

Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh

The thesis submitted in partial fulfillment of the requirement for the degree of Master of Philosophy

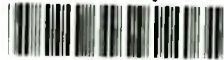


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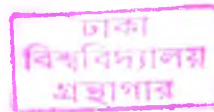
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Declaration

I do hereby declare that this work has not previously been accepted as subject matter for any degree, and it is not flanking being submitted for candidacy for any degree other than the one for which it is now submitted, namely Master of Philosophy, Institute of Education and Research, University of Dhaka. This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions. The work was done under the guidance of Professor Salma Akhter, at the Institute of Education and Research, University of Dhaka, Bangladesh.

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In my capacity as supervisor of the candidate's thesis, I certify that the above statements are true to the best of my knowledge.

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Date: 20 /01 /2013

Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh

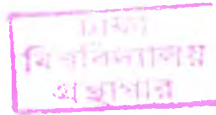
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THIS THESIS IS DEDICATED TO

Language Martyrs

who sacrificed their lives in 21st February, 1952 for the rights of our mother tongue Bangla (Bengali) and who had sown the seeds of our independence

And

Thousands of Martyrs

who died for the independence of Bangladesh specially, my grand mother who had been caught fire and martyred by the then Pak Army in 27th November, 1971. This work is also dedicated to my uncle and cousin who had been fired by the Pak Army in the same day.

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Mohammad Amirul Islam.

Abstract

The Bangladesh Government has taken a lot of initiatives to ensure the quality education and the improvement of secondary school education. Thus the government has appointed Upazila Academic Supervisors (UAS) for the academic improvement of secondary school education. They are the officers to give the support and supervision to secondary schools at upazila level. This research was designed to investigate and analyze UAS roles in relation to academic improvement in secondary schools and to compare between the job description and actual role performance of the UAS, as well as to identify the effectiveness of supervision of the UAS in the improvement of secondary school education. Methodology of the research was both quantitative and qualitative. Data were collected from 05 DEOs, 10 UASs, 20 HTs and 40 Teachers from purposively selected 10 Upazlas of 05 Districts of Rajshahi and Rangpur division by using Observation Checklist, Interview Schedule, Questionnaire and Focus Group Discussion. All research tools were pre-tested and modified before implementation. Collected data were analyzed using both qualitative and quantitative data approaches. Ethical issues were taken under consideration in every step during the research.

The findings revealed that the main responsibility of the UAS was to visit secondary schools and to submit reports to the higher authority. As a responsible government officer s/he had to play various roles. These might be either academic or administrative. Except school supervision they were to execute different type of activities for the higher authority and accomplish for their service rule. In this research it was found that on an average the UAS had 26 schools in their cluster of the selected area. It was not possible to visit all schools once in every month. The key findings of the research work were that the UAS submitted monthly school visiting report; they suggested and assisted the teacher for various academic activities in the school; the HT and Teachers followed the UAS suggestion not always but sometimes; the UAS visited school irregularly; the UAS did not submit quarterly and annual school's educational improvement report to DEO; the impact of the UAS activities in the SSC

examination was found positive; the Upazila Academic Supervision Unit was the one man one office; the UAS post was not a sustainable job; they had no fixed office: in all the Upazilas 'Upazila Academic Supervision Unit' was not available of the country. This was why job dissatisfaction was one of the obstructions of the UAS service. If the above problems are solved and obstructions removed the UAS could play a very vital role to improve the secondary schools education through proper supervision and monitoring.

On the basis of these findings the researcher recommended that a) to improve the quality of non-government secondary school education all upazila should be staffed with academic supervisors; b) PBM, SBA and other related materials should be supplied to all the schools timely; c) head teachers should be given proper training on academic supervision and leadership; d) every UAS should supervise properly PBM, SBA and other systems; e) the administrative power of UAS should be made strong; e) the post of UAS should be created in all the Upazilas of the country; g) manpower should be recruited at UAS office; h) the job of the UAS should run into revenue service and regularized; i) their salary should be on the basis of scaling and increment systems.

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Acronyms

AI	Assistant Inspector
ASIP	Annual School Improvement Plan
CQ	Creative Question
DEA	Department of Educational Administration
DNFCE	Department of Non-formal and Continuing Education
DEO	District Education Officer
DSHE	Directorate of Secondary And Higher Education
EFA	Education For All
EMIS	Education Management Information System
ISAS	Institutional Self Assessment Summery
FGD	Focus Group Discussion
HTR	Head Teacher's Register
HS	High School
IER	Institute of Education and Research
PBM	Performance Based management
RO	Research Officer
SBA	School Based Assessment
SESDP	Secondary Education Sector Development Project
SESIP	Secondary Education Sector Improvement Project
SFYDP	Strategic Five Year Development Plan
SMC	School Management Committee
SPBMS	School Performance Based Management System
SSC	Secondary School Certificate
TD	Teacher's Diary
MOE	Ministry of Education
PTA	Parent Teacher Association
UAS	Upazila Academic Supervisor
USEO	Upazila Secondary Education Officer

CHAPTER - ONE

INTRODUCTION

1.1. Background of the Study

Now this is the era of globalization. So world are changing, future leadership to be more skilled in every sector to cop up with the fast changing world. Secondary Schools are playing very vital role to build the young generation potential. School activities not only smoothen the way for future leader but also build a stormy generation. (Mojumder, 2011, p-1).

Bangladesh is a developing country. Among others, its major problems are unemployment (Biswas, 2007,P-2). Education system, especially secondary education can play an important role to face those problems by the improvement of this sector. It is mentionable that in recent years Bangladesh has been more concerned with the quality education regarding global phenomena.

In Bangladesh, secondary education is one of the most important and biggest sub-sectors in education having huge number of institutions (19040), teachers (218011) and students (7465774) (BANBEIS, 2010, P-4). Most of the secondary school (98%) in the country is Non-government (NAEM, 2008, P-1 and BANBEIS, 2010). The rate of enrolment in secondary sub-sector increased significantly in last decade but in terms of quality, it is not up to the mark. When the nation is happy with secondary education enrollment of 55.81% yet quality of education has fallen (Biswas 2007,p-3).

The present education system of Bangladesh may be broadly divided into three major stages viz. primary, secondary and higher education. For a country of 142.319 million people (BBS report, 2011), this proportion of the population with secondary education qualifications has to be regarded as too low. Secondary education is currently divided into three stages – junior or lower secondary (classes 6 to 8), secondary (classes 9-10), and higher secondary (classes 11-12). A typical secondary school consists of classes 6 to 10 (BANBEIS,1999) was taken into consideration within the scope of the study as traditionally the Upazila Academic Suprvisor activities are seen performing within that level.

As mentioned by National Curriculum and Textbook Board that too many of our young people are not able to be present for the Board examinations and many are failing. These must be changed (NCTB, 2006). To reform and bring positive changes in the secondary education, the Government, Non-Government Organizations (NGOs) and other educational organizations have been putting efforts since 1990s. The government has taken a lot of initiatives to ensure the quality education and the improvement of secondary school education. In 1999, the government of the people's republic of Bangladesh has taken decision to improve the Secondary Education System under the Secondary Education Sector Improvement Project (SESIP now it is SESDP). SESDP is the follow on initiative of SESIP (Roy, 2011). Thus the government first appointed Upazila Academic Supervisors (UAS) for the academic improvement of secondary school education under this project in the year of April, 2002.

The UAS are currently supervising the secondary schools to improve the quality of secondary education. They are the upazila level officers to giving the support and supervision to secondary school. They make out plan and implement Performance Based Management, School Based Assessment and Creative Question in secondary schools. It is intended that PBM, SBA and CQ will help the secondary school to raise the standard of performance; to improve the secondary school education and to ensure the quality of education. The roles and responsibilities of UAS are closely related with the improvement of total academic performance of secondary school education. It is assumed that the quality of education in secondary level will improve through the activities of UAS. So it is important to investigate and analyse, how effective their activities are to improve the quality of education at secondary level; what is the relationship between the improvement of secondary school education and the UAS roles; what are the problems that the UAS are facing and what measures should be taken to analyse the roles and responsibilities of the UAS to improve the quality of secondary education.

There are 222 posts of the UAS (SESDP, 2011) who are supervising and assisting the secondary school across the country to provide professional support services to the teachers which will ultimately improve the quality of secondary education. But it is not clear as well as investigated as to what extent UASs' activities are effective to improve the quality of that education level. Therefore it has become essential to study the role of UAS in improving secondary school education.

1.2 Statement of the problem

Upazila Academic Supervisors (UAS) will be the first level officer of academic support and supervision for secondary institutions in the upazila. They can perform a vital role to ensure the quality of secondary education (which is one of the components of SESDP) Source: <http://www.sesdp.gov.bd>. So their responsibility is to improve the quality and efficiency of secondary education. This is why the study was attempted to determine the UAS roles in relation to academic improvement in secondary school and to compare between the job description and actual role performance of the UAS, as well as to identify the effectiveness of supervision of the UAS in the improvement of secondary school education. Considering the facts, the researcher chooses the research title as follows:

‘Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh’.

1.3 Objectives of the Study

The objectives of the study are

- i) to determine the UASs’ roles with relation to academic improvement in secondary school,
- ii) to explore the activities of UAS other than academic activities in secondary school,
- iii) to compare between the job description and actual role performance of UASs,
- iv) to identify the problems of UAS in school supervision,
- v) to identify the effectiveness of supervision of UASs in the improvement in secondary school education.

1.4 Research Questions

Following research questions are set to find answers for the investigation:

- 1) What are the UAS perception of their roles and responsibilities?
- 2) Are there any significant gaps/differences in their job description and actual role performance?
- 3) How effective their activities are to improve the quality of education in secondary level?
- 4) What are the problems that the UAS are facing?
- 5) What measures should be taken of their roles and responsibilities to improve the quality of secondary school education.

1.5 Rationale of the Study

Education is the prime ingredient of national development: no efforts of national development can succeed without educational development. Irrespective of development of education all the nations seek quality education to ensure for the people around the globe. A quality of education is one of the means to achieve all success in life. (Biswas, 2007, p-3). No other way for the development of life, but educational improvement is essential. This is the time to ensure the quality of education.

In our country context, there must be developed Secondary Education System because, Secondary Education is the important level in the whole education system. This level may be called backbone of Education (Education Policy, 2004). After completion of this level a graduate can go to a job. So to meet the challenges of the rapidly dynamic world it is a crying need to reform our secondary education system as early as possible.

For the improvement of secondary education supervision is must because, no educational system can be successful or effective without proper supervision and monitoring. A school system without any academic supervision is bound to yield poor result and outcome (Dewan, 2007, p-3). The ultimate objective of academic supervision is ensuring quality education. The supervisor's aim is to make the academic aspects of an institution run properly and improving the academic scenario. If the partnership between supervisors and teachers works well, teachers learn to identify and resolve their problems, while supervisors get a better idea about what is happening in different classrooms.

The completion of all these activities with total performance ultimately shows the real picture of a school. So a school supervisor can play a vital role to improve the school's academic performance. From the above discussion, it is clear that educational supervision and educational development are closely connected. An appropriate supervision contributes to good academic achievements.

The Upazila Academic Supervisors are currently supervising the secondary schools to improve the quality of secondary education. They give the preliminary academic support and supervision for secondary institutions throughout the upazila. They make out plan and implement a phased program of School Performance-Based Management, implementation of School Based Assessment and Creative Question in secondary institutions within the upazila.

All academic activities of the UAS are generally administered at non-government secondary school except 317 government school (BANBEIS, 2010) of secondary level as those schools are normally supervised by the zone level officer. Thus only Class 6-10 of the non-government secondary school was taken into consideration within the scope of the study as virtually the UAS activities are seen performing within that level.

The roles and responsibilities of UAS are closely related with the improvement of total academic performance of secondary school education. It is assumed that the quality of education in secondary level will improve through the activities of UAS. So it is important to investigate and analyse, how effective their activities are to improve the quality of education in secondary level. What are the problems that the UAS are facing and what measures should be taken to their roles and responsibilities to improve the quality of secondary education. The current research will be conducted to meet all these queries.

As no relevant study has been conducted in this regard, the present research is expected to provide the findings and measures so that the government can take necessary steps to improve secondary school education in Bangladesh. In view of the importance of the above issues the researcher has undertaken this study to analyse the roles and responsibilities of the UAS for giving suggestions to improve the secondary school education in Bangladesh by the UAS supervision. For these reason it will be an important study for our secondary education.

1.6 Definition of the important terms used

To have a unified conceptual understanding of the terms used in the study, it is necessary to give relevant definitions. Some of the key concepts relevant for this understanding include

Upazila Academic Supervisor

The secondary schools are supervised by the field level officer (UAS, USLEO, AI, RO, DEO), zone level officer and inspected by DIA, BISE, DSHE. The Upazila Academic Supervisor (UAS) an academic officer at Upazila level for secondary school supervision is appointed by the Ministry of Education. The academic supervisor has the overall responsibility for the supervision during the teaching practical part of the teacher in secondary school teaching. The academic supervisor supervises the teacher in the teaching-learning process and gives him or her regular feedback. The academic supervisor is thus primarily not only a sparring partner for the teacher, but also acts as a source of inspiration. The academic supervisor monitors the teachers' attending, other academic activities. In 1999, the govt. of Bangladesh has taken decision to improve the Secondary Education System under the Secondary Education Sector Improvement Project (SESIP-1999-2006 extension 2007, now it is SESDP-2007-2013). SESDP is the follow on initiative of SESIP (Roy, 2011). This is why the government first appointed Upazila Academic Supervisors (UAS) under this project in the year of April, 2002. The UASs are currently supervising the secondary schools to improve the quality of secondary education. They give the preliminary academic support and supervision for secondary institutions throughout the upazila. They will plan and implement a phased program of School Performance-Based Management in secondary institutions within the upazila. It is assumed that the quality of education in secondary level will improve through the activities of UAS.

