bazaar and created a large noisy by their miking and rough gossiping in all time. The making noisy from the bazaar had broken the learner's concentration and they looked out at the bazaar. Not only that, also hampered the quality learning environment of the school".

Another HT of LCPS claimed that, "There was no boundary wall in our school. As a result the community people used the school field as like as their outside yard. They reared cattle in the school field. Some, they dried cow-dung, straw, cloths etc and I cleared it regular".

Class size was big problem for quality primary education. In most case, this also works as constraint for proper control over the classroom teaching and learning. The average number of learners in all (9) good community participations schools was about 416 and per classroom was 83 and it was about 248 and 50 in less community participations schools (9) . The total number of learners in both GCPS LCPS (9+9=18) was about 664 and average in per classroom 66. It clearly shows that the classrooms were overcrowded in both GCPS and LCPS.

Teacher and student ratio was another challenge for quality primary education. According to education commission 2010, the teacher student ratio will be 1:30. But situation was not found like this. The average number of teachers and learners was about 416 and79 and teacher student ratio was about 1:57 in GCPS. On other side it was about 248 and 6 and   teacher student ratio was about 1:55 in the case of LCPS. A total average almost 7 teachers and 354 students in both (9+9= 18) GCPS and LCPS in and teacher student ratio was about 1:50.

Non trained teacher is also a problem for quality primary education. The average number of non teacher was about 5% (4 out of 82) GCPS and it was about 15% (8 out of 54) in the case of LCPS. A total average number of non teachers were about 10% (18 out of 136) in both (9+9= 18) GCPS and LCPS.

Quality health is a part and parcel of quality primary education. THE head teachers of both GCPS and LCPS stated that some of the school learners were always sufferer by various viral diseases and injury. But they did not have any training about it. Not only that, they also claimed that there was no body from community or government who supply some medicine for learners.

4.4.2 Poverty

The teachers of both good community participations schools and less community participations schools stated that, poverty is a big challenge for quality primary education and community people were not aware about it. Some of the guardians of learners were unable to provide food, clothes, and teaching materials for their children. They bounded to send their children in child labor and some of guardians used their children in house hold chore. It had decreased the learner's enrolment and increased their absence and drop out.

One of the head teacher of good community participations school claimed that, "The learners came to school at 9.15 am. They had to stay at school up to 4.15 pm. They got only 30 minutes as leisure period and it is very short time. So they could not go to home for tiffin or lunch as their houses were not near to the school. For the cause of poverty they could not buy tiffin from school compound. So it was very difficult for them to give concentration to their study at school .If local community person as well as government gave co-operation it would be very easy for them to develop their study condition".

4.4.3 Social problem

Social problem was another problem for quality primary education. The teachers of both GCPS and LCPS stated that it is about almost 50% people of our country's are illiterate.

They did not have enough knowledge about society, family and children. They did not have knowledge about

the demerits of the child marriage, dowry system, illiteracy problem, substitution and religious darkness.

One of the head teacher of LCPS claimed that, "Tow of my female child who were learners of class III and IV had victimized by child marriage, in 2012. Though I tried to get help from union council to protect it and save the girl from the danger but, I failed. As a result two of my child dropped out from primary education. I think lake of community participation was the main cause of behind this".

Another head teacher of less community participations school told a heart broken story. He told that, "One of my learner, named Asma, who was the PSC candidate in 2013. Suddenly, I noticed that Asma was remaining absent in the class. I asked my other learners about it. They informed me Asma's parents arranged marry for Asma. I discussed it with my SMC and PTA members. I also discussed it with union council's member. But they could not response with me. Then I went Asma's house and tried to understand her parents and failed. Asma was absent in PSC 2013 and dropped out. After 6 months I heard Asma had died by her husband's torture and torment cause of dowry. It touched and broken my heart. Lake of participation of Asma's parent's and community people's about Asma's education was the main cause of Asma's early death."

4.4.5 Geographical problem

River erosion, flood affected, communication problem were crisis for children. 22.2% (2 out of 9) of HTs of less community participations schools stated that river irruption had hampered the education.

One of the HT of less community participations school stated that, "I replaced my school in 15 times because of river erosion".

From PTA/Parents FGD one of mother claimed that, "River erosion was the main challenge for us. It decreased our children's presence and reading".

One SMC member stated that, "During the flood period water covered the school field and had hampered the teaching activities".

4.5 Possible ways of addressing the challenges

In order to solve the problem existing in quality primary education all the entire respondent stated that it should be involved both the Govt. and community. To develop the teaching learning environment situation it should be united to parents, teachers, SMC, PTA and LGR members in the same platform.

Majority of the UEO, AUEO and Teachers and members of SMC and PTA of both GCPS and LCPS stated that to solve the teacher's crisis govt. should give appointed new teachers in every school. The limited staffing pattern of school should be enlarged of more than 8 to 10 teachers. Because most of the times many teachers have to take leave for maternity, professional training, pedagogical training etc. They also stated that community person may fulfill such kind of crisis by appointing para teacher from the community.

All of the teachers (both GCPS and LCPS) stated that it is needed to supply electricity and IT support in each primary school. AS well as govt. they rich people of community can provide it. They also stated that in order to make guardian alert about the benefit of quality primary education it is needed to arrange social and cultural function. But to make success of such programs it is very needed to focus by advertise in public media and

public places. Community person may arrange such kind of activities by their won initiatives.

The members of SMC and PTA (both GCPS and LCPS) added that in order to increase parent's awareness on quality primary education the community people speak in mosques, temples, pagodas and various religious function and festivals.

Poverty is a major challenge in improving quality primary education. A great majority of teachers (88.9%), SMC and PTA members (77.8%) and parents (both GCPS and LCPS) added that large number of learners always come from poor family and they could not provide their school uniform and midday meal, at tiffin period in school. As well as Govt. the community people can provide it. From PTA / Parent FGD one of mother told that, "It is needed to make a poor welfare fund in school and we can solve many kinds of problems by this fund". The other parents and PTA members was supported her. The teachers, SMC and LGR members also supported this statement.

Almost every teacher, SMC, PTA and LGR members and parents (both GCPS and LCPS) claimed that child labor and child marriage are the main challenges in improving quality primary education. Though there is a Govt. low about those but, have no proper implement of those laws. Lake of community participation is the main cause of behind this. As a result some of our young learners always have harassed by the child labor and child marriage and drop out from school. If the Govt. and the community people work together, will possible to remove those. They also said that it is needed to maintain a good relation between local administration and teacher.

From PTA / Parents FGD of LCPS one of father claimed that, "It is given stipend only 50% students in our district according the level of poverty and the rest of the student are

depriving. But as a poor and populous country 85% students needed to stipend for quality primary education". Another parents and PTA members supported it.

From PTA / Parents FGD of GCPS one of mother claimed that, "The municipal area is totally out of 'Primary Education Stipend Project'. As a child of Rickshaw Puller, Slum child, Tokai, Norman's and rootless children were living in municipal area. But, they were not getting support fro primary education from Govt. So, it was needed to give stipend in municipal area". Another parents and PTA members was supported it. All of the teachers, SMC and LGR members were supported the statement.

There are also some Geographical problems in improving quality primary education. Majority of the teachers SMC, PTA and LGR members and parents (both GCPS and LCPS) added that to support communication situation in costal area it could be arrange enough boats by the help of community people. AS well as for distance learner they community people can arrange rickshaw or motorcycle

CONCLUSION AND RECOMENDATION

Introduction

This chapter presents major findings and conclusion of the study. In the present study all of the possible sources of data were explored by applying mixed methods to have an extended understanding of research phenomena. Findings from various sources and angles have been compared, contrasted, associated and viewed from diversified perspectives.

5.1 Major findings

● In GCPS majority of the members were regular in SMC meetings, whereas in LCPS, majority of the members were irregular in meetings.

● The member of SMC who is selected by Union council / Upazila Municipal was absent in meeting in most of the time in both GSPS / LCPS.

● In GCPS a great majority of the HTs (7 out of 9) stated that they had arranged various meetings, gatherings and cultural programs/ function in schools and invited the community people. However, the situation is different in LCPS. About a half of the HTs (4out of 9) told that they did not arrange any gatherings and cultural programs / function in schools. Thus the communication between community and school is good in GCPS, but it is not satisfactory in LCPS.

● The parent's participation situation is good in GCPS. Majority of the parents participated in mother's gatherings / parents gatherings and various programs and gave their opinions. They discussed with teachers about their children's education quality. Though most of the parents discussed about their children's strong and weak sides in

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class but, some of the parents discussed with the subject teachers. They knew in which class their children read in and their class position. They also arranged a reading corner in their houses for their children. However, the situation is not so good in LCPS. Here many parents did not participate in mother's gatherings / parent's gatherings and various programs.

● Most of the parents of GCPS know the accurate admission age of primary education and they also know the exact schooling time of primary school, whereas

parents of LCPS do not know this situation.

● Most of the parents of both GCPS and LCPS do not have proper idea about quality primary education.

●There is a good co-operation between school and community in GCPS. The SMC, PTA, LGR, and SLIP members and guardian\Parents had co-operated with the teachers for the work of child survey, student admission, text book distribution, student attendant and removing drop out. They also gave the financial co-operation to celebrate and observe various function of the school. However, the situation is quite opposite in LCPS.

● In order to increase learner's enrolment and attendants the teachers of GCPS surveyed all 6+ children of school catchment area and prepared a list. Then they divided their schools catchment area in various blocks and divided their duty. Not only that 28.7% (2 out of 7) HTs of GCPS also arranged miking, posturing and rally regarding for increasing enrolment. On the other hand, majority of the SMC and PTA members of LCPS do not take any step to increase learner's enrolment and attendants.

● The teachers, SMC and PTA members of GCPS visited the house of absentee students and told them to come to school. They also rewarded students who were regular in the school, but the situation in LCPS is different.

● In order to remove drop out the teachers, SMC and PTA members and parents of GCPS take various steps such as they supplied free paper, pen (42.9 %) and free school uniform (28.7%) for poor learners. However, LCPS do not take any measure for this.

.● The teachers, SMC and PTA members and Guardians of GCPS collect teaching aids and donate fans, various furniture like, clock, chair, benches and almira for school. In 22.2% (2 out of 9) of GCPS the SMC, PTA members and guardian managed para teachers for schools. They also arranged a set of cultural instrument, water supply, electric supply connection and established boundary wall in 2013.

● Majority of the SMC and PTA members and Parents of LCPS do not help to collect teaching aids /furniture. Moreover, a few LGR members (2 out of 9) had collected some teaching aids and a few SMC members (2 out of 18) had donated some chairs and benches.

● There is a great opportunity for learners refreshment in GCPS. To remove learner's monotony the teachers, SMC and PTA members and parents arranged various culturalactivities in their schools like annual sports, picnic, milad mahfil and cultural programs. However, the situation is different in LCPS. Only some of schools (3 out of 9) had arranged only annual sports by the help of SMC, PTA and parents.

● Majority of the SMC, PTA members and parents visit class in GCPS. They observed the learners activities and take care of their reading. They took special care for class five

learners for preparing PSC out of class period. In order to 100% pass in PSC the teachers, SMC, PTA and parents arranged a special class and model test for class five learners.

Some of the teachers, SMC and PTA members and parents of GCPS are interested to conduct special class for class v learners at night. In LCPS, the situation is not satisfactory. Only a few LCPS arranged special class for classV.

● The LGR members helped by giving chairs, benches, sports instrument and covering soil in unlevel school field in both GCPS and LCPS.

● There is a strong bondage between school and community in GCPS. All of the entire committee members and parents of GCPS were active and smart. However, the bondage of school and community is weak in LCPS. All of the entire committee members and parents of LCPS were irregular and inactive.

● The impact of community participation in GCPS is good. The level of quality primary education of GCPS is better than that of national level and far better than LCPS.

● There are many challenges in improving quality primary education of Bangladesh. The level of quality Learning Environment was almost good in GCPS but, it was not good in LCPS.