Academic Supervision

Supervision is the process through which the supervisor visits schools to work with teacher and administrator to ascertain the quality of teaching and administration and to provide the guidance to the teacher and the administrator where may be necessary. Academic Supervision means the supervision of academic activities in school. According to Ayer "Supervision is a specialized function devoted to the inspection, direction and improvement of the educational activities of the individuals working at one administrative level, administered by superior at higher levels". Supervision is thus a method of teaching staff to act in more conscious ways. Its goal is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increase the options teachers have as they work with the

students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, while supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situation. (Garubo, Rothstein, 1998, p-11).

Secondary Education

There are three stages in the structure of institutional education in Bangladesh. These are primary, secondary and higher education. This study will focus on secondary education. This level comprises three years junior secondary from grade VI-VIII, two years secondary from grade IX and X, and two years higher secondary from grade XI-XII. But, Class 6-10 of the secondary level was taken into consideration within the scope of the study as virtually the UAS activities are seen performing within that level. This level of Secondary Education arranged at the age of 11⁴ to 16⁴/17 years old children are considered as school preparedness activities.

Non-government Secondary School

There are some types of secondary school in our country e.g. government, non-government, private, special type etc. Only government secondary school is financed totally by the government; private and other secondary school is financed totally by them; but non-government secondary school is run by collaboration of government and non-government providers within a regulatory framework provided by the government.

Improvement of Secondary School Education

The aim of school supervision is the improvement of schools total academic performance by improving teaching-learning performance i.e. effective and standardized teaching-learning activities in classroom situation; out of class teaching-learning activities viz. co-curricular activities; improvement of creative question and performance based management; and implementation of school based assessment. The completion of all these activities with total performance shows the real picture of a school. So a school supervisor can play a vital role in this sector.

1.7 Limitations of the study

This study has some limitations because of time constraint. Only five Districts among 64 districts and ten Upazilas from 481 were covered for this study; only 20 secondary schools from 19040 secondary schools, 60 Teachers (20 HTs and 40 Teachers) among 218011 Teachers (pocket book on education statistics 2010:3) were taken to collect data. To collect data the researcher considered the non-government secondary school from the two districts of Bangladesh. Those schools were selected purposively as sample for the study. So the sample of the study did not represent the whole population as well as the findings could not be generalized for the whole population. The researcher was able to observe the selected schools only once. Several visits in all selected secondary schools would make the study more effective.

The study had been done in the context of the UAS roles and responsibilities in the improvement of Secondary education context where there is found less literature regarding this subject. The outcome of the research might be more reliable if the roles and responsibilities of other officers in the secondary education would be covered in this study. Moreover to analyze data number and percentage distribution were used amply. No important statistical technique like T-test, Qui-square and other devices could be applied to find out the significance of difference between the two and/or more opinions due to small sampling of the study.

CHAPTER - TWO

ACADEMIC SUPERVISION: THEORY AND PRACTICE

2.1 Introduction

Last century has observed the development of academic supervision as a theory and practice- starting from mere inspection of schools and classrooms to present day's clinical and developmental supervision to improve the quality of education. Though academic supervision has developed and flourished in the developed countries, it has yet to gain its real meaning and practice in developing countries including Bangladesh.

2.2 Supervision—A definition

The word supervision is the combination of two words 'super' and 'vision'. Super means above and vision refers to the insight-a vivid concept or mental picture. Supervision, therefore, means to see, with a deep insight, by a superior, into the functioning of a system or organization or employees with the aim to keep the system in the right track and improve it continually.

The term supervision has a wide connotation in the simplest form; it implies the overseeing of the working of functioning of a system, organization of the operatives. Supervision includes administrating, running, watching, observing, inspecting a working system with the view to make it function in conformity with the norms, standard, objectives and goals.

Merriam-Webster (2009) defines supervision as "the action, process, or occupation of supervising; especially: a critical watching and directing".

Knoll (1987) defines supervision as a leadership role in which the supervisor diagnoses teacher performance needs and then guides, directs assists, suggests, supports, and consults with the teacher. Goldhammer, Anderson, and Krajewski (1980) also suggest that supervision is supportive of teacher growth: "Supervision is the task assigned to certain employees, whether in a line or staff relationship to classroom teachers (or counselors), to stimulate staff growth and development, to influence teacher behaviors in the classroom (or counseling center), and to foster the selection, development, use, and evaluation of good instructional approaches and materials" (p-13).

Bernard and Goodyear (1998) offer this definition that has come to be accepted within the counseling profession: "Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession."

According to Harold Spears "Supervision is the process of bringing about improvement in instruction by working with people who are working with pupils. Supervision is a process of stimulating growth and means of helping teachers to help them." He says more, "The purpose of supervision is to facilitate learning of pupils. Adequate supervision therefore, concerned with making adequate provision for all of the conditions which are essential to effective learning through effective learning."

According to Morris L. Cogan, "General supervision subsumes supervisory operations that take place principally outside the classroom like the writing revision of curriculum in contrast clinical supervision is focused upon the improvement of the teacher's instruction".

Defining supervision has been a source of much debate for years (Bolin, 1987). Alfonso and Firth (1990) noted that the study of supervision lacks focus largely due to the "lack of research and continuing disagreement on the definition and purposes of supervision" (p. 188). In this volume, we view supervision as the center for the improvement of instruction. Supervision is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement. Supervision for the improvement of instruction will continue to be the foremost concern of supervisors and other educational leaders well into the 21st century.

When supervision is attached to the academic, the function of looking over and administering limits itself within the sphere of scholastic activities; Academic affairs include anything relating to educational, scholastic, instructional and pedagogical activities. Academic supervision means the supervision of academic activities.

2.3 Evolution of Supervision concept

The function and conception of supervision have changed. "The earliest notions of supervision addressed the need for selectmen, committees, or clergymen to inspect the physical plant of schools and to ensure that children were receiving instruction as required by law. The legacy of inspectional supervision from the colonial period continued into the late 19th century as supervision became little more than an inspectional function local and city superintendents performed attempting to bureaucratize urban education. In the early 1900s, supervision as bureaucratic inspection was reinforced and strengthened as "social efficiency" became the watchword. Influenced by social and economic forces as well as by opposition to inspectional bureaucratic methods, supervision in the 1920s and 1930s embraced democratic theory; this trend would continue throughout the century, albeit in different forms." (Glickman, Gordon, & Ross-Gordon, 1998, p-24).

Var & Burton determined about evolution of supervision, that's given below:

Old	Modern
1. Inspection	1. Study and analysis
2. Teacher focused	2. Focused on aim, materials, method, teacher, pupil, total teaching learning situation & school environment.
3. Visitation and conference	3. Many divers function
4. Random and haphazard visitation	4. Definitely organized and planned.
5. Imposed and Authoritarian	5. Derived and Co-operation
6. One person usually	6. Many persons.

PD Shukla told that "Inspection and Supervision are terms often confused each other and sometimes treated synonymously."

According to Harold Spears the Evolution of Supervision concepts are

Old: supervisors → teachers → learning environment

Modern: supervisors → teachers → learning environment



Inspection and supervision—these two words very often go together and on many occasions they are used synonymously, but there is some difference between the two. While both aim at improving the performances of the people or organizations inspected or supervised inspection is more investigative in nature while supervision is more supportive and guiding in nature. Inspection is examining, checking, scrutinizing, scanning, probing, observing and investigating a system or process with reference to set standards and rules. Supervision as has been said already, is administering, running, watching, observing and guiding the system to run properly. A supervisor's function includes arranging for the needs and deficiencies of operatives which the inspector's function do not.

2.4 Types of Supervision

Based on different criteria supervision may be of different types. On the basis of the specificity of the purpose, supervision may be:

- a) Subjective: It is person oriented. It is not really a good supervision.
- b) Objective: It is objective oriented. It is a good supervision.

On the basis of nature of supervision, it may be a) autocratic, b) democratic; on the basis of the position of the supervisor, it may be: a) internal, b) external; and on the basis of general and administration of supervision, it may be a) administrative, b) educational. In the context of the education, supervision may be a) academic, b) supportive, c) clinical or d) financial. This lesson is limited to the discussion of academic supervision only.

2.5 Academic Supervision

Harold Spears (1963, p-62) defined Academic Supervision as "the process of bringing about improvement in instruction by working with people who are helping the pupils. It is a process of stimulating growth and a means of helping teachers to help themselves. The supervisory program is one of instructional improvement.

Another aspect of Academic Supervision is called as school and educational Supervision. School Supervision has been defined as "professional activities concerned with the development, maintenance and improvement of a schools' instructional program, especially its curriculum and teaching personnel. (Source: www.education.com).

Educational Supervision has been interpreted as "educational Supervision is the process of supporting teachers to improve their teaching in order to help their students improve their learning".(Source: Wiki.answers.com).

2.6 Objectives of academic supervision

The ultimate objective of academic supervision is ensuring quality of education. This is done through providing professional support and expert service to the teachers for enhancing their proficiency, motivation and commitment. The specific objectives of academic supervision are:

- to get the government's educational plans, policies, decisions, programs implemented
- to ensure proper implementation of the curriculum
- identifying problems regarding academic matters and resolving them

- developing professionalism in the teachers
- ensuring academic environment in schools

Academic supervision includes the following components:

1. The school mission and goals
2. The curriculum objectives
3. The teaching-learning process (classroom teaching-learning, teaching-learning outside the classroom).
4. The learner assessment system
5. The academic environment
6. Staff development

2.7 Purpose of academic supervision

People and program supervision merge for the purpose of “improving the education provided by schools for children”(Tanner & Tanner, 1987, p-30). If schools are to reach each child and ensure his/her academic success as Fullan, Hill, and Crevola (2006) state, then supervision’s purpose needs to increase the opportunity and capacity of schools to contribute more effectively to students’ academic success (Sergiovanni & Starratt, 2007). In addition, Zepeda (2003) states that supervision’s purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Changes in the education environment, more specifically, the classroom environment, will require that supervision help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms (McQuarrie & Wood, 1991).

2.8 Functions of the supervisor

The supervisor's aim is to make the academic aspects of an institution run properly and improving the academic scenario. To that and s/he has to undertake the following activities-

1. Scheduling: scheduling the academic activities by helping and directing head-teacher and teacher to formulate action plan to execute the curriculum according to set norms, standards and rules.
2. The supervisor has to issue instructions for execution of academic work and guide he subordinates.
3. Controlling it is another important function of the supervisor. This control refers to sacking on the activities, methods and progress of work against the planned schedule.

recording actual performance at regular intervals, and reporting work completed along with deviations, if any to the concerned authority

4. **Motivating:** motivating the teachers and learners to perform continually better is one of the important functions of the supervisor.
5. **Establishing linkage:** a supervisor is an intermediary between the management and the teachers & employees. He gets the management's plans and decisions implemented by the teachers.
6. **Reporting:** reporting to the authority is one of the major functions of the supervisor.

2.9 Roles and Responsibilities of Supervisor

The supervisor holds an intermediate position between the top or middle management and the operatives. Acting as a link, the supervisor bridges the gap between what the management expects and what the operatives want and do. He is a person who turns policies, plans and programs regarding academic matters into activities and actual results through the teachers, employees and learners. The supervisor is expected to ensure not only the efficiency of operations but also the team spirit, cooperation and discipline among the employees. So the supervisor has to be an expert in instructional and pedagogical matters. He has to have the capacity to advice and suggest the teachers as well as resolve problems and give expert opinions. He also plays the role of a controller of the teachers and other operatives through checking their performances and reporting to the authority.

Since supervision is an activity that is part of so many different roles, a few distinctions are in order. First, there are university-based supervisors of undergraduate students in teacher education programs who supervise the activities of notice teachers. Next, a principal or assistant principal may be said to conduct general supervision—as distinct from the more specific, subject-matter supervision conducted by a high school department chair. Other professional personnel involved in supervisory roles include cluster coordinators, lead teachers, mentors, peer coaches and peer supervisors, curriculum specialists, project directors, trainers, program evaluators, and district office administrators. Unfortunately, these professionals, more often than not, carry on their supervisory work without having any professional preparation for it, finding by trial and error what seems to work for them.

Supervisors specific responsibilities tend to include some or all of the following arranged in ascending order of scope or reach:

1. Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.
2. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of teachers in a collaborative effort to improve student learning.
5. Working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
6. Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Roles of Academic Advisors a common set of duties and responsibilities can include:

- Discuss students' academic progress
- Encourage students to think about and express themselves concerning their educational plans and career goals
- Assist students with planning programs and experiences consistent with their abilities and interests
- Discuss the relationship between academic preparation and life goals
- Answer questions about academic policies, procedures, and degree requirements
- Match students' needs with available resources and make appropriate referrals
- Encourage students to make their own decisions responsibly

2.10 Historical Background of Supervision: Abroad

Supervision of instruction began as a process of external inspection in colonial New England local citizens one or more were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was the main faces of practice of supervision.

In the late 1830s, the history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school. Population growth in the major cities of the United States necessitated the formation of city school systems during the first half of the nineteenth century. At that teachers were following

the prescribed curriculum and that students were able to recite their lessons during schools inspection by superintendents. In the early decades of the 20th century, the movement toward scientific management in both industrial and public administration had an influence on schools. At the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools.

The field of supervision became closely identified with various forms of clinical supervision in the second half of the century. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning. Robert Goldhammer (1969) proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference. For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teacher's interest in improving student learning, and on a nonjudgmental observation and inquiry process.

It was noted that educator Madeline Hunter adapted research findings from the psychology of learning and introduced what was also to become a very popular, quasi-scientific approach to effective teaching in the 1970s and 1980s. These were frequently superimposed on the three- to five-stage process of clinical supervision and became normative for supervisors' work with teachers. As the preferred process of supervision in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise.

Thomas Sergiovanni and Robert Starratt suggested, in 1998, recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers, the creation of a supervisory system with multiple processes of supervision, including summative evaluation. Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years.

In the early 19th century, school supervision has been the main instrument of facilitating and ensuring quality improvement in schools in Britain. It started in the form of a systems' tool for monitoring by Her Majesty's Inspectors of schools that was based on a top-to-down authority and control model, as well as on rules, regulations, acts, and codes. The new system, now available in the Office of Standard in Education and the Office of Her Majesty's Chief Inspector in Wales, ensures that schools are inspected by teams which focus upon the parents' opinions about the school.