● Most of the GPS (GCPS/LCPS) 61% has no boundary walls. The community people of LCPS use the school field as like as their house yard. They reared cattle in the school field. They use to dry cow-dung, straw, cloths etc and the teachers had to clean it regularly.

● There is bazaar in some LCPS area. Many people gathered in the bazaar and created a noise by miking and rough gossiping in all the time. Not only that, it also hampered the quality learning environment of the school.

● Class size is big problem for quality primary education because it disturbs the classroom teaching and learning. The average number of learners in GCPS was found to be about 416 and per classroom the attendance was 83. But in LCPS it was about 248 and attendance was 50.

● Classrooms are overcrowded in both GCPS and LCPS.

● The ratio of teacher and student is another challenge for quality primary education. The average number of teachers and learners of GCPS was about 416 and79 and teacher student ratio was about 1:57, whereas, the average number of teachers and learners of LCPS was about 248 and 6 and teacher student ratio was about 1:55.

● Un trained teacher is also a problem for quality primary education. The average number of non teacher was about 5% (4 out of 82) in GCPS and in LCPS it was about 15% (8 out of 54).

● About 10% (18 out of 136) in 18) of teachers in both GCPS /and LCPS were not trained.

● Health of student is also a problem for quality primary education. Some of the learners of GPS (GCPS / LCPS) are found to sufferer from various diseases. Teachers do not have any training to manage contagious diseases of children. There is no system of health check in the schools.

● Poverty is also a big challenge for quality primary education and community people are not aware about it. Some of the parents of both GCPS and LCPS were unable to provide food, clothes, and teaching materials for their children. They bound to send their children as laborer and some guardians used their children in house hold chore. They has decreased the learner's enrolment and increased their absence and drop out.

● There is no enough supply of electricity, pure drinking water, better use of information and technology and library in both GCPS and LCPS.

● Social problem is another cause in improving quality primary education. Lack of community participation in various education awareness programs in schools the community people do not have enough knowledge about society, family and children and demerits of the child marriage, dowry system, illiteracy, and superstition.

● Geographical problem is also a challenge in improving quality primary education. River erosion, flood, communication problem were crisis for both GCPS and LCPS and those hampered the education.

● During the flood period water cover some of the schools fields and hamper the teaching activities.

● A long distance between learner's house and school is a big problem in improving quality primary education. Most of the learners of both GCPS and LCPS can not go home for having Tiffin or lunch as their houses are far away from the school. Because of poverty they were not able to buy it from school compound. It was very difficult for them to give concentration to their study at school.

5.2 Recommendations

The following recommendations may be considerate in order to improve the Quality Primary Education of Bangladesh based on the opinions of teachers, AUEOs, UEOs, members of SMC, PTA and LGRR and parents.

● In order to ensure the quality primary education it should be united Govt., teachers and community in the same platform. It is needed to build up a good relation between local administration and community.

● It is needed to build up a good relation between school and community. In order to do that teachers should arrange some special meetings like school nearest shop keeper's meeting, x or previous learner's meeting, rich person's meeting beside on SMC and PTA meetings.   Schools should also arrange various programs and function in school like picnic, religious festival, cultural function, sports day, prize giving ceremony and various national days and invite the community elite people as chief guest, special guest in. such programs.

● In order to ensure the attendants of community in various meetings and programs the teachers should invite the community people by letter beside on telephoning.

● In order to make guardian alert about the benefit of quality primary education it is needed to arrange social and cultural function. But to make success of such programs it is very needed to focus by advertise in public media and public places. Community person may arrange such kind of activities by their won initiatives.

● In order to solve the teacher's crisis govt. should give appointed new teachers in every school. The limited staffing pattern of school should be enlarged of more than 8 to 10 teachers.

● Community people may fulfill such kind of crisis by appointing para teacher from the community

● AS well as govt. they rich people of community can provide supply of electricity and IT support in each primary school.

● In order to increase parent's awareness on quality primary education the community people can speak in public places like mosques, temples, pagodas and various religious function and festivals.

● In order to solve various problems of poor learners it is needed to make a poor welfare fund in school.

● All of the members of SMC, PTA and SLIP need to be more active and responsible in improving quality primary education.

● The teachers and SMC, PTA members need to visit the learner's home by rotation in every month and discuss with guardians; besides parents should come to communicate with teachers for the betterment of their children learning.

● As well as Govt. the community people can provide various education materials, student's uniforms, mid day sneaks etc.

● Child marriage and child labor are the major cause of drop out and if the Govt. and the community people work together it will be possible to remove those.

● It is needed to give 100% stipend for primary learners including municipal area.

● Beside mother, father should also be visiting in the school and both of them can participate in school for the well being of their children.

● The community participation can increase the learners enrolment, attendants and remove the drop out by applying various techniques like miking, posturing, arranging rally or role plays.

● In order to support communication situation in costal area it can be arrange enough boats by the help of community people. AS well as, for distance learner they community people can arrange rickshaw or motorcycle.

5.3 Suggestions for future study

The future researchers may consider the following topic for future study:

● The Impact of Learners Health: In Improving Quality Primary Education

● The Impact of Teachers Professional Qualification: In Improving Quality Primary Education

● The Impact of School Environment: In Improving Quality Primary Education

● A study on Text Context and Quality Primary Education of Bangladesh

● A study on Quality Progress in Primary Education of Bangladesh

● A study on School Quality and Primary Education of Bangladesh

● A study on Teaching Learning Activities and Quality Primary Education of Bangladesh

● Contribution of community in Quality Primary Education

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Appendix A: List of Primary School Quality Level Indicators (PSQLS)

SL	Monitoring Indicator	Remarks
1	Number of schools which received new textbooks within the first month of the year	NCTB
2	Percentage of (assistant and head) teachers with professional qualification (c-in Ed\Dip-in-Ed, B.Ed, M.Ed)	APSC
3	Percentage of (assistant and head) teachers who receive continuous professional development training	APSC
4	Number of enrolment children with disabilities	APSC
5	Percentage of with separate functioning toilets for girls	APSC
6	Percentage of schools without at least one functioning toilet	APSC
7	Percentage of schools with potable water	APSC
8	Percentage of schools which depend on water points for water where the water point is working condition	APSC
9	Percentage of schools which have a functioning water point that have potable water	APSC
10	Percentage of classrooms that are in good condition	APSC
11	Percentage of classrooms that are the SCR standard of 40	APSC
12	Percentage of standard-size classrooms (26'x19'6'') and larger	APSC
13	Percentage of classrooms which are in pacca	APSC
14	Percentage of Percentage of head teachers who received	APSC/Training

	training on school management and leadership training	Division
15	**Proportion of SMC whose members were tained (at least three members)**	**APSC/Training Division**
16	**Percentage of schools that meet the STR standard of 46**	**APSC**
17	**Number of schools (GPS) with pre-primary classes**	**APSC**
18	**Percentage of schools which receive SLIP grants**	**APSC**

Appendix-B: List of Performance Indicators (KPIs)

SL	Monitoring Indicator	Source
1	Level of achievement in Grade III: mean score (boys and girls)a.Bangla b. Mathematics	NSA report
2	Level of achievement in Grade V: mean score (boys and girls)a.Bangla b. Mathematics	NSA report
3	Grade V examination pass rate (boys and girls)	Grade 5exam report
4	Number of children drop out of school (boys and girls) 6-10 years old and11-14 years old	HIES/Education Household Survey
5	Gross enrolment rate, primary education (boys and girls)	APSC
6	Net enrolment rate, primary education (boys and girls)	APSC
7	[Participation] Gender parity index of gross enrolment rate	APSC
8	[Participation] Net enrolment rate- Range between top 20% and bottom 20% of householders by consumption quintile	HIES/EHS
9	Upazila level composite performance indicator a. Annual improvement of 20% lowest performing Upazila's	APSC

	b. B. Range between top 10% and bottom 10% of Upazila	
10	Number and types of functions delegated to districts, upazilas and schools	Admin
11	Expenditure of block grants (conditional and unconditional) for upazilas and schools	P&D
12	Complitetion rate, primary education boys and girls)	APSC
13	Drop out rate by grade	APSC
14	Number of input years per graduate	APSC
15	Percentage of schools that meet composite primary school-level quality indicators	APSC

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
জেলা প্রাথমিক শিক্ষা অফিসারের কার্যালয়
টাঙ্গাইল।

অফিস আদেশ

টাঙ্গাইল জেলার মধুপুর উপজেলাধীন শোলাকুড়ী সরকারী প্রাথমিক বিদ্যালয়ের প্রধান শিক্ষক, জনাব তাহমিনা মল্লিক (এম.ফিল অধ্যায়নরত) এর আবেদনের পরিপ্রেক্ষিতে তাকে গবেষনা কর্মে নিম্নবর্ণিত উপজেলার নামের পার্শ্বে উল্লেখিত বিদ্যালয়ের তথ্য সংগ্রহের জন্য অনুমতি দেয়া হলো।

ক্রমিক নং	উপজেলার নাম	বিদ্যালয়ের নাম
১	টাঙ্গাইল সদর	জেলা সদর আদর্শ,এনায়েতপুর,মডেল,কুইজবাড়ী,আয়নাপুর ও গালারচর সপ্রাবি
২	ভূঞাপুর	ভূঞাপুর মডেল,গোবিন্দাসী,ছাব্বিশা,জুংগীপুর,সরইপাড়া ও কুকাদাইর সপ্রাবি
৩	মধুপুর	মধুপুর মডেল,শোলাকুড়ী,আঙ্গুরা,গাছাবাড়ী,ভূটিয়া ও বেরীবাইদ সপ্রাবি
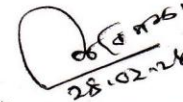
(সৈয়দা মাহফুজা বেগম)
জেলা প্রাথমিক শিক্ষা অফিসার
টাঙ্গাইল।

স্মারক নং-জেপ্রাশিঅ/টাঙ্গা/২০১৪/ ৫০০/৩০   তারিখ ঃ ২৪/০২/১৫

অবগতি ও প্রয়োজনীয় কার্যার্থে অনুলিপি প্রেরণ করা হলো ঃ

১। উপজেলা শিক্ষা অফিসার, টাঙ্গাইল সদর/ভূঞাপুর/মধুপুর, জেলা- টাঙ্গাইল। তাঁকে সংশ্লিষ্ট শিক্ষিকার গবেষনা কর্মে তথ্য সংগ্রহের কাজে সহযোগিতা প্রদানের জন্য অনুরোধ করা হলো।

২। সহকারী উপজেলা শিক্ষা অফিসার, সংশ্লিষ্ট ক্লাস্টার, টাঙ্গাইল সদর/ভূঞাপুর/মধুপুর, জেলা- টাঙ্গাইল।

৩। জনাব তাহমিনা মল্লিক(এম.ফিল অধ্যায়নরত) প্রধান শিক্ষক, শোলাকুড়ী সপ্রাবি, মধুপুর, টাঙ্গাইল।

৪। প্রধান শিক্ষক, সংশ্লিষ্ট বিদ্যালয়। তাঁকে সংশ্লিষ্ট শিক্ষিকার গবেষনা কর্মে তথ্য সংগ্রহের কাজে সহযোগিতা প্রদানের জন্য অনুরোধ করা হলো।

৫। অফিস কপি ।

(সৈয়দা মাহফুজা বেগম)
জেলা প্রাথমিক শিক্ষা অফিসার
টাঙ্গাইল।

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Appendx-1

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

প্রশ্নোত্তরিকা: শিক্ষা কর্মকর্তা/সহকারী শিক্ষা কর্মকর্তা

সাধারণ তথ্য:

উপজেলার নাম

পদবী………….. নারী ☐ পুরুষ ☐

চাকুরির অভিজ্ঞতা:……….. বছর

জনসম্পৃক্ততা সংক্রান্ত

১। আপনার উপজেলার সরকারি প্রাথমিক বিদ্যালয় গুলোতে এস.এম.সি কার্যক্রম সক্রিয় আছে কি ?