In India, mainly for regulating the private-aided and missionary schools the system of inspection came in vogue with the recommendations of Wood's Despatch of 1854. At the beginning of the 20th Century, the concept of inspection was modified and came to be known as supervision. In the 1930s, however, the emphasis was shifted from rigid inspection to democratic supervision, and subsequently on human relations and cooperative efforts of supervisors and teachers, to bring about improvement in all school activities.

2.11 The History of Supervision: Bangladesh

An welllearned inspector is appointed for reformation and development of secondary education through Wood's Despatch in 1954. He was the head of Directorate of Public Instruction (DPI). A group of inspector is appointed under him. But, non-government inspection is encouraged instead of government inspection (education commission of W. D. Hunter).

During the period of Pakistan, DPI takes the responsibility of educational administration and supervision. It was recommended to appoint 'attendance of officer' instead of 'sub-inspector of school' in every thanas and it was also recommended to appoint 'education officer' in every Mohkuma by 'East Bengal Education Reconstruction Committee' which was led by

Maulana Akram Khan in 1951. In the educational set-up of Bangladesh where all changes tend to be initiated from the top and filter down through the administrative hierarchy to the schools, supervision is considered as an important link. In Bangladesh inspection of secondary schools and intermediate colleges are the responsibilities of the multiple agencies and organizations which have specific structure, manpower, roles and responsibilities to supervise 19040 secondary schools, 218011 teachers (BANBEIS, 2010) and students (Akhter, 1992-93, P-1).

Formal organization for inspecting and supervising secondary schools in Bangladesh are external authorities to the secondary schools, all these agencies have structures mainly at the central level except the Directorate of Secondary and Higher Education(DSHE) which has local/district level offices. Structure, power and role performance of these organizations indicate that supervision secondary schools has been persisting as a legacy of the colonial period. (Akhter, 1992-93, P-2).

The Directorate of Secondary and Higher Education (DSHE)

Since 1984 the DSHE has been carrying out "Inspecting and Supervisory Responsibility" at a) Policy Executive or Central Level, b) Operation –Supervisory or Zonal level and c) Inspection- Supervisory or District level. In all the level of administrative hierarchy there are only 128 supervisors starting from the Director General (DG), Director, Deputy and Assistant Directors at the central and Regional Deputy Directors, Inspectors at the Zonal to the DEOs at the district levels, AI and Ro in the DEO office and USEO and UAS at Upazila level. Supervision and academic functions of the educational institutions has been conceived as one of the important functions of the DSHE. This functions is being delegated at the regional and district levels.(Akhter, 1992-93, P-2-3).

The Board of Intermediate and Secondary Education

Since inception in the early 60s the BISEs operate and function centrally. Now in 7 Boards, there are "College and School Inspection Unit". In this unit Inspector, Deputy Inspector, Assistant Inspector and other officers are inspecting the Secondary Schools and Colleges. (Akhter, 1992-93, P-4).

Directorate of Inspection and Audit

The Directorate of Inspection and Audit(DIA) was established in 1981-82 with the purpose of auditing financial aspects of the non-govt. secondary schools which have been receiving teachers salary subvention.

Secondary Educating Science Development Center

The creation of SESDC and appointment of Zonal Project Officers in 21 old districts under the secondary education project even on a project basis during the mid 80s was a clear cut deviation from the existing practice of administrative inspection and supervision (Akhter, 1992-93,P-6).

Academic supervision for quality improvement is a much talked-about concern, but nothing tangible has yet been done. Two main reasons are usually assigned for deterioration of quality in schools: (i) the inspecting machinery is under-staffed and cannot cope with the current routine inspection load, (institutions per inspecting officer), (ii) hardly any one of the inspecting officers has had specialization in academic supervision and rarely do they have any opportunity of attending in-service course of study in supervision. It is also to be mentioned that the inspectors or the schools have no access to an updated education code or manual of instruction. No such material has been produced during the last sixty years. (Latif, 2006).

2.12 Job description of UAS

The govt. has notified a circular (SES DP, 2010) on 'Job description of UAS, RO and AI'. In this notification the Job rule of UAS has been described. The 'Job description of UAS' given below:

1. To make monthly visiting to cluster based secondary schools as assigned by the DEO for academic improvement and to extend all out assistance and to supervise.
2. To take initiative of implementation of the specific program set by the education department (PBM, SBA and CQ) for the development of the secondary education.
3. To review and extend assistance by making intensive visiting against the target limit of real achievement of the selected secondary schools academic progress.

4. To arrange quarterly workshop to give specific guidelines to the Head teachers and Teachers for the implementation of PBMS, SBA, CQ, method by bringing the selected secondary schools within cluster.
5. To submit yearly progress report of academic activities of the secondary level school in the jurisdiction to DEO by scrutinizing and countersigning.
6. To arrange quarterly basis meeting with the head teachers, assistant teachers and guardian for adding, subtracting and implementing of development plan made for academic development of the educational institution within the jurisdiction.
7. They perform their duty as drawing and disbursing Officer of upazila academic supervision unit at upazila level.
8. To perform duty of the higher authority time to time.

The UAS will be the first level officer of academic support and supervision for secondary institution throughout the upazila. The UAS will participate with upazila and district teams to assess school performance levels, prioritize needs and plan and monitor a program of improvement of academic quality.

The UAS will plan; implement a phased program of School Performance based management in secondary institution within the upazila. Through school and community visits and training programmes, school stakeholders will be assisted to develop the schools' capacity in teaching and learning, planning, managing and monitoring their improved performance. (Job description of UAS: SESDP, 2010).

The above literature related to the present study has paved the ways to understand a conceptual framework of the present research on "Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh".

CHAPTER - THREE

REVIEW OF RELATED LITERATURE

3.1 Introduction

A review of related literature is very important for a research work. It gives an overall guideline and direction to shape the conceptual framework and to investigate into the problem. It also helps develop clear understanding and a deep insight into the problem. The major purpose of reviewing the literature is to determine what has already been done and what needs to be done. Moreover it was done to avoid unnecessary repetition of the same work. Considering this, the researcher tried to collect literatures, reviewed literature and went through many web pages which were related and relevant to this study. No book or literature has been found directly related to this research. So, considering the relationship with the present study, summaries of the reviewed literature have been depicted below which presents a brief review of concepts that are necessary to justify the present study.

3.2 Literature Review: Bangladesh

Akhtar Ahmed (1970) conducted a research on "A Comparative Study of the Expected and Actual Role of the Thana Education Officers in East Pakistan". This Ph.D. research study was designed to identify the duties of the Thana Education Officer in East Pakistan and to compare these duties with his performed duties and his personal characteristics, as well as to determine the relationship between his opinion and performed duties on them. Specially, this study investigated facts relating to the following questions: i) what is the historical background of the position of the Thana Education Officer in the organizational structure of the Directorate of Education, Government of the East Pakistan? ii) what are the duties and responsibilities of the Thana Education Officer as defined in the relevant government documents? iii) what is the physical environment in which the Thana Education Officer performs his duties? vi) what are the duties actually performed by the Thana Education Officer? v) how does the actual performance of the Thana Education Officer compare with the duties as defined in the pertinent government documents? Major findings of the study were: i) the position of the Thana Education Officer, originally known as Sub-Inspector of Schools. ii) the duties and responsibilities of this officer and increased with the change of time. Originally he was meant for assisting the Deputy Inspector of Schools in "inspection and examination" at the primary level. Later he himself performed these duties at the local

level on behalf of his superior officers. iii) the duties of the Thana Education Officer comprise departmental and extra-departmental work. iv) the clerical and the extra-departmental duties they performed did not further the cause of primary education, while the administrative, supervisory and other expected duties did further it.

Another study was conducted by Saifuddin Ahmed (1977) "An Analysis of the Job of the District Inspector of Schools in Bangladesh". Data and information for this study were collected from 19 District Inspector of Schools by a questionnaire. The main purpose of this Ph.D. research was to identify and analysis the duties and responsibilities of the District Inspector of Schools in Bangladesh. Questionnaire was developed and administered to the respondents together various information. Besides, the data was collected from different documentary sources as considered govt. publications in the form of Books, documents, reports, leaflets, gazette notifications, defining the duties and responsibilities of the Districts Inspectors of schools. More specifically, in the study an investigation of facts was made so as to find to the following questions were i) what are the functions, duties and responsibilities of the District Inspector of Schools as defined in the relevant government documents? ii) what are the functions, duties and responsibilities actually performed by the District Inspector of Schools? iii) how the functions, duties and responsibilities actually performed by the District Inspector of Schools compare with those as defined in the relevant government documents? iv) what percentage of his time dose the District Inspector of Schools spend in the performance of administrative duties as well as in visiting schools? The major findings of the study were i) the duties and responsibilities of the District Inspector of Schools, as identified from the analysis of documents, were classified chiefly into two categories, viz. (1) administrative and (2) visiting schools. ii) the administrative duties, he performed, were relating to: (a) teacher personnel, (b) staff personnel, (c) officer personnel, (d) pupil personnel, (e) finance, (f) relations with the executive officers, (g) public relations, (h) reporting and (i) development of physical facilities. iii) the District Inspector of Schools was required, under rules, to remain on tour for a period of 150 days annually; and visit schools in his jurisdiction for the purpose of "inspection and examination" of such schools. Six types of visits to schools were identified: (1) visiting primary schools for full inspection, (2) visiting primary schools for short inspection, (3) visiting primary schools for chocking development works, (4) visiting primary schools for inquiry into allegations, (5) visiting schools and madrasahs in connection with recognition, (6) visiting schools and madrasahs while

accompanying high official. iv) the District Inspector of Schools spent on the average 61 percent of his time in the performance of administrative duties; and 39 percent of his time in visiting schools. v) the District Inspector of Schools spent on the average 144 days on tour for visiting schools annually.

These two Ph.D. researches aims, purposes, roles and responsibilities, findings etc helped to build the premises and research design of the present M.Phil. study.

Salma Akhter conducted a study (1992) on "Academic Supervision of the Secondary Schools in Bangladesh". The aim of the study was to investigate the status of academic supervision in the secondary schools and the role played by the District and Zonal level Education officers, Head Teachers and other concerned agencies and personnel. Findings of the Akhters' study revealed that academic supervision in its true sense appeared non-existent in the secondary schools. Supervision was mainly administrative, irregular. The District Education officers were over burdened with administrative works. Number of schools were more than optimal number to supervise. Head teachers role in academic supervision was absent because of the fact that they were ignorant about the functions and significance of the academic supervision. Akhters' study suggested for formation of school cluster for academic supervision, creation and appointment of academic supervisors, decentralization of educational administration continuous training of officers and head teachers in academic supervision and further research on this area.

A study was conducted by Syeda Atiqun Nahar and Dilruba Sultana (2007) on "Existing Problems and Possible Solutions of Implementing School Performance Based Management System in Secondary Schools in Bangladesh". This published study designed to i) identify the problems of secondary school teacher to implement SPBM, ii) identify the problems of materials set which is used by the teacher, and iii) suggests necessary measures for proper implementation of SPBMS. In this study information is collected from Head Teachers and Assistant Teachers who are the actor of PBM implementation and Upazila Academic Supervisors, Research Officers and Assistant Inspectors who are the monitor of school. The data had been collected from thirteen Upazilas of Kishorgonj district and one Upazilas of Mymensingh district. In this study the triangulation methods was used for data collection. For collecting necessary information/data a test tool for selected head teachers and teachers, a comprehensive questionnaire were prepared and FGD was conducted. UAS, RO and AI were

the participant of the FGD. The key findings of the research work were i) PBM model will help to increase the quality of secondary education and accordingly all stakeholders are trained on SPBMS by authority. ii) Teachers' performance is good and they have good understanding as well knowledge on SPBMS by authority. iii) There some problems to implement SPBMS relating to management, e.g. SPBMS is a new concept, guardians, school management committee and the mass people were not conversant with PBM, there was no reward extra benefit for teacher on performing well in PBM activities, lack of distinct fund for PBM etc. iv) There some problems to implement SPBMS relating to teachers and students, e.g. lack of sufficient skilled teachers, class load of a teachers (6-7 classes in a day). Class size is very large (90-120 students in a class), teachers take PBM as additional duty, inadequacy of SPBMS materials (especially manual), a great number of student are slow learners, lack of teaching aids, etc. v) According to the opinion of UAS, RO, AI: Teachers are not motivated to follow this SPBMS, they show different types of excuses not to do this type of activity, school authority do not supply sufficient information, there is no effective monitoring system by higher authority, etc.

Abdus Salam Akondo (2004) did a Ph.D. study on "Decentralization of Primary Education Management and Supervision System in Bangladesh". The main aim of this Ph.D. research was to investigate the existing management and supervision system of primary education in Bangladesh and to propose and decentralization system providing more functions and responsibilities at local levels. In this study an attempt was made to diagnose and identifying the existing problems with regard to management and supervision of primary education, particularly those of the school management committee in discharging their assigned duties and responsibilities. The primary sources of data within SMC president, head teacher, assistant teachers, educational supervisors like DEOs, UEOs, AUEOs and policy planners who were involved in policy planning, supervision and management of primary education at national level. The secondary sources of data were collected 120 schools selected randomly from all six division of the country. The sample includes four categories of schools viz. government primary school, non-government and registered primary school, community school and satellite school. The main objectives of this study were: i) to identify the structure, formation and the specific powers and accountability and functions of school management committee as per existing rules and regulations. ii) to assess and determine the role played by the existing management committee as a local body in school management, supervision and the improvement of the quality of primary education. iii) to identify and develop strategies

for implementation of the plan according to the revised schedule. The findings of the study were: i) the school management committee used to play some roles with regard to administration, management and supervision of the school, ii) the school management committee was involved of the in supervision the attendance of the pupil and the teachers, iii) a majority of the members of school management committee made inquired about the quality of teaching of the teachers and also inquired and advised the pupils to be present regularly and read attentively, iv) the primary schools were mostly visited by the AUEOs and the members of the school management committee, v) the usual tasks accomplished by the supervisors during school visits were the supervision of teaching and pupils' attendance.