হ্যাঁ ☐ না ☐ , না হলে কেন?

২।আপনার উপজেলার সরকারি প্রাথমিক বিদ্যালয় গুলোতে পি.টি.আই সক্রিয় আছে কি ?

হ্যাঁ ☐ না ☐ , না হলে কেন ?

৩। সরকারি প্রাথমিক বিদ্যালয় গুলোতে স্লিপ কার্যক্রম চালু আছে কি ?

হ্যাঁ ☐ না ☐ , না হলে কেন?

৪।ইউনিয়ন পরিষদ সরকারি প্রাথমিক বিদ্যালয় গুলোকে সহযোগিতা প্রদান করে কি

হ্যাঁ ☐ না ☐ , হ্যাঁ হলে কি ধরনের সহযোগিতা?

৫। সরকারি প্রাথমিক বিদ্যালয়গুলোতে জনসম্পৃক্ততার প্রয়োজন আছে কি ?

হ্যাঁ ☐ না ☐ , হ্যাঁ হলে কেন ?

৬। বিদ্যালয়গুলোর সমস্যা সম্পর্কে আপনি অবগত আছেন কি ?

হ্যাঁ ☐ না ☐ , হ্যাঁ হলে কি ধরনের সমস্যা?

৭। এ সমস্যা গুলো কীভাবে সমাধান করা যায়?

৮। আপনার উপজেলায় শিশু ভর্তির হার কত?শত ভাগ ভর্তি নিশ্চিত করতে এলাকাবাসী কি ভূমিকা রাখতে পারে?

৯। আপনার উপজেলায় ঝরে পরার হার কত ?ঝরে পরা রোধে এলাকাবাসী কি ভূমিকা রাখতে পারে,কিভাবে রাখতে পারে?

১০। আপনার উপজেলায় প্রাথমিক শিক্ষা চক্র সমাপনির হার কত ?এ হার কিভাবে বৃদ্ধি করা যায় ? এক্ষেত্রে এলাকাবাসীর ভূমিকা কি?

১১।মানসম্মত প্রাথমিক শিক্ষা নিশ্চিত করতে জনসম্পৃক্ততা বৃদ্ধির জন্য আপনি কি ধরনের পদক্ষেপ গ্রহন করেন ?

১২। মানসম্মত প্রাথমিক শিক্ষা নিশ্চিত করতে জনসম্পৃক্ততা বৃদ্ধির ৫টি উপায় লিখুন-

১।

২।

৩।

৪।

৫।

১৩। মানসম্মত প্রাথমিক শিক্ষা অর্জনের ক্ষেত্রে ৫ টি অন্তরায় উল্লেখ করুন-

১।

২।

৩।

৪।

৫।

Appendx-2

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

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সাক্ষাৎকার: প্রধান শিক্ষকের জন্য

প্রথম অংশ সাধারণ তথ্য -

</div>

.বিদ্যালয়ের নাম:

.নারী ☐   পুরুষ ☐   বয়স ------ বছর

.সর্বোচ্চ শিক্ষাগত যোগ্যতা:. --------------------- পেশাগত যোগ্যতা:

সি ইন এড ☐ বি এড ☐   এম এড ☐   অন্য কোন প্রশিক্ষণ যদি থাকে

. শিক্ষকতার সর্বোচ্চ অভিজ্ঞতা --------------------------------------- :

.আপনার বিদ্যালয়ের শিক্ষকের সৃষ্টপদ -------

. বর্তমানে কর্মরত শিক্ষক নারী ☐   পুরুষ ☐

. প্রশিক্ষণ প্রাপ্ত শিক্ষকের সংখ্যা নারী ☐   পুরুষ ☐

. আপনার বিদ্যালয়ে মোট শিক্ষার্থীর সংখ্যা কত   ছেলে ☐   মেয়ে ☐

. আপনার বিদ্যালয়ের শিক্ষক শিক্ষার্থীর অনুপাত কত ?----------------

.প্রাথমিক শিক্ষা সমাপনী পরীক্ষা-২০১৩ এর জন্য ডি আর ভুক্ত শিক্ষার্থীর সংখ্যা ত ?

ছেলে ☐ মেয়ে ☐

.২০১৩ সালে প্রাথমিক শিক্ষা সমাপনী পরীক্ষায় অংশগ্রহণকারীর সংখ্যা কত ছেলে ☐ মেয়ে ☐

.প্রাথমিক শিক্ষা সমাপনী ২০১৩ তে পাশের সংখ্যা কত   ছেলে ☐   মেয়ে ☐

.২০১৩ সালে বৃত্তি প্রাপ্তির সংখ্যা কত কত   ছেলে ☐   মেয়ে ☐

.২০১৩ সালে ঝরে পরার হার কত কত   ছেলে ☐   মেয়ে ☐

.আপনার বিদ্যালয়ে প্রাথমিক শিক্ষাচক্র সমাপনীর হার কত?

<div align="center">

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•আপনি প্রতিদিন কতটি ক্লাশ নেন?.................

•আপনি একাডেমীক সুপারভিশন করেন কি?হ্যাঁ ☐ না ☐

২য় অংশঃ জনসম্পৃক্ততা সংক্রান্ত

১ আপনার বি দ্যালয়ে (এস .এম .সি সভা নিয়মিত হয় কি ?

২ ২০১৩ সালে কতটি সভা অনুষ্ঠিত হয়েছে ? সভা শেষে রেজুলেশন লেখা হয় কি ?হলে সবার সিদ্ধান্ত অনুযায়ী কার্যক্রম বাস্তবায়ন হয় কি?(এ পর্যায়ে রেজুলেশন চেক করে দেখব)

৩ এস .এম .সির মাসিক সভায় সকল সদস্য নিয়মিত উপস্থিত থাকেন কি?

৪ গত সভায় কত জন সদস্য উপস্থিত ছিলেন ?

৫ বিদ্যালয়ের উন্নয়নে এস .এম .সির অবদান সমূহ) সুনির্দিষ্ট উদাহরণ দিন

৬ আপনার বিদ্যালয়ে পি. টি. এ সক্রিয় আছে কি?

৭ পি টি এ সভায় সকল সদস্য নিয়মিত উপস্থিত থাকেন কি গত সভায় কতজন সদস্য উপস্থিত ? ? ছিলেন

৮ বিদ্যালয়ের উন্নয়নে পি. টি. এর অবদান সমূহ) সুনির্দিষ্ট উদাহরণ দিন (

৯ আপনার বিদ্যালয়ে স্লিপ কার্যক্রম আছে কি?এর প্রয়োজনীয়তা বলুন।

১০ মানসম্মত প্রাথমিক শিক্ষা অর্জনে স্থানিয় প্রশাসনের কাছে আপনি কেমন সহযোগিতা প্রত্যাশা করেন ?

১১ মানসম্মত প্রাথমিক শিক্ষা অর্জনে ইউনিয়ন পরিষদের ওয়ার্ড কমিশনার কোন ভূমিকা রাখছেন কী ? ? রাখলে কি ধরণের ভুমিকা রাখছেন

১২ এলাকার ধনাঢ্য ব্যাক্তিরা এ বিষয়ে কি করতে পারেন বলে আপনি মনে করেন

১৩ শিশুর পিতামাতা/অভিভাবক/বিদ্যালয় সংশ্লিষ্টদের সাথে আপনি কিভাবে যোগাযোগ রাখেন ?

১৪ আপনার বিদ্যালয়ের মানসম্মত শিক্ষা অর্জনে এলাকাবাসীর কাছ থেকে আপনি কেমন সহযোগিতা আশা করেন ?এ বিষয়ে কে/কারা আপনাকে বেশি সহযোগিতা করেন ?কি ধরনের সহযোগিতা করে?

১৫ বিদ্যালয়ের উন্নয়নের কাজে কে/কারা আপনাকে বেশি সহযোগিতা করেন ?কি ধরনের সহযোগিতা করে?

১৬ আপনার বিদ্যালয়ের বিভিন্ন সমস্যা সম্পর্কে কাদের সাথে আলোচনা করেন ?কি ধরনের আলোচনা করেন?

১৭ আপনার বিদ্যালয়ে কি ধরনের সহপাঠ ক্রমিক কার্যাবলী পালন করেন ?

১৮ আপনার বিদ্যালয়ে টিফিনের ব্যবস্থা আছে কি ?থাকলে কার বা কাদের সাহায্যে কিভাবে করেন?

১৯ বিগত তিন বছরে আপনার বিদ্যালয়ে কোন উন্নয়ন মূলক কাজ হয়েছে কি ?হয়ে থাকলে কে বা কারা কিভাবে করেছেন?

২০ ছাত্রভর্তি ,উপস্থিতি বৃদ্ধি ,ঝরে পরা রোধে বিশেষ কোন ব্যবস্থা রয়েছে কি ?থাকলে কি ব্যবস্থা রয়েছে?

২১ দরিদ্র/মেধাবী/মেয়ে শিক্ষার্থীদের জন্য বিশেষ কোন ব্যবস্থা রয়েছে কি ?থাকলে কি ব্যবস্থা রয়েছে?

২২ এলাকার বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য কোন ব্যবস্থা রয়েছে কি ?থাকলে কে করেছেন ? কিভাবে করেছেন?

২৩ আপনার এলাকাবাসী বিদ্যালয়ের শ্রেণী পর্যবেক্ষণ করেন কি?

২ আপনার বিদ্যালয়ের মানসম্মত শিক্ষা নিশ্চিত করতে জনসম্পৃক্ততার দরকার আছে কি ?কিভাবে জনসম্পৃক্ততা বৃদ্ধি করা যায় ?৫টি উপায় বলুন

২৫ মানসম্মত শিক্ষা অর্জনের ক্ষেত্রে ৫ টি অন্তরায় উল্লেখ করুন-

২৬ মানসম্মত শিক্ষা নিশ্চিত করতে ৫ টি সুপারিশ বলুন -

Appendx-3

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

প্রশ্নোত্তরিকা: সহকারী শিক্ষকদের জন্য

প্রথম অংশ -সাধারণ তথ্য

বিদ্যালয়ের নাম:

নারী ☐ পুরুষ ☐ বয়স ☐ বছর

সর্বোচ্চ শিক্ষাগত যোগ্যতা: ....

শিক্ষকতার সর্বোচ্চ অভিজ্ঞতা .... :

সি ইন এড ☐ বি এড ☐ এম এড ☐ অন্য কোন প্রশিক্ষণ যদি থাকে............

প্রতিদিন আপনি কতটি ক্লাশ নেন?.........

লেসন প্ল্যান ব্যাবহার করেন কি ?হ্যাঁ ☐ না ☐ না করলে কেন ? ....

পাঠ সংশ্লিষ্ট উপকরণ ব্যাবহার করেন কি ?হ্যাঁ ☐ না ☐ না করলে কেন ? ....

২য় অংশঃজনসম্পৃক্ততা সংক্রান্ত

১। আপনি কি মনে করেন মানসম্মত শিক্ষা অর্জনে এলাকাবাসীর কোন ভূমিকা রয়েছে ?হ্যাঁ ☐ না ☐

২।আপনার বিদ্যালয়ের মানসম্মত শিক্ষা অর্জনে এলাকাবাসী কি ধরনের ভূমিকা রাখেন?

....

৩। আপনার বিদ্যালয়ের মা সমাবেশে এলাকাবাসীর উপস্থিতি কেমন?

বেশি /মোটামুটি /খুব কম।) টিক দিন (

৪। আপনার বিদ্যালয়ে শিক্ষার্থী ভর্তি /উপস্থিতি বৃদ্ধি /ঝরে পরা রুধে কে বা কারা সহযোগিতা করে?