A study was conducted by Hasan, Bhuyan, Hoque and Hoque on "A Study on Secondary Education Administration at Upazila Level of Bangladesh: Problems and Prospects". This study published in 'NAEM' research report 2009-10, Dhaka. Roles and responsibilities of USEOs are to some extent similar to those of UAS. The study findings can help to visualize the barriers face by UAS also. The researchers have carried out this study especially designed to get a practical scenario of secondary education administration at upazila level of Bangladesh. This research studied the activities of 18 upazilas around 06 divisions of Bangladesh. Primary data were collected from the USEOs and the HTs through Questionnaires and FGD and collected secondary data by literature review from different reports and circulars of govt. The team analyzed the job description of USEOs approved by the ministry of education. The researchers tried to make a real comparison with the mentioned activities and actual activities of one-month duration. In this study it was found that the USE administration has logistics but the offices have limited manpower, sources of fund especially on fuel and TA/DA, office accommodation. It was found that the USEOs are not contributing for the improvement of teaching-learning environment, financial management and quality improvement of education of the schools. The researchers recommended that a) the USE administration organogram should be reorganized merging the UAS and AI recruited under the assistance of SESDP project, b) The USE administration should be more empower, c) Govt. should establish independent Upazila Secondary Education Bhaban consequently with the help of the Projects of MoE.

Another related study (2008) conducted by Mariam Begum and Sabrin Farooqui on "School Based Assessment: Will it really Change the Education Scenario in Bangladesh". This study reveals the current situation of the recently applied assessment system through a study of a group of teachers of secondary level and SBA trainers. It discussed the issues that emerge from the arguments of the scholars that they hold regarding SBA and its potentiality in the

context of Bangladesh. In this research, data were collected from four SBA trainers and 18 secondary teachers- seven from sub urban and 11 from urban areas. The participants were selected following 'Typical Case Sampling' which is a type of purposive sampling strategy. Both qualitative and quantitative data were collected through interview survey, semi-structured interviews and document analysis in this research. Two separate questionnaires of open ended questions were made for the teachers and the trainers. The findings have been arisen under two main categories i.e. present situation of SBA and attitudes towards the implementation of the new assessment system. The researchers had given some recommendations to ensure proper evaluation of a student, which included a) academic supervisors should be given this responsibility of monitoring, b) head teachers should call meeting and check all teachers' record keeping in each term, c) a committee can be formed in each school to check the records, d) guardians should be aware of the fact that their children may not fall victim to any teacher, if suspected, guardians should place immediate complain to the head teacher. The researchers said that "these are some of our reflections conceived through this survey, it is our assumption that if the suggestions can be maintained properly only then we can foresee desirable outcome from SBA".

A study (2007) was conducted by M. Sultan Ali, Zakia Akhter and M. A. Maleque on "A Study of Academic Supervision and Monitoring: Secondary Education in Bangladesh". This study published in 'NAEM' Journal, Dhaka. This research work had focused the internal and external weakness of academic supervision, which will help to improve the standard of teaching in secondary education. In conducting the study both primary and secondary data had been collected. Raw materials had been accumulated through questionnaire, interview and observation from Heads of secondary educational institutions; Academic Supervisors: DD/DEOs/School Inspector/Assistant Inspectors. The researchers had observed the functions of personnel involved in academic supervision in secondary schools in Bangladesh. In this study it was found that the existing system of academic supervision did not have any provision to go through the observation of classroom teaching, teachers' performance and students' feedback on how well they learn. Except SESIP, no other agencies had any officials at the upazila level for academic supervision. The study further explored the need of component supervisory officials at the Upazila level. The researchers recommended completing the appointment of academic supervisors in all upazilas; to equip the office of the academic supervisors and providing logistic support and to develop professionalism of educational supervisors on academic supervision.

3.3 Literature Review: Abroad

Harold Fochone Landrith (1960) conducted a research on "A Study of the Academic Backgrounds, Professional Experiences and Administrative Duties of Texas Public Junior Colleges Administrators". Some of the important findings of that study were: i) duties in Texas public junior colleges were not allocated for maximum efficiency. ii) relatively few Texas public junior colleges surveyed position, made duty analysis, and assigned duties according to an organized plan. iii) all of the Texas public junior colleges except one employed a President as the chief administrator. iv) Texas public junior colleges administrators were moderately well trained to perform their assigned duties. v) fifty-four percent of the one hundred twenty-nine administrators had formal training in junior college administrator. vi) sixty-one percent, had junior college experience prior to assuming their current position. vii) pre-service and in-service training programmes had been developed by relatively few Texas public junior colleges.

A research conducted by Rodman Fox Garrity (1963) was name "The Role of the Personnel Administrator in California Public Schools". The findings and conclusions of that research were i) the position was relatively new in California, with 72 percent of persons in the position reporting that they were the original appointees. ii) over 50 percent of the personnel administrators reported that they had other major duties and responsibilities in addition to personnel administration. iii) the three duties reported by over 90 percent of the group as being their regular responsibilities were recruitment, selection and formulation of personnel policies.

A paper named "Educational supervision, personal support and mentoring" was first written by Judy McKimm and Carol Jollie (2003) as part of a project led by the London Deanery to provide a web-based learning resource to support the educational development for teachers. It was revised by Judy McKimm in 2007 with the introduction of the Deanery's new web-based learning package for teachers. This paper introduced some of the national issues and concerns about the provision of educational supervision, mentoring, academic guidance and personal support, provides an introduction to the principles underpinning the provision of guidance and supports to students/trainees, explores some of the issues concerned with the role of the teacher, identifies how these principles can be incorporated into developing effective and supportive learning environments. This paper aimed at bringing together some key points

from some of these documents and to highlight some of the key issues and principles of good practice. The paper also looked at some of the formal and informal mechanisms which exist to support students and trainees and at some of the ways in which clinical teachers can help to provide timely, appropriate and helpful support, guidance and supervision to their students and trainees. It described some of the different types of support that teachers can give or facilitate, such as educational supervision, mentoring, academic guidance, tutoring and counseling, and consider some of the similarities and differences of such roles and support mechanisms. Finally the paper looked at how teachers themselves might define the boundaries and limitations of their support and at some situations in which teachers themselves may need to seek help.

A research study was conducted by Gennaro R. Piraino, Jr. (2006), named "A Qualitative Study of Differentiated Teacher Supervision's Impact on Classroom Instruction and Pedagogy". The purpose of this qualitative study was to investigate the influence that a differentiated teacher supervision system has on improving classroom instruction. Qualitative research methodology was used to collect data through personal interviews and document analysis. The sample population consisted of high school administrators working in three southwestern Pennsylvania school districts. The research questions investigated high school principal perceptions on differentiated supervision's ability to improve classroom instruction based upon Charlotte Danielson's Four Domains of Instruction. Principal perceptions regarding differentiated supervision's influence on school culture and the most effective differentiated supervision options were also explored. The analysis of the data was done through descriptive narrative and the use of charts to depict common answers and themes. Key findings include a strong principal preference for differentiated teacher supervision. Also, principals indicate that differentiated supervision was effective in fostering a school culture characteristic of teacher collaboration, professional inquiry, and a commitment to continuous improvement. Also, principals felt that differentiated teacher supervision was very effective in improving the planning and preparation, classroom instruction, and professionalism of teachers through collegiality and professional inquiry. Principals perceived that cooperative professional development was the most effective model for improving classroom instruction.

In a book on "Supervision A Redefinition" by Thomas J. Sergiovanni and Rober J. Starratt, the authors have pointed about the framework for supervision, sources of authority for

supervisory leadership, the supervisor's educational platform, functions for supervision, classroom supervision and evaluation, supervision as professional development, supervisory options for teachers etc which are very important for an academic supervisor to make them professionally competent.

R. S. Tyagi conducted a study (2011) on "Academic Supervision in Secondary Schools". This paper is based on a comparative study of selected government, private, and private-aided senior secondary schools in Delhi, Chhattisgarh, and Uttarakhand. This paper considers how academic supervision and support by educational authorities helps improve the teaching-learning process and the professional development of teachers. The paper examines how heads of government and private-aided institutions feel it is necessary to place emphasis on providing instructional supervision. They and their staff obtain little or no feedback or academic support from educational authorities in relation to the supervision of instruction. It also investigates how they improve the teaching-learning process and provide effective professional development of teachers at school level in this situation. The paper argues for effective school-based instructional supervision and support for the professional development of teachers by the heads. It discusses how principals- when supervising instruction-follow reflective practices in different situations. These situations include classroom observation, meetings, conferences, and deliberations with teachers. Effective instructional leadership by heads of institutions encourages teachers to collaborate and be involved in school-based professional development activities. The paper concludes by recommending various measures for strengthening the efforts of the heads of government and private-aided institutions in the light of the lack of academic support from educational authorities.

Review of these research studies can show the important roles be played by academic supervision and supervisors in various educational context both developed and developing. Much needed attention to academic supervision should be made in India, Bangladesh and other developing countries like ours. Review of the related literature helped the researcher to build theoretical frame work, design research questions and methodologies to carry out the research work.

CHAPTER FOUR

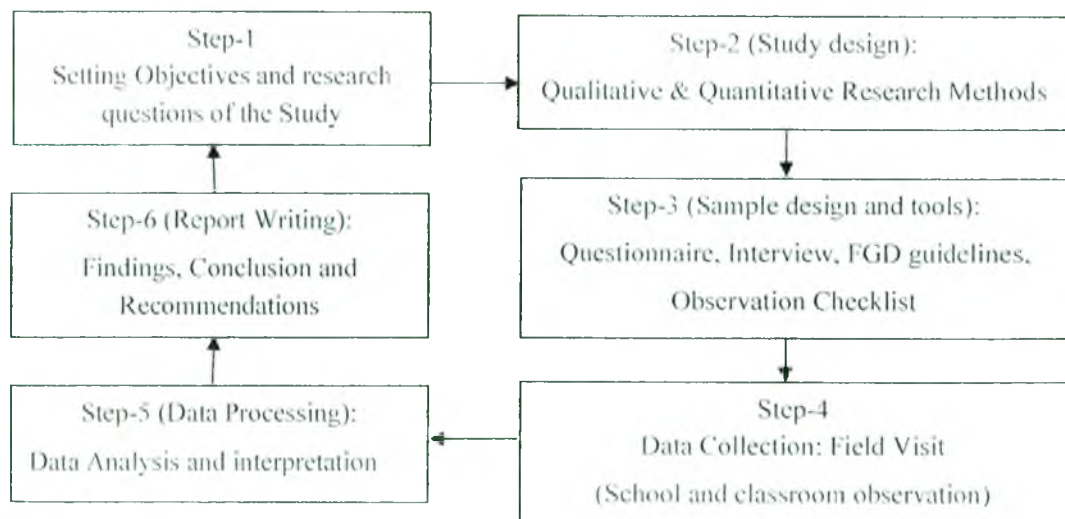
METHODOLOGY OF THE STUDY

4.1 Introduction

'Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically' (Kothari, 2005,p-8). An outline of the methodological framework of the study is described in this chapter. After having decided upon the major objectives and research questions of the study, it was necessary to design the broad scheme indicating the underlying framework of the study.

4.2 Study Design

A research design is a plan of proposed research work (Aminuzzaman, 1991, p-53). A research design is "the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure"(Selltiz,1965 cited in Aminuzzaman, 1991,p53). It was intended that the methodology would be so developed that the specific objectives were fully achieved. Thus the study design, given below, closely followed the objectives.



It is therefore, the following research methods were adopted for conducting the study:

- Nature of the study
- Sample selection
- Source of Data

- Description of tools
- Piloting the Tools
- Data collection Techniques
- Data analysis
- Ethical consideration

4.3 Nature of the Study

The nature of the question or problem to be investigated determined whether the study is qualitative or quantitative (Gay and Airasian (1996). By nature this study is a descriptive based on qualitative and quantitative data analysis. Qualitative and quantitative approaches are mainly used to examine and understand the opinions of the respondents on social problems which make generalization about the problem and examine the relation among the variables used in research to test theories, respectively, while both are considered in using mixed approach (Creswell 2008, p.8). The researcher tried to analyse the Upazila Academic Supervisor's roles and responsibilities in the improvement of non-government secondary school education in Bangladesh through the study. The need to delve deep into research object, the study was conducted following both qualitative and quantitative approach.

4.4.1 Sample Selection

Samples for the study were selected purposively to make the research universal. To determine the UASs' roles with relation to improvement in secondary school education; to compare between the job description and actual role performance of UASs'; to identify the problems and the effectiveness of supervision of UASs' in the improvement of secondary school education samples were selected.

4.4.2 The Sample Area

As it was a small-scale academic research, it was not possible for the researcher to take sample from all over the country. The sample areas for the study were Bogra, Gaibandhadha, Pabna, Panchagarh and Sirajgonj district under former (greater) Rajshahi division. Now among these five districts Gaibandhadha and Panchagarh situated in newly declared Rangpur division. These areas were selected as a sample purposively considering good communication facilities and because of the presence of the target group.

4.4.3 Sample Size

The sample of the study considering 05 District Education Officers from each of purposively selected 05 Districts; 10 Upazila Academic Supervisors from each of two of these 05 Districts; 20 Schools from these 10 Upazilas (two Schools from each Upazila); 20 Head Teachers from each of these 20 Schools; 40 Teachers from every two of these 20 Schools; and average 08 participants in each FGD for UASS and FGD for SMC. HT/Teacher, Guardian, Students. 05 FGD arranged for UASS and other 05 FGD arranged for SMC. HT/Teacher, Guardian, Students.

Table 4.1 Sample Area and Sample Size for collecting data through interview and questionnaires:

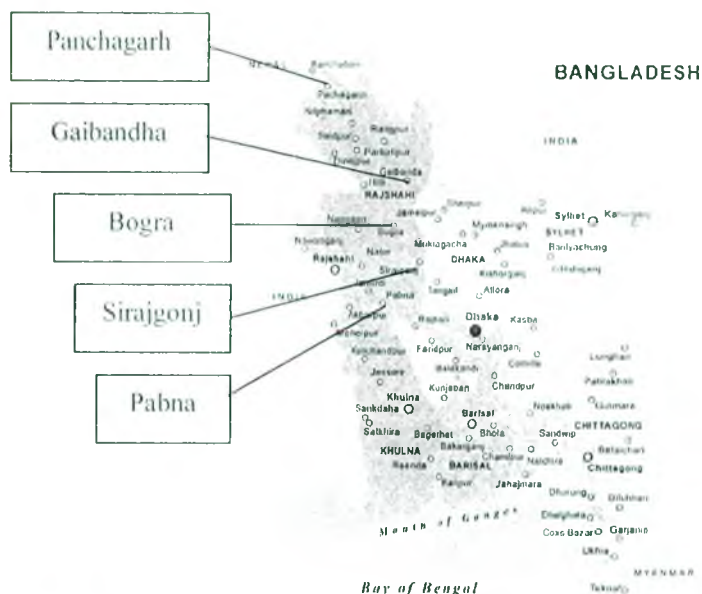
Sl. No	Division	District	DEO	Upazila	UAS	HT	Schools Name	Teacher	Total					
1	Rajshahi	Bogra	1	Adomdighi	1	2	Kolsa Ahsanullah Institution	2	4					
				Santahar B P High School	2	15								
				Shibgonj	1		2	Dopara Abdul Hannan H S	2	4				
				Fashitola NBRU High School	2		15							
		Pabna	1	Bera	1			2	Bera Girls Pilot High School	2	4			
				Bera High School	2	15								
				Santhia	1			2	Imam Hossain Academy	2	4			
				Nariagodai High School	2			15						
		Sirajgonj	1	Kamar khondo	1				2	Konabari Ishak High School	2	4		
				Vodroghat S Mohsin H S	2	15								
				Shahjadpur	1		2		Jamirta J K Girls High School	2	4			
				Malotidanga(West)H S	2		75							
2	Rangpur	Gaibandha	1	Gobindogonj	1				2	Fashitola High School	2	4		
				Mogoltuli Shah Dewan H S	2	15								
				Polashbari	1			2	Mohodipur High School	2	4			
				Polashbari S M B Ideal H S	2			15						
		Panchagarh	1	Boda	1				2	Boda Girls Pilot High School	2	4		
				Shakoa High School	2	15								
				Debigonj	1				2	Kaligonj MP Girls H S	2	4		
				Shundordighi High School	2				75					
		Total	Two	Five	5					Ten	10	20	Twenty High School	40

Table 4.2 Sample Area and Sample Size of FGD for UAS and SMC, HT, Teacher, Guardian, Students:

Sl. No.	Division	District	Total Upazila	FGD for UAS		FGD for SMC, HT, Teacher, Guardian, Students						
				Total	Participant	Upazila	SMC	HT	Teacher	Guardian	Student	Total
1	Rajshahi	Bogra	12	7	7	Adomdighi	2	1	2	2	1	8
		Pabna	9	5	5	Santhia	3	1	3	2	2	11
		Sirajgonj	9	7	7	Shahjapur	3	1	3	1	2	10
2	Rangpur	Gaibandha	7	7	7	Polashbari	3	1	4	1	2	11
		Panchagarh	5	5	4	Boda	3	1	4	2	2	12
Total	two	5	42	31	30	Five	14	5	16	8	9	52

Table 4.3 Location of the Area

Former Division	Present Division	District
Rajshahi	Rajshahi	Bogra
		Pabna
		Sirajgonj
	Rangpur	Gaibandhadha
		Panchagarh
1	2	5



Source: <http://image.google.com.bd>

4.4.4 Selection of Districts and Upazilas

Five Districts and ten Upazilas were selected as a sample area purposively in nearby distance from researcher's location. In selecting Districts and Upazilas the researcher kept under consideration the following criteria:

- Where Upazila Academic Supervisors were available for his service reference.
- Where the study relates conspicuously with the Upazila Academic Supervisors.
- Having at least more than four Upazila Academic Supervisors in the District in former Rajshahi Division.
- Where Upazilas and Schools data will be collected quickly and certainly.

4.4.5 Selection of Schools

In total twenty schools from already mentioned ten upazilas of those five districts (2 schools for each upazila) were selected purposively by Researcher. Researcher selected the secondary schools in the cluster of Upazila Academic Supervisors and from nearby Upazila headquarters and set the visiting date and time for data collection after permission of the school's Head Teacher.

4.4.6 Selection of DEO, UAS, Head Teacher and Teacher

In this study five District Education Officers were selected purposively from each of 05 Districts in former (greater) Rajshahi division; 10 Upazila Academic Supervisors from each of two of these 05 Districts. At first Researcher made correspondence with the Upazila Academic Supervisor of respective Upazila by sending mail or over phone rather than face to face contact for data collection. Twenty Head Teachers from those of 10 Upazilas (two preselected School's Head Teachers from each) were selected. Similarly 40 Teachers (Assistant Head Teacher/ Assistant Teacher) were also selected as per suggestion of the Head Teachers from those of 10 Upazilas as sample.

4.5 Source of Data

The researcher used both primary and secondary data for the study. Primary data were collected from five District Education Officers through interview; from ten Upazila Academic supervisors, twenty Head Teachers and forty Teachers through different three questionnaires. Primary data were collected also through two kinds of FGD arrangement where thirty participants were presented at five FGD arranged for UASs and fifty two participants were presented at other five FGD arranged for SMC, HT/Teacher, Guardian, Students. An observation checklist for observing UAS activities in school and classroom was used for collecting data. Secondary data were collected by analyzing UAS job description, documents and training manual of SESIP and SESDP, SPBMS materials which were used in school, research papers, related studies, journals, Internet browsing of SESIP and SESDP address and other relevant documents etc.

4.6 Description of Tools

In order to ascertain Upazila Academic Supervisor's roles and responsibilities in the improvement of non-government secondary school education the following research instruments were developed by the researcher.

a) Observation Checklist

This tool was mainly prepared to observation of UAS's activities in school and classroom. It was developed for collecting quantitative data by the researcher. This Checklist contained information regarding UAS's activities with Head Teachers, Teachers, Students, SMC Members, Guardians in the school and classroom. The purpose of the observation checklist was twofold. First one was collecting data of UAS's activities in school, e.g. his role in implementing PBM materials, other academic activities in secondary school by using the Single Response type five point rating scale (M. Nurul Islam, 2009, *An Introduction to Research Methods*, P.290). Second one was observing the UAS's supervision system of teaching learning process in classroom. In data collection five point rating scale system was simple, ranging from "never" to "very often" having sequence of 'never', 'rarely', 'some times', 'often', and 'very often'. Each of the respondents selects one response category which most accurately describes his or her opinion about the statement reflecting the concept. (ibid, P.291). (Annex-4).

b) Interview schedule

Interview schedule is an instrument that is not given to the respondents and filled in by them with no help from the interviewer or any other person (ibid, P.192). An interview schedule was prepared for District Education Officer collecting data related to UAS's activities in school and classroom; UAS's coordination with District Education Officer, Research Officer and Assistant Inspector; developments that happened in the teaching learning environment in the school after their supervision; changes the quality of teaching in the school after their supervision and UAS's role to maintained Performance Based Management in the secondary school. The purpose of the Interview schedule was to take opinion of District Education Officer (immediate higher authority of UAS) about UAS's activities. (Annex-5).

c) Questionnaire

For collecting data three different questionnaires were developed for the UAS, HT and Teacher to analyse the UAS roles and responsibilities to improve the secondary school education. There were different parts of each questionnaires; the first part contained UAS's school visiting number, respondent's opinion about the UAS role to implementation of PBM, CQ and SBA. The next part of the questionnaire contained the UAS role of academic activities in the school; another part contained the UAS role of academic activities in the classroom; the other part contained the UAS role in the improvement of education in secondary schools. The last part contained the UAS coordination with DEO and respondent's personal information including age, sex, designation, educational background, experience etc. Answering system was simple Yes-No or alternate response type, some multiple option one response and some open ended type. The questionnaires were prepared first in english, later then translated into simple bangla for easy understanding. The instruction for the usage of the questionnaire was given clearly at the top of the questionnaire. (Annex-6,7,8).

d) Focus Group Discussion

A. D. Gupta (1991:15) stated that "focus group discussion, as a qualitative research method with a definite goal, is essentially a group discussion taking place between people of more or less identical age, socio- economic status, sex and other common characteristics". A focus group generally includes 6-12 persons selected by the researcher, who are knowledgeable about a specific subject (Islam, loc. Cit. P.166). Qualitative data were collected through two kinds of FGD guidelines. One was for UAS and other was for SMC, HT/Teacher, Guardian, Students. Each FGD guidelines contained general rules like introductory discussion; setting up the general ground rules for the session; the next step wanted to know activities, suggestions, and problems of UAS during school visiting and how to overcome those problems. But FGD guidelines for UASs contained additional part like activities of UAS out of school visiting; challenges of his service and how to overcome those challenges. The questions of FGD guidelines framed in an "open-ended" style to enable participants to respond freely. (Annex-2,3).

4.7 Piloting the Tools

After preparing data collection tools researcher visited Sonatola Upazila under Bogra for piloting the tools (Observation Checklist, Questionnaires, FGD) except sample. For piloting

the Interview Schedule, discussion had been made with the DEO of Naogaon. The researcher discussed about the tools with the respective DEO, UAS, Head Teacher and teacher. In that time the researcher came across some suggestions. On the basis of piloting results and conversation with supervisor of the study the tools were modified for final use.

4.8 Data collection Techniques

For conducting the research, the following techniques were used for data collection.

a) Observation

Observation was one of the important techniques for the study to know the effectiveness of the UAS supervision in the improvement in secondary school education. The researcher observed the activities of the UAS in ten secondary schools by using pre-determined Observation Checklist as a non participant mode for effective observation. The researcher stayed at school from the beginning to the end of class hour. During observation the researcher sited such a place from where all activities could be seen accurately. To verify the collected information he took note immediately whatever he observed during the session. For collecting some other information the researcher made discussion with the Head Teacher and Teacher also.

b) Interview

The researcher conducted one to one interview with the five District Education Officers by using interview schedules. At first the researcher had made contact with the District Education Officers over phone. After then he made face to face contact with the DEO for interview. The researcher introduced questions to him and took their opinion seriously.

c) Self-administrated Questionnaire

A questionnaire is an instrument that is generally mailed or handed over to the respondents and filled in by them with no help from the interviewer or any person (ibid, P.192). In order to collect data from ten UASs, twenty HTs, forty Teachers three alternative self-administered questionnaires were developed. The instruction for the usage of the questionnaires was given clearly at the top of the questionnaire. The researcher contacted with them over phone: the school authorities gave permission for collecting data from their respective school. According to the prescheduled date, the researcher went to school for collecting data. All questionnaires were sent to them by mail or distributed by researcher himself. The researcher provided the questionnaire to the respondents of some areas by him immediately after finishing the activities and received the tools carefully.

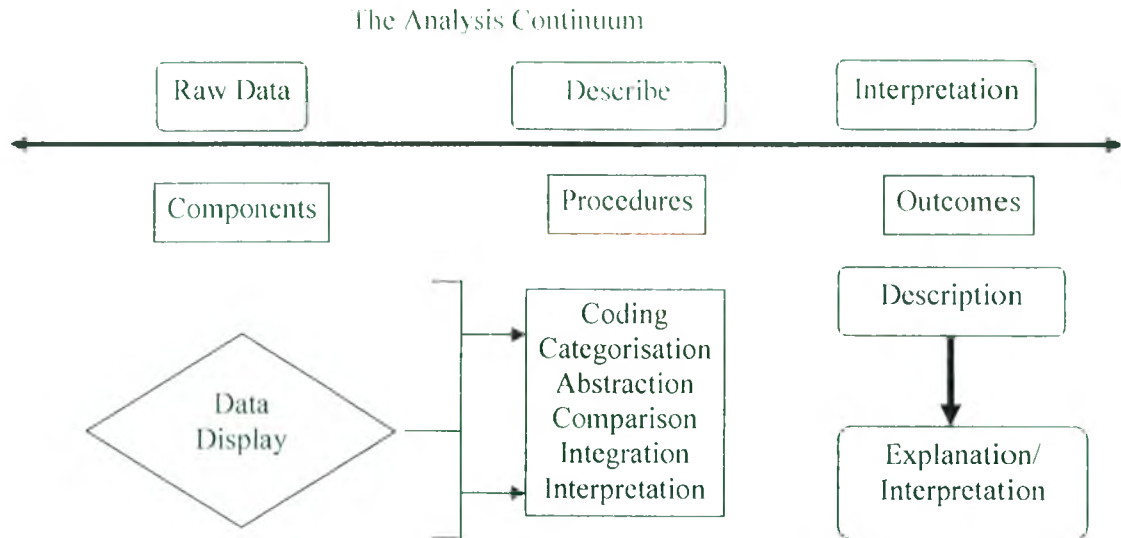
d) Focus Group Discussion

The researcher conducted ten FGDs (five FGDs for UAS and another five FGDs for SMC, HT, Teacher, Guardian, Student) in five districts covering 30(average6) UASs, 52(average10) focus group (14 SMC members, 5 HTs, 16 Teachers, 8 Guardians and 9 Students). Separate sets of FGD agenda were used for these. The common method for selecting participants for focus groups is by purposive (non-probability) sampling. The researcher initially contacted the participants (specially the UASs and the Head Teachers) over telephone about date and time for conducting the session. Five FGDs with SMC, HT, Teacher, Guardian, Student were conducted at respective school places according to HT's schedules. The HT contacted with SMC, Teacher, Guardian, and Student. He helped the researcher to arrange the sessions. Another five FGDs for UAS were conducted according to the schedules of the UAS. For conducting the FGD the researcher followed general rule i. e. greetings, introducing, building rapport and describing reasons for discussion; then he discussed different selective topics with them. At the ending of the session the researcher thanked them for giving time to join the discussion.