এস.এম.সি ☐ পি.টি.এ ☐ স্লিপ কমিটি ☐ স্থানীয় প্রশাসন ☐ এলাকার ধনাঢ্য ব্যক্তি ☐

পিতামাতা ☐ অন্য কেউ ☐

কেউ নয়) ☐ একাধিক টিক দেওয়া যাবে

৪। তিনি/তারা উপস্থিতি বৃদ্ধি /ঝরে পরা রুধে বিশেষ কোন ব্যবস্থা গ্রহন করেন কি ?হ্যাঁ ☐ না ☐

হ্যাঁ হলে কি ধরনের ব্যবস্থা গ্রহন

করেন………………………………………………………………………

৫।বিদ্যালয়ের সমস্যা সম্পর্কে তারা কোন খোঁজখবর রাখেন কি ?হ্যাঁ ☐ না ☐

হ্যাঁ হলে কে বা কারা রাখেন?

এস.এম.সি ☐ পি.টি.এ ☐ স্লিপ কমিটি ☐ স্থানীয় প্রশাসন ☐ এলাকার ধনাঢ্য ব্যক্তি ☐

পিতামাতা ☐ অন্য কেউ ☐ কেউ নয়) ☐ একাধিক টিক দেওয়া যাবে

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৬।সমস্যা সমাধানে তিনি/তারা কোন পদক্ষেপ গ্রহণ করেন কি ?হ্যাঁ ☐   না ☐

হ্যাঁ হলে কি ধরনের পদক্ষেপ গ্রহন

করেন?..

৭। ২০১৩ সালে এলাকাবাসীর সহযোগিতায় বিশেষ কোন কাজ সংঘটিত হয়েছে কি ?হ্যাঁ ☐ না ☐

হ্যাঁ হলে কাজের ধরন? ....

৮।শিক্ষার্থীর শিক্ষন অগ্রগতি জানতে এলাকাবাসী খোঁজখবর রাখেন কি ?হ্যাঁ ☐ না ☐

হ্যাঁ হলে কে বা কারা রাখেন ?

এস.এম.সি ☐   পি.টি.এ ☐   স্লিপ কমিটি ☐   স্থানীয় প্রশাসন ☐   এলাকার ধনাঢ্য ব্যক্তি ☐

পিতামাতা ☐ অন্য কেউ ☐ কেউ নয়) ☐   একাধিক টিক দেওয়া যাবে

৯।শিক্ষার্থীর শিখন অগ্রগতির জন্য তিনি/তারা কোন সুপারিশ করেন কি ?হ্যাঁ ☐ না ☐

হ্যাঁ হলে কি ধরণের সুপারিশ... ?

১০।বিদ্যালয় এলাকাবাসী পর্যায়ক্রমে শ্রেণী পর্যবেক্ষণ করেন কি ?করলে কে বা কারা ?

এস.এম.সি ☐ পি.টি.এ ☐ স্লিপ কমিটি ☐ স্থানীয় প্রশাসন ☐ এলাকার ধনাঢ্য ব্যক্তি ☐ পিতামাতা ☐

অন্য কেউ ☐ কেউ নয়) ☐   একাধিক টিক দেওয়া যাবে

১১।শ্রেণী পর্যবেক্ষণ শেষে কোন প্রতিবেদন/সুপারিশ করেন কি ?হ্যাঁ ☐ না ☐ হ্যাঁ হলে কি ধরণের

সুপারিশ .... ?

১২।বিদ্যালয়ের উন্নয়নে জনঅংশগ্রহণ কতটা গুরুত্বপূর্ণ বলে আপনি মনে করেন?

মোটামুটি গুরুত্বপূর্ণ /গুরুত্বপূর্ণ/গুরুত্বপূর্ণ নয়)টিক দিন

১৩।মানসম্মত প্রাথমিক শিক্ষা অর্জনের ক্ষেত্রে কমিউনিটির কাছে আপনার প্রত্যাশা

কি?...

১৪।আপনার বিদ্যালয়ের শিক্ষার মানোন্নয়নে জনঅংশগ্রহন বৃদ্ধির পাঁচটি উপায় লিখুন

১।

২।

৩।

৪।

৫।

১৫। মানসম্মত শিক্ষা অর্জনের ক্ষেত্রে ৫ টি অন্তরায় উল্লেখ করুন-

১।

২।

৩।

৪।

৫।

মানসম্মত শিক্ষা নিশ্চিত করতে ৫ টি সুপারিশ লিখুন-

১।

২।

৩।

৪।

৫।

Appeendix-4

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

সাক্ষাৎকার: বিদ্যালয় ব্যবস্থাপনা পর্ষদ এস.এম.সি

১।সম্মানিত সদস্য হিসেবে আপনি নিয়মিত মাসিক সভায় উপস্থিত থাকেন ?সকল সদস্যরা নিয়মিত উপস্থিত থাকেন কি ?না থাকলে কে বা কারা বেশি অনুপস্থিত থাকেন?

২।সভার লিখিত বিবরণী পাঠ করেন /শোনেন কি ?২০১২ সালে কতটি সভা অনুষ্ঠিত হয়েছে?

৩।আপনার বিদ্যালয়ের শিক্ষার মানোন্নয়নে আপনারা কি ধরনের পদক্ষেপ গ্রহণ করেন ?এগুলো বাস্তবায়ি ত হয় কি?

৪।বিদ্যালয়ে শিশুভর্তি ,উপস্থিতি বৃদ্ধিতে আপনারা কোন পদক্ষেপ গ্রহন করেন কি ?কি ধরনের পদক্ষেপ ?

৫।বিদ্যালয়ের সমস্যা গুলো নিয়ে মাসিক সভায় আলোচনা করেন কি ?সমস্যা গুলো কি ধরনের ?এ গুলো কিভাবে সমাধান করেন?

৬।দরিদ্র/মেধাবী শিক্ষার্থীদের জন্য বিশেষ কোন ব্যবস্থা রয়েছে কি ?থাকলে কি ব্যবস্থা রয়েছে? শিক্ষার্থীদের গৃহ পরিদর্শন করেন কি ?এর প্রয়োজন আছে কি?থাকলে কেন?

৭ আপনারা পর্যায়ক্রমে শ্রেণী পর্যবেক্ষণ করেন কি ?পর্যবেক্ষণ প্রতিবেদন তৈরি করেন কি?প্রতিবেদন এরবিষয় নিয়ে সভায় আলোচনা করেন কি?