4.9 Data analysis

For analyzing the data and opinion of the selected respondents and other related information were scrutinized and treated carefully. Data collected from the respondents and observation checklist was presented in tables and was analyzed with simple statistics such as number and percentage, as well as some analyzed data were presented or displayed in different types of graphs and charts. After these, the categories of responses were discussed with explanation. And some information was discussed descriptively. The respondent's responses of the questionnaires and observation checklist analyzed using the computer. Microsoft Excel and SPSS were used for presenting data. The researcher used both qualitative and quantitative approach for analyzing data. Qualitative data collected through open ended questions, interview schedule and FGD. FGD data was analyzed using the mode of note-based content analysis (Amuyunzu and Ezeh, 2005, Vol.9). Some qualitative data has been transferred into quantitative data. Researcher coded the collected data by numeric value to help reduce the data by categorization. Some information were orderly arranged and presented in classification in a table format with percentage. The data were analyzed taking into account the objective of the study. The following four steps were followed in the data analysis process:

1. Reading the raw data
2. Cleaning the data
3. Modifying the data
4. Analyzing the data



(Adapted from descriptions of Strauss and Corbin, 1990, Spiggle 1994, Miles and Huberman, 1994)

4.10 Ethical consideration

It is important to mention that the present study has considered every point of ethical issues. Before starting the data collection, the researcher took a request letter from his supervisor, and sought the permission from the proper person and authority showing this letter. The respondents were assured that the data would be used collectively for the study only; no information would be used for any other purposes. In taking interviews the researcher tried not to hamper their official activities of the selected respondents. For observation of UAS's activities in school and classroom, the researcher always sought permission from the head teacher and class teachers. He sat in a corner of the respective classroom so that there should not be any disturbance in conducting teaching-learning activities in the classroom. No information was taken into consideration unless its source was authentic.

4.11 Report Writing

This study has been conducted in different phases a) selection of the research topic, b) framing research design, c) review of related literature, d) data collection, analysis and interpretation and finally writing of the report.

CHAPTER - FIVE

ANALYSIS OF DATA

5.1 Introduction

In order to reach the goal and objectives of the study it's very important to analyze collected data carefully (Biswas, 2007). This chapter aims to present data with analysis collected by using different tools- observation checklist, questionnaire and focus group discussion. The researcher used both qualitative and quantitative approach for analyzing data. The data collected are processed through computer application software to present in tabular forms for smooth analysis and interpretation of quantitative data. And qualitative data was analyzed using the mode of content analysis. Some qualitative data has been transferred into quantitative data. Quantitative data was analyzed with simple statistics such as number and analyzed with percentage if necessary, as well as some analyzed data were presented or displayed in different types of graphs and charts.

5.2 General information about Upazila Academic Supervisor

a. Post of Upazila Academic Supervisors

From the document analysis it was found that the total post of Upazila Academic Supervisors were 222 according to a govt. notification of SESDP on 26/05/2011, in the five divisions (Dhaka, Rajshahi, Rangpur, Borishal and Chittagong) of the country; and there was no Upazila Academic Supervision Unit in all the Upazilas of the country. The office of the Upazila Academic Supervisor was treated as Upazila Academic Supervision Unit.

b. Information of Upazila Academic Supervision Unit of the sample area

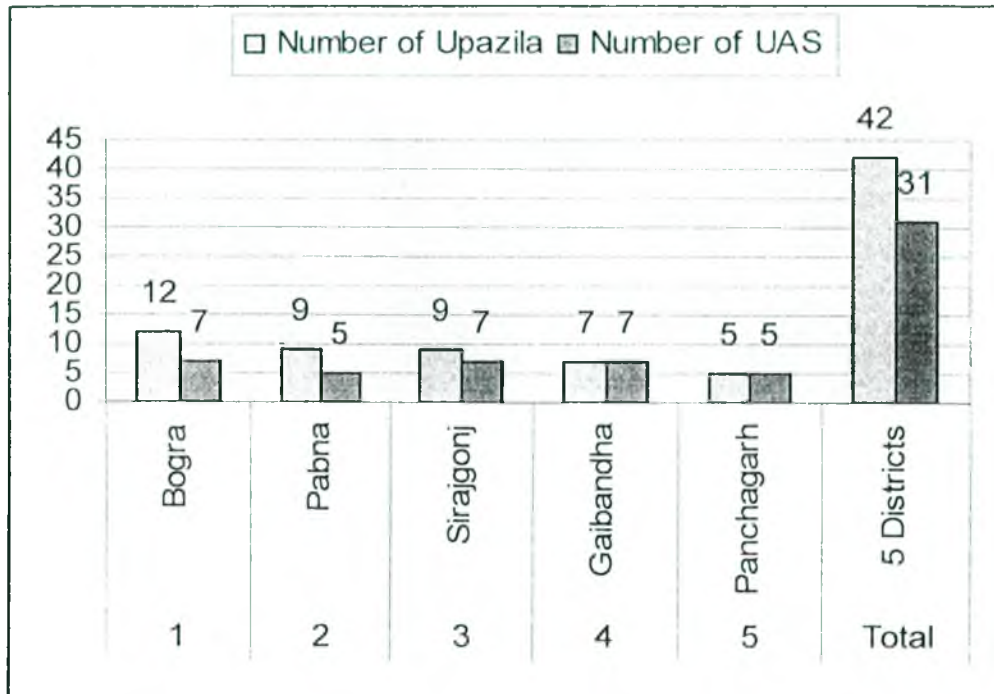
Table 5.1: Number of Upazila Academic Supervision Unit of selected five Districts

Sl.No.	Name of the Districts	Number of Upazila	Number of UAS
1	Bogra	12	7
2	Pabna	9	5
3	Sirajgonj	9	7
4	Gaibandha	7	7
5	Panchagarb	5	5
Total	5 Districts	42	31

Source: Interview Schedule for DEO and FGD for UAS

Table 5.1 shows there were 31 Upazila Academic Supervision Unit (Post of Upazila Academic Supervisors) in 42 Upazila in those of five Districts. A graph is given below according to the information of the above table:

Figure- 5.1: Total post of UAS against total Upazila of selected five Districts



5.3 General information about supervision of the school by the UAS

5.3.1 Information about supervision of the govt. secondary school by the UAS

All the secondary schools would have to implement the PBM, SBA and CQ including the govt secondary schools. The UASs were the officer to implement the respective system in govt. and non-government secondary schools as well as other field level officer as Upazila Secondary Education Officer (USEO), AI and RO (SESIP, and SESDP). Although the UASs were the concerned officer it was found, from the collected data that most of the UAS did not supervise govt. secondary schools. As in the sample of collected data- two DEO said govt. secondary school was out of their jurisdiction and another three DEO said govt. secondary school was in their jurisdiction of supervision. All of the UAS without two said they did not supervise govt. secondary schools and most of the UAS without four said the govt. secondary school was out of their jurisdiction.

5.3.2 Information about supervision of the secondary school by the UAS in different time

In response to supervision of school in a month by the UAS, three DEO said the UAS visited 2-5 schools in a month, another one said 6-10 schools in a month, the rest one said they visited 11-15 schools in a month; the five UAS said they visited 8-12 schools in a month, four of them said 13-17 schools in a month and another one of them said 18 and above. But in response to supervision in a day (the day in which the UAS supervised the school) all of the UAS said they visited one school in a day. But most of the Head Teachers and Teachers said the UAS did not visit in their school every month and it had been known from most of their opinion the UAS visited one school 4-9 times in a year.

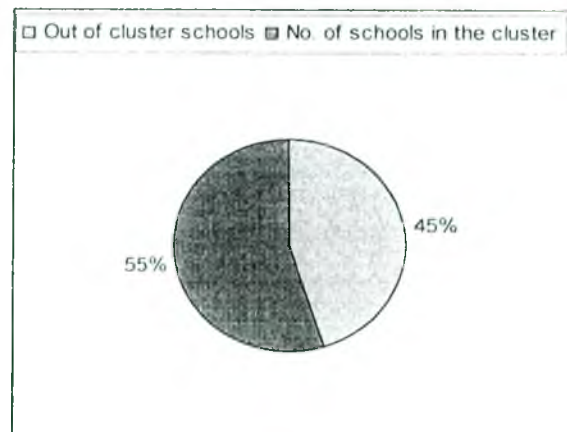
5.3.3 Number of secondary schools in their cluster for the supervision

In the Upazila the UAS did not supervise all the secondary schools. They supervised only the selected secondary schools (selection by the DEO) of their cluster (job description of UAS, 2010). Most of the DEO mentioned the UAS generally supervised 21-30 secondary schools in their cluster. Rests of the schools in other cluster of the Upazila are supervised by AI, RO or USEO.

Table 5.2: No. of secondary school in selected Upazila and in the cluster

No. of selected Upazila	No. of secondary schools in those Upazila	No. of secondary schools in the cluster of the UAS
10	468	258

Figure 5.2: Percentage of secondary school in the cluster and out of cluster



Source: Questionnaire for the UAS

Table 5.2 shows there were 468 secondary schools in the selected 10 Upazila of the sample area, but only 258 secondary schools were selected by the DEO for the cluster of the UAS. A responsible officer for the supervision of all the schools in the cluster was the UAS. Average 26 schools were in their cluster.

Figure 5.2 reveals 55% (258) secondary schools were selected in the cluster for the UAS

supervision. But, 45% (210) secondary schools were out of cluster.

5.4 School related actual activities of the UAS

5.4.1 Participation and initiative of the UAS in school's assembly

Table 5.3: Opinion of respondents regarding assembly of the school

Respondents	Do the UAS participates in the assembly of the school					Is the assembly begins at the UAS initiative				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
UAS	0%	10%	30%	50%	10%	10%	40%	30%	20%	0%
HT	25%	25%	40%	10%	0%	50%	30%	20%	0%	0%
Teacher	15%	25%	60%	0%	0%	30%	30%	30%	10%	0%

Table 5.3 shows, 50% UAS participated in the assembly, while as per HT and Teacher 40% and 60% participated in the assembly sometimes respectively. During observation it was found that some of the UAS participated in the assembly some times, and some others participated either rarely or never. On the other hand, 40% UASs rarely took initiative of assembly beginning. As per HT and Teacher's opinion the UAS take little initiative on assembly beginning. During Discussion with Focus Group one teacher commented 'the UAS participates in the assembly once in a day suddenly'. A group of teacher commented 'though the UAS do not participate in the assembly they suggest them to arrange the assembly before class'. In observation and in open ended question of HT and Teacher also this information matches.

5.4.2 Information about the visiting schools by the UAS

Table 5.4: Opinion of the respondents regarding school visiting by the UAS

Respondents	The UAS supervise all the schools in the Upazila					The UAS supervise only cluster based schools				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
DEO(n=5)	5	0	0	0	0	0	2	1	1	1
UAS(n=10)	2	4	2	2	0	0	1	1	4	4

Table-5.4 shows

100% DEO said the UAS never supervised all the schools in the Upazila. But, among the UAS 20% said 'never', 40% 'rarely', 20% 'some times' and 'often'. The Opinion about the cluster based school supervision of the UAS by the DEO was 'rarely' 40% and the rest 20% was 'never', 'some times' and 'often'. On the other hand, the UAS opinion about the cluster based school supervision of the UAS was 'rarely', 'Some times' by 10%, and 'often', 'very often' by 40%. From the School selection letter of DEO for the UAS it was known that the UAS never supervised all the schools in the Upazila except cluster based schools).

Table 5.5: Opinion about school/class visiting of the UAS after consulting with the HT/Teacher

Respondents	Do the UAS visits school after consulting with the HT					Do the UAS visits class after consulting with the HT/Teacher				
	Never (%)	Rarely (%)	Some times (%)	Often (%)	Very often (%)	Never (%)	Rarely (%)	Some times (%)	Often (%)	Very often (%)
UAS	20	30	50	0	0	20	20	40	20	0
HT	50	30	20	0	0	10	5	45	40	0
Teacher	50	30	20	0	0	25	15	45	15	0

Table 5.5 reveals that most of the UAS rarely visited school after consulting with the HT but, they visited classroom some times after consulting with the HT/Teacher. In observation the same thing was found. The above table also shows that all the respondents opined in favor of 'some times' (i.e. UAS 40%, HT 45%, Teacher 45%) about the UAS visiting class after consulting with the HT/Teacher. From FGD it was known that they made surprise visit to schools sometimes.

5.4.3 Observances of the presence of the teachers and students and sign in the register by the UAS

Table 5.6: Opinion of the respondents regarding observances and sign in the register

Respondents	The UAS Observes the presence of the teachers and students					After observation he signs in the attendance register				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
UAS	0%	10%	40%	40%	10%	0%	10%	20%	40%	30%
HT	0%	0%	25%	60%	15%	0%	0%	35%	35%	30%

Teacher	0%	5%	25%	45%	25%	0%	5%	10%	25%	60%
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During visiting UAS observed the presence of the teachers and students in maximum; and after observation they signed in the attendance register of the teacher and students very often (the percentage of which was showed in the table as 30% of UAS and HT and 60% of Teacher) (Table 5.6). It was observed that maximum UAS saw teacher attendance register as well as student's attendance and ensure teacher's attendance by counter signing though in maximum time they were found not signing in the student's attendance copy. The same thing was found both in FGD and observation schedule.

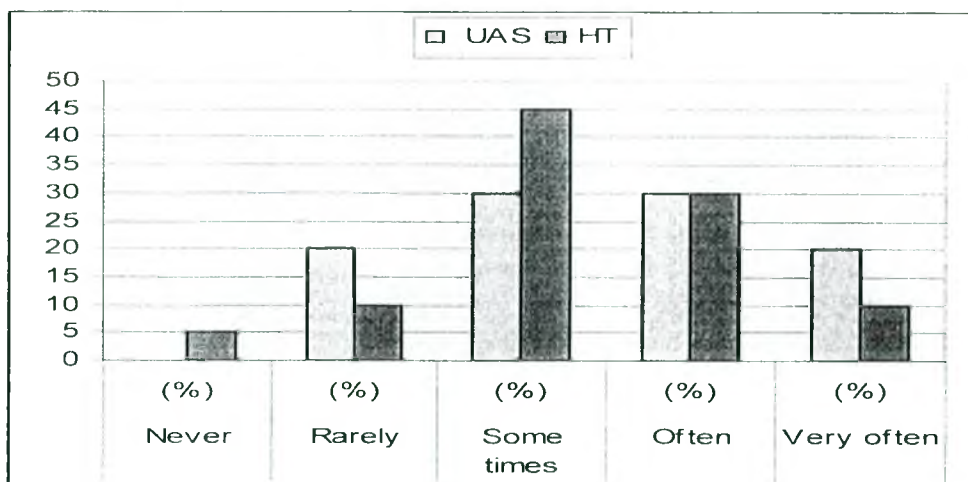
5.4.4 Writing comments in the visiting register after observation by the UAS

Table 5.7: Opinion about writing comments in the visiting register after observation

Respondents	Never	Rarely	Some times	Often	Very often
UAS (n=10)	0	2	3	3	2
HT (n=20)	1	2	9	6	2

The above table (Table 5.7) shows that 30% UAS opined in favor of 'Often' and 'Some times' and 20% of them in favor of 'Very Often' about writing comments in the visiting register after observation by the UAS. Most of the HT commented favorably about writing comments in the visiting register after observation by the UAS. Through observation it was found that, most of them did not follow the same always. A graph is given below about writing comments in the visiting register:

Figure 5.3: Percentage of writing comments in the visiting register by the UAS



The above graph shows (Figure: 5.3) the UAS wrote some times their comments in the school's visiting register after observation. They wrote suggestions for the development of education in the register.

5.4.5 The UAS makes consultation in the meeting with the HT and others

Table 5.8: Opinion about consultation in the meeting with the HT and others by the UAS

Respondents	The UAS makes consultation meeting with HT and teachers					The UAS makes consultation meeting with SMC and Guardians				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
UAS	10%	20%	40%	20%	10%	20%	20%	60%	0%	0%
HT	10%	20%	45%	20%	5%	15%	25%	60%	0%	0%
Teacher	5%	5%	45%	35%	10%	10%	25%	65%	0%	0%

Table 5.8 shows about 42% respondents opined in favor of 'Some times' and average 25% in favor of 'Often' about consultation in the meeting with HT and Teacher arranged by the UAS. Most of the respondents (60% and 65%) commented favorably about consultation in the meeting with SMC and Guardians arranged by the UAS. In the observation it was found that, some (30%-40%) of them always followed the same.

5.4.6 Suggestions of the UAS to the teachers about the learners

Table 5.9: The UAS suggestions to reduce student drop outs and to handle slow learners

Respondents	The UAS suggests the teachers to reduce student drop outs					The UAS suggests the teachers to handle slow learners				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
UAS	0%	20%	50%	20%	10%	0%	10%	50%	20%	20%
HT	0%	10%	40%	30%	20%	10%	10%	50%	20%	10%
Teacher	5%	10%	40%	20%	25%	10%	20%	40%	20%	10%

Table 5.9 shows

Drop out

- Most of the respondents opined in favor of 'Some times' about the UAS suggestions to reduce student drop outs; in the observation it was found that the UAS (as 50%) did not suggest to reduce student drop outs.

Slow learners

- Most of the respondents (50%-70%) gave opinion about the UASs' delivering suggestions to the teachers to handle slow learners. In the observation it was also found as, in the classroom the class teacher made pair of groups of slow learners with high performing learners as per suggestions of the UAS.

5.4.7 The UAS assistance to develop the performance of the school

Table 5.10: UAS assistance to develop the school's performance

Respondents	Never	Rarely	Some times	Often	Very often
DEO(n=5)	2	1	1	1	0
UAS(n=10)	1	2	3	3	1
HT(n=20)	2	3	11	3	1
Teacher(n=40)	9	11	12	8	2

Table 5.10 shows about 40% DEO remarked the UAS never assisted the school to develop the performance. Most of the UAS (30%-40%) said they assisted the school to carry out performance. 50% HT said the UAS sometimes assisted and 25% of them said they often assisted the school to carry out performance. Teachers by 25% gave opinion in favor of 'Never', 'Rarely', 'Some times' and 'Often' in this matter. So it was assumed that majority of the UAS 'some times' assisted the school (to the Learners, HT/T, SMC and Guardian) to carry out performance.

5.4.8 The role of UAS in the implementation of co-curricular activities

Table 5.11: Opinion about UAS role in the implementation of co-curricular activities

Respondents	The UAS encourage the teachers to do co-curricular activities					The UAS remains present in the co-curricular activities				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
UAS	20%	20%	30%	20%	10%	10%	20%	60%	10%	0%
HT	15%	25%	30%	20%	10%	15%	25%	45%	10%	5%
Teacher	5%	15%	40%	25%	15%	15%	30%	45%	10%	0%

It is shown from the table that on an average 50% of the respondents remarked the UAS encouraged the teachers to do co-curricular activities.

Majority of the respondents remarked the UAS remained present in the co-curricular activities ‘some times’. From FGD and observation this was found that co-curricular activities were encouraged by the UAS to some extent though they were not always remain present.

5.4.9 Information about Training and Workshop arranged by the UAS

Table 5.12: Opinion about Training and Workshop arranged by the UAS

Respondents	The UAS train up the teachers about CQ, SBA, and PBM					The UAS arranged quarterly workshop for SMC, Guardian, teachers				
	Never	Rarely	Some times	Often	Very often	Never	Rarely	Some times	Often	Very often
DEO	20%	40%	40%	0%	0%	40%	40%	20%	0%	0%
UAS	0%	10%	30%	30%	30%	20%	20%	40%	20%	0%
HT	5%	15%	40%	30%	20%	30%	30%	40%	0%	0%
Teacher	5%	15%	40%	25%	25%	40%	30%	30%	0%	0%

Table 5.12 shows facts of CQ, SBA, and PBM

Training up the Teachers

About 50% of the respondents remarked the UAS trained up the teachers on CQ, SBA and PBM. According to FGD analysis two teachers commented the UAS trained up the teachers once or twice in a year.

Arranging Workshop for SMC, Guardian and Teachers

As per tabular information the UAS arranged quarterly workshop rarely for SMC, Guardian and teachers. Majority of the respondents remarked the UAS arranged Workshop once in a year for them (source: FGD).

5.4.10 Information about UAS presence in the school from the beginning to the end

Table 5.13: The UAS remains present in the school from the beginning to the end

Respondents	Never	Rarely	Some times	Often	Very often
UAS	10%	20%	50%	20%	0%
HT	25%	50%	15%	10%	0%
Teacher	20%	40%	30%	10%	0%

From the information of respondents it was found that the UAS rarely remained present in the school from the beginning to the end. During observation it had been found that the UAS did not remain present in the school from the beginning to the end (Table 5.13).

5.4.11 Information about PBM, SBA, CQ, SFYDP and ISAS

Table 5.14: Opinion about implementation of PBM, SBA, CQ, SFYDP and ISAS in the school

Statements	DEO(n=5)			UAS(n=10)			HT(n=20)			Teacher(n=40)		
	1 (%)	2 (%)	3 (%)	1 (%)	2 (%)	3 (%)	1 (%)	2 (%)	3 (%)	1 (%)	2 (%)	3 (%)
Is TD maintained in the school?	20	20	60	40	0	60	30	10	60	20	10	70
Is HTR maintained in the school?	20	20	60	30	10	60	40	0	60	20	40	40
Do the teachers develop the CQ by themselves for the school's exam?	40	0	60	60	0	40	60	0	40	50	0	50
Are SBA marks added to the result sheet in the school?	0	40	60	20	40	40	40	40	20	20	60	20
Is SFYDP maintained in the school?	0	40	60	0	40	60	0	40	60	0	60	40
Is ISAS and EMIS form filled up by the school for the higher authority?	80	0	20	60	0	40	60	0	40	50	10	40

Source: Questionnaires of UAS, HT, Teacher and Interview Schedule

[Note: 1=Yes, 2=No, 3=In Some Cases; **TD**=Teacher Diary, **HTR**=Head Teacher Register, **CQ**=Creative Question, **SBA**=School Based Assessment, **SFYDP**=Strategic Five Year Development Plan, **ISAS**=Institutional Self Assessment Summary, **EMIS**=Educational Management Information System].

Table 5.14 shows facts TD, HTR, CQ, SBA, SFYDP and ISAS

Teacher Diary and Head Teacher Register

As maximum (60%-70%) respondents remarked in favor of 'In Some Cases' it seems the UAS supervised TD which was maintained in the school to some extent. On the other hand, 40% to 60% respondents remarked HTR was maintained in some cases. According to observation and FGD data it was seen that some teacher maintained their Diary some times.

Creative Questions

As (50%-55%) respondents said 'Yes' regarding the UAS supervision of the teachers developing CQ by themselves for the school's examination. During observation and FGD the respondents remarked the same.

School Based Assessment

About 45% respondents said 'No', 35% said 'In Some Cases' and 20% said 'Yes' regarding SBA marks adding to the result sheet in the school. It was found that SBA marks were rarely added to the result sheet (Source: observation and FGD).

Strategic Five Year Development Plan (SFYDP)

About 55% respondents said 'In Some Cases', 45% said 'No', and no one said 'Yes' regarding the UAS supervision on 'Strategic Five Year Plan' maintained in the school. SFYDP was not supervised by the UAS in the school which was found during observation and FGD.

Institutional Self Assessment Summary and Educational Management Information System

About 62% respondents said 'Yes' and 35% respondents said 'In Some Cases' regarding the UAS supervision on ISAS and EMIS form filled up by the school for the higher authority. According to observation and FGD the same was found.

5.4.12 Role of UAS in the implementation of PBM, SBA, CQ, SFYDP and ISAS

The UASs were the responsible officer to implement the respective system as field level officer in their cluster. 'HTs and Teachers are the actor of PBM implementation and UAS are the monitor of school' (Nahar, 2007). They were also responsible for the implementation of SBA, CQ, SFYDP, EMIS and ISAS. Table 5.14 shows the implementation status of those methods. It is to be known what types of roles they played in respect of implementation of these methods are described below:

TD, HTR and SFYDP

Majority of the respondents said the UAS verified TD, HTR and SFYDP. Two UAS said they made those update by the teacher and then signed and suggested them to fill up those regularly. They also arranged for the teachers and SMC about TD, HTR and SFYDP. But, one UAS said SFYDP is not maintained in the schools.

ISAS and EMIS

A school could be assessed by Institutional Self Assessment Summary (ISAS) tools of PBM. Through Educational Management Information System (EMIS) all kinds of information of school could be known. From the respondents opinion it seemed after filling up ISAS and EMIS form by the school the UAS verified those and then signed.

SBA and CQ

About 54% respondents commented regarding UAS observance of SBA evaluation in the classroom in favor of 'In Some Cases'. In observation and FGD it was found that the UAS

did not observed SBA evaluation in the classroom to a great extent. From the respondents opinion about role of UAS in the implementation of SBA (marks giving by the evaluation of learners achievement) and CQ (CQ implementation by class test) it seemed sometimes the UAS observed the SBA evaluation in the classroom and also observed whether the annual and terminal examination were arranged/executed or not by CQ.

From the above information it becomes evident that as a responsible officer the UAS played in the implementation of those methods and fill up those tools in some cases (this role was not regular e.g. according to observation the UAS did not visit school regularly), though they played a very vital role for the development of education by the suggestion and activities in the implementation of those methods.

5.5 Classroom related actual activities of the UAS

5.5.1 Classroom observation

Table 5.15: Opinion about Classroom observation by the UAS

Statements	UAS(n=10)					HT(n=20)					Teacher(n=40)				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
The UAS observed the class along with the HT	1	2	4	2	1	2	3	7	5	3	8	10	14	6	2
The UAS observed the class all by himself	2	3	4	1	0	4	6	9	1	0	9	11	14	5	1
The UAS selected the class suddenly/ randomly for visiting	1	1	6	1	1	3	4	8	3	2	4	7	13	9	7
The UAS sat in the classroom in front of the row	4	3	3	0	0	5	6	8	1	0	9	14	13	3	1
The UAS sat in the classroom in last row	2	3	4	1	0	5	7	7	1	0	9	15	14	2	0
The UAS supervised the classroom standing	0	1	4	2	2	1	2	8	6	3	3	5	8	15	9
The UAS supervised all the classes	0	2	3	3	2	1	2	7	7	3	5	6	12	10	7

Source: Questionnaires of UAS, HT, Teacher; Interview Schedule and Both FGD.

[Note: a=never, b=rarely, c=some times, d=often, e=very often].

Table 5.15 shows facts of Classroom observation.

Classroom observation

- i) **along with HT:** The UAS observed sometimes the class along with the HT (about 40% respondents).
- ii) **by himself:** The UAS observed sometimes the class all by himself (40% respondents).

- iii) **randomly:** The UAS selected sometimes the class randomly for visiting (around 45% respondents).
- iv) **sitting in front:** The UAS sat in the classroom rarely in front of the row (around 32% respondents).
- v) **sitting behind:** Around 37% respondents said the UAS sat sometimes behind class while 34% respondents say they sat rarely behind class.
- vii) **standing:** The UAS sometimes supervised the classroom standing (around 33% respondents). 29% respondents said the UAS often supervised the classroom standing.

About all Classroom observation

32% respondents remarked the UAS supervised all the classes sometimes and 30% respondents remarked the UAS supervised all the classes rarely.

All Classroom observation was seen same as found in the above tabular information.

5.5.2 Different ways of assisting school by the UAS

Table 5.16: Opinion of the respondents about assisting school by the UAS

Statements	UAS(n=10)					HT(n=20)					Teacher(n=40)				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
The UAS assisted teachers to select appropriate teaching method	3	3	4	0	0	6	6	6	2	0	15	12	10	3	0
The UAS suggested the teacher to conduct the class in the recognized method	1	3	5	2	0	4	6	8	2	0	8	10	14	6	2
The UAS suggested the teacher to use teaching materials	1	2	3	3	1	3	4	8	4	1	8	9	13	7	3
The UAS assisted teachers to prepare appropriate teaching materials	3	3	3	1	0	4	4	10	2	0	15	15	10	0	0
The UAS helped the students to fulfill their demand on the lesson activities	3	3	3	1	0	4	6	10	0	0	15	15	10	0	0
The UAS observed whether teacher is following lesson plan	1	2	4	2	1	3	6	10	1	0	10	11	15	3	1
The UAS suggested the teacher to make the students work through team	0	2	6	1	1	3	4	11	2	0	7	11	18	4	0
The UAS kept note about class activities	0	2	7	1	0	4	5	10	1	0	7	10	19	4	0
The UAS gave feedback to the teachers	1	1	6	1	1	3	4	11	2	0	6	13	17	4	0
The UAS observed class from the beginning to the end	2	3	4	1	0	6	7	7	0	0	14	14	12	0	0

Source: Questionnaires of UAS, HT, Teacher, Interview, Observation and Both FGD.

[Note: a=never, b=rarely, c=sometimes, d=often, e=very often, SBA=School Based Assessment].

Table 5.16 shows different ways of assisting

Selection of teaching method

As per answer of the maximum respondents the ratio of never:rarely:sometimes was found 10:9:10 regarding assisting teachers to select appropriate teaching method. In observation it was found that generally the UAS did not assist teachers to select appropriate teaching method.

Following Teaching method

About 42% respondents opined the UAS sometimes suggested the teacher to conduct the class in some recognized method. According to observation and two teachers' comment in FGD the UAS suggested them to conduct the class in the participatory and demonstration method.

Teaching materials

As per respondents' opinion (average 32%) the UAS suggested the teacher 'some times' to use teaching materials while they assisted teachers 'rarely' to prepare appropriate teaching materials (average 36% respondents' opinion). In observation and FGD it was found that the UAS suggested using teaching materials but did not assist to prepare appropriate teaching materials.

Students demand

As per respondents' opinion the ratio in favor of never:rarely:sometimes is 9:10:11 regarding fulfilling the students demand on helping their lesson activities. During observation it was found that the UAS do not help the students to fulfill their demand on the lesson activities.

Lesson plan

About 42% respondents opined the UAS observed sometimes whether the teacher was followed lesson plan or not. By the observation and FGD the same was found.

Team work

About 53% respondents opined the UAS sometimes suggested the teacher to make the students work through team. The same was found through observation and FGD with UAS.

Keeping note

About 56% respondents opined the UAS sometimes kept note about class activities. The same was found in the observation.

Feedback

About 53% respondents opined the UAS sometimes gave feedback to the teachers. In observation and FGD it was found the same.

Class observation from the beginning to the end

33% respondents said the UAS rarely observed class from the beginning to the end and 35% respondents said they sometimes observed. In the observation it was seen that they did not observe class from the beginning to the end.

5.6 UAS activities other than school supervision

The UAS are the responsible officer for the supervision of selected secondary school in the respective Upazila in their cluster. The main responsibility of them is to visit secondary school for the improvement of education and to submit its report to the higher authority. As a responsible government officer he has to play various roles. These may be either academic related or administrative related. Besides, academic supervision what type of role they play other than school supervision can be mentioned.

5.6.1 Other academic activities

Except school supervision they were to execute different types of activities for the higher authority and accomplished for their service rule.

Participation in training, workshop and meeting

The UAS participated in their departmental training and workshop at local or central level. They arranged sometimes meeting for stakeholders if necessary. They also attended in different education related meeting. (Source: FGD with UAS and Questionnaire for UAS).

Participation in school's function

The UAS participated in Parents day, Teachers day, Guardians association, anti-child marriage movement, anti-narcotic movement or any other cultural functions at school. (Source: FGD with UAS and Questionnaire for UAS and HT).

5.6.2 Other administrative activities

Participation in monthly coordination meeting

The UAS was a member of district (DEO office) coordination meeting. They regularly participated in the coordination meeting (100% of DEO and UAS opinion). In the meeting they present their activities regarding the improvement and supervision of secondary education. Though they were not a member of upazila (Upazila Parishad) coordination meeting, two UAS of ten participated in the meeting as a co-opt member and other two participated unofficially. (Source: FGD with UAS and Questionnaire for UAS).

Recording and filing

From the document analysis and FGD it was known that the Upazila Academic Supervision Unit is the one man one office. So the UAS were responsible for all work in their office. They had to do all kinds of recording and filing in the office. (Source: FGD with UAS and Questionnaire for UAS).

Submitting a Tour Plan

The UAS developed a Tour plan of school visiting for the coming month and submitted it to DEO or higher authority in the last week of the previous month. They also wrote tour diaries and T.A. bills. (Source: FGD with UAS and Questionnaire for UAS).

Working at different committees

Being a member of different committees (sports committee, education development committee, school infra-structure building committee etc.) they performed their duties in different meeting. (Source: FGD with UAS and Questionnaire for UAS).

Assisting the school

The UAS advised and assisted the school to arrange many kinds of program; such as Parents, Teachers or Guardians association; and helped the school in the preparation of their plans and formulation of their budget and coordination. (Source: FGD with UAS and Questionnaire for UAS and HT).

Investigation

'I investigate academic offence of teachers or students if anyone complain against them' (one UAS commented). And being a responsible officer assigned by the UNO, DEO or DC they made local or personal enquiries or investigation in different (educational or other) institutions, organizations or persons. (Source: FGD with UAS and Questionnaire for UAS).

Election

They performed their duty in different election as found from FGD and Questionnaire for UAS.

- National and local election: Being a responsible officer (presiding officer) assigned by the election commission they perform duties in National and local election.
- SMC and Governing Body election: Being a responsible officer assigned by the UNO, DEO or DC they preside over School Management Committee (SMC), Madrasah Management Committee (MMC) and Governing Body election or other organization's committee election.

Emergency work

In FGD and Questionnaire for UAS five UAS said that they performed in different election.

- Relief distribution: Being a responsible officer assigned by the UNO they distribute Government Relief from Union Parishad.
- VGD, VGF distribution: Likewise they did work of distribution of Vulnerable Group Development (VGD), Vulnerable Group Feeding (VGF). They supervised in 40 Days Work Creation Program or participated in disaster management as a tag officer etc.

Reporting

The UAS were responsible to submit the report of school inspection, the annual and the quarterly report developed by the HT about school's academic improvement (educational improvement, implementation status and improvement of PBM, CQ, SBA and SFYDP etc.) In response to the respondents (100% DEO and UAS) about submitting the report it seemed that the UAS did not submit quarterly and annual school's educational improvement report to DEO which were developed by the HT. But, they submitted monthly report as their responsibility. (Source: FGD and Questionnaire for UAS and Interview schedule for DEO).

Working as vigilance team member in public examination

As a representative of UNO they performed duty in public examination (Source: FGD with UAS and Questionnaire for UAS).

5.6.3 Other general activities

Participation in different type of functions or occasions

They attended different functions, on many occasions and special days' or meetings after getting invited by different office or organization (government or non-government)

Giving Information

They gave official information to the higher authority about different things. (Source: FGD with UAS and Questionnaire for UAS).

Working for higher authority

They performed duty of the higher authority time to time (Source: FGD with UAS and Questionnaire for UAS and job description).

Working as drawing and disbursing Officer

As a drawing and disbursing officer they performed duty of all financial work. They prepared accounts for official audit (accounts of receipt and expenditure) and proper maintenance of receipts and issue registers (Source: FGD with UAS and Questionnaire for UAS and job description).

5.7.1 Suggestions given by the UAS for the improvement of education

One question was asked to the UAS, HT and Teacher in their questionnaires about the suggestions given by the UAS for the improvement of education. The same question was also asked in two FGDs. The UAS gave suggestions to the HT, Teacher and Student. The summaries of suggestions as found from the majority respondent's opinion are given below:

School related suggestions for improvement

The suggestions included

- for arranging assembly
- teacher and student to attend in the school timely
- about implementation of PBM (TD, HTR, ISAS, FYDP, ASIP), CQ, SBA, and to ensure fulfilling EMIS form
- about improvement of educational development
- about school running from the beginning to the end
- for arranging cultural competition regularly
- to implement the SBA and CQ in the examination
- to maintain the PBM and other materials.

Classroom related suggestions for improvement

They suggested

- for class arrangement
- teachers to increase students attendance
- to take step to reduce drop out
- to take step about slow learners
- for using lesson plan and appropriate teaching materials
- for following the appropriate teaching method
- for building team among slow learners and high performer learners
- to start and end the class right time.

5.7.2 Implementation of UAS suggestions and follow-up of the progress of the suggestions.

According to the respondents' opinion it seemed the HT and Teachers followed the UAS suggestion (such as SBA, CQ and PBM etc.) not always but some times. Three HT said, they developed the creative question to take all internal examination on it. Respondents' opinion from the FGD revealed that maximum schools did not follow the SBA system as two students commented 'they know CQ but they do not know SBA system'. On the other hand, two SMC members commented, 'they do not know the UAS'. One SMC chairman commented 'their suggestions are good. So they should visit school regularly and suggest and every teacher should follow their suggestions'. According to two UAS, teachers are not interested on PBM because of its difficulties in implementation. In fact, from all of the above discussion it could

be remarked that if the UAS would follow up the progress of his suggestions given during his previous visit and gave feedback, the above activities (SBA, CQ, PBM, SFYDP, and ISAS etc.) would have been implemented properly.

5.8 Perception of UAS of their roles and responsibilities

5.8.1 Problems of UAS in school supervision

From FGD data and the document analysis it was known that the UAS were the only one man of their office. They had no helping one. From the collected data it was seen the UAS had average 26 (Table 5.2) schools in their cluster. It was not possible to visit all schools once in every month. The problems of UAS in school supervision as found from majority respondent's opinion (FGD and questionnaire for the UAS) and from the document analysis are given below:

- Some teachers helped them very little to implement PBM and other materials.
- Some USEO did not help them to implement PBM and other materials.
- There was no allocation of budget for training and workshop in Upazila level.
- The UAS were to supervise the schools side by side with their official job and after accomplishment of the task assigned by the UNO, DEO or DC off and on.
- The budget of T.A. bill was same for all though some of them visited school more.
- The UAS had no promotion system. They had no increment; they got only their monthly consolidated salary.
- Some teachers were not motivated to follow the PBM method. They showed different types of excuse. There was no reward or punishment for the teacher for showing poor or good performance. 30% teachers were of opinions that only one UAS was responsible for implementing PBM of 30 schools and it was very tough for him at the beginning. Teachers were not punctual. There was very little internal academic supervision by HT.
- Inadequate materials of PBM are other problem and these are not distributed in time.

5.8.2 Obstacles of UAS service

From FGD and respondents' opinion it appeared that there remained some obstacles that the movement of UAS service and progress made difficult. Job dissatisfaction, small administrative power, unsustainability and unavailability of UAS unit in all the Upazilas were

some examples of obstacles of UAS service that came out from respondents' opinion. The details of which can be described below:

- One UAS remarked 'job dissatisfaction is one of the obstructions of any service'.
- The UAS had no strong administrative power, so teachers hardly pay heed to the UAS activities (FGD for UAS) and they had no fixed office.
- The service of the UAS was run on development budget of the government. This post first created for implementation of PBM under the govt. project SESIP (now it is SESDP). The SESDP project runs for the year of 2007 to 2013. If the project is not extended or the post is not run in revenue sector this post will be abolished after completion of the project (December, 2013). So this was not a sustainable job. For this reason maximum UAS commented they had no satisfaction in their job and they had no keen interest to do something like school supervision.
- The importance of UAS service diminished as there was no Upazila Academic Supervision Unit in all the Upazilas of the country.

5.8.3 Solutions of these problems and obstructions

If the above problems were solved and obstructions removed the UAS could play a very vital role to improve the secondary schools education through proper supervision and monitoring. The USEO were the coordinator of all clusters in the Upazila (a notification of DEO). So the relationship between USEO and UAS should be cordial for the great interest of the educational development in the secondary level. According to the respondents opinion some solutions are given below:

- The job of the UAS should run into revenue service and regularized. Their salary should be on the basis of scaling and increment system. And for the job satisfaction promotion and rewarding system was must.
- The administrative power of UAS should be made strong.
- The post of UAS should be created in all the Upazilas of the country
- PBM materials should be supplied to all the schools timely.
- The budget of T.A. bill should be allocated on the basis of number of visiting school.

5.9 Effectiveness of UAS school supervision

'For improving the quality of secondary education, it is necessary to increase supervision and monitoring system more effective' (Nahar, 2007, p-13). The effectiveness of roles and

responsibilities of Upazila Academic Supervisors in the improvement of secondary school education could be verified from the above discussions where the roles and responsibilities of the UAS had already been illuminated. To know more about the effectiveness of UAS school supervision, some questions were asked to all the respondents.

5.9.1 Educational improvement by the UAS

Table 5.17: Opinion of the respondents regarding the improvement of the education

Statements	UAS(n=10)					HT(n=20)					Teacher(n=40)				
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
The attendance of the students increased after UAS supervision	0	2	4	3	1	2	4	9	4	1	6	10	14	7	3
The teachers became more sincere and committed after UAS supervision	1	4	4	1	0	3	6	10	1	0	8	14	15	2	1
Change occurred in the quality of teaching after UAS supervision	0	3	6	1	0	4	6	9	1	0	7	10	19	4	0
Teaching materials had been more improved after UAS supervision	1	1	6	1	1	3	5	10	2	0	6	14	16	4	0
Lesson Plan been improved after UAS supervision	1	3	5	1	0	6	6	6	1	1	8	14	15	2	1

Source: Questionnaires of UAS, HT, Teacher, Interview, Observation and Both FGD.

[Note: a=not at all, b=rarely, c=partially, d=much, e=very much].

Table 5.17 shows status of the educational improvement

Increased Students' attendance

On average 40% respondents commented that students attendance partially increased after UAS supervision. From observation it was found that the UAS suggested the teacher during supervision to get the drop out students back to regularize them with school. Those who had taken initiative as per suggestions of the UAS the students' attendance increased proportionately.

Increased Teachers' sincerity

On average 43% respondents commented that teachers became partially more sincere and committed after UAS supervision while, 32% commented in favor of rarely about sincerity and commitment.

Changed quality teaching

More than 50% respondents remarked that change partially occurred in the quality of teaching after UAS supervision. From FGD, it was gathered that changing of the quality of teaching occurred not only through UAS supervision but also through FQI training, self motivation, other govt. officers' initiative etc.

Improvement of teaching materials and Lesson Plan

In total 50% and 39% respondents remarked that improvement occurred by using teaching materials and lesson plan partially.

Table 5.18: SSC result of selected schools' before and after UAS