৮।মানসম্মত প্রাথমিক শিক্ষা নিশ্চিত করতে কীভাবে এস.এম.সি অধিক ভূমিকা পালন করতে পারে ?

৯।আপনার বিদ্যালয়ের মানসম্মত শিক্ষা নিশ্চিত করতে জনসম্পৃক্ততা দরকার আছে কি ?কিভাবে জনসম্পৃক্ততার বৃদ্ধি করা যায় ?এলাকার ধনাঢ্য ব্যাক্তিরা এক্ষেত্রে কেমন ভূমিকা রাখতে পারে?

১০।মানসম্মত শিক্ষা নিশ্চিত করতে ৫ টি সুপারিশ বলুন

১১।মানসম্মত শিক্ষা অর্জনের ক্ষেত্রে ৫ টি অন্তরায় উল্লেখ করুন

Appendx-5

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

<div align="center">এফ.জি.ডি: অভিভাবক কল্যাণ সমিতি /পিতামাতা</div>

১। আপনার সন্তান কোন শ্রেণীতে পড়ে ?সে নিয়মিত বিদ্যালয়ে যায় কি?

২। শিশু নিয়মিত বিদ্যালয়ে না গেলে ফলাফল ভাল করবে কি?

৩। বাড়িতে আপনার সন্তানের পড়ার নির্ধারিত জায়গা রয়েছে কি ?

৪। আপনার সন্তানের কখনো বিদ্যালয় হতে ছুটি নেয়ার প্রয়োজন পরে কি ?ছুটির দরকার হলে কি করেন?

৫। বিদ্যালয়ের মা সমাবেশ সহ বিভিন্ন অনুষ্ঠানে অংশগ্রহন করেন কি?

৬। আপনারা বিদ্যালয় শুরু এবং ছুটির সময় জানেন কি?

৭। আপনার সন্তানের লেখাপড়ার মান জানতে শিক্ষকদের সাথে আলোচনা করেন কি?কি ধরনের আলোচনা করেন?

৮। শিক্ষক আপনার বাড়িতে আসেন কি ?

৯। ভাল ফলাফল করার জন্য বিদ্যালয়ের কি করা উচিত?

১০। বিদ্যালয়ের সাথে কিভাবে যুক্ত আছেন?

১১। আপনি কি ধরনের দায়িত্ব পালন করতে চান?

১২। মানসম্মত প্রাথমিক শিক্ষা বিষয়ে আপনি জানেন কি ?জানলে কি জানেন?

১৩। প্রাথমিক শিক্ষার মান বাড়াতে জনসম্পৃক্ততার দরকার আছে কি ?থাকলে কিভাবে জনসম্পৃক্ততা বৃদ্ধি করা যায় ?

১৪।মানসম্মত প্রাথমিক শিক্ষা অর্জনের ক্ষেত্রে ৫ টি বাধা উল্লেখ করুন

১৫।মানসম্মত প্রাথমিক শিক্ষা নিশ্চিত করতে ৫ টি সুপারিশ বলুন

Appendix-6

গবেষণার শিরোনামঃ **Improving Quality Primary Education: The Impact Of Community Participation**

সাক্ষাৎকার স্থানীয় প্রশাসন

১।   আপনার এলাকার প্রাথমিক বিদ্যালয়ের প্রতি আপনার কোন দায়িত্ব কর্তব্য আছে কি ?থাকলে সেগুলো কি?

২।প্রাথমিক বিদ্যালয়ের সমস্যা সম্পর্কে আপনি অবগত আছেন কি ?সাধারনত আপনার এলাকার প্রাথমিক বিদ্যালয়গুলোতে কি ধরনের সমস্যা দেখতে পান ?এগুলো সমাধানে কোন পদক্ষেপ গ্রহন করেন কি ?কি ধরনের পদক্ষেপ গ্রহন করেন?

৩।ইউনিয়ন পরিষদে প্রাথমিক বিদ্যালয় সম্পর্কিত কোন তথ্য আছে কি ?কি ধরনের তথ্য ?

৪।ইউনিয়ন পরিষদে বাজেটে প্রাথমিক শিক্ষা উন্নয়নের জন্য কোন বাজেট আছে কি ?থাকলে কত শতাংশ ?

৫।প্রাথমিক শিক্ষা উন্নয়নে আপনারা কি ধরনের কাজ করেন ?২০১২ সালে কোন উন্নয়ন কাজে অবদান রেখেছেন কি ?কি ধরনের অবদান?

৬।ছাত্রভর্তি ,উপস্থিতি বৃদ্ধি ,ঝরে পরা রোধে বিশেষ কোন ব্যবস্থা রয়েছে কি ?থাকলে কি ব্যবস্থা রয়েছে?

৭।লেখাপড়ার ক্ষেত্রে উনিয়ন পরিষদ কোন ব্যবস্থা গ্রহন করে কি?

৮।কি ধরনের ব্যবস্থা গ্রহন করে ?

৯,আপনার এলাকার প্রাথমিক বিদ্যালয়গুলো পর্যবেক্ষণ করেন কি?২০১২ সালে কতগুলো বিদ্যালয় পর্যবেক্ষণ করেছেন?

১০।শিক্ষা সংশ্লিষ্ট বিষয় নিয়ে উনিয়ন পরিষদ উপজেলা সমন্বয় পরিষদে কোন আলোচনা করেন কি ? কি ধরনের আলোচনা?

১১।আপনার বিদ্যালয়ের মানসম্মত শিক্ষা নিশ্চিত করতে জনসম্পৃক্ততার দরকার আছে কি?এলাকার ধনাঢ্য ব্যাক্তিরা এক্ষেত্রে কেমন ভূমিকা রাখতে পারে ?কিভাবে জনসম্প্রিক্ততা বৃদ্ধি করা যায় ?

১২।মানসম্মত শিক্ষা অর্জনের ক্ষেত্রে ৫ টি অন্তরায় উল্লেখ করুন-

১৩।   মানসম্মত শিক্ষা নিশ্চিত করতে ৫ টি সুপারিশ বলুন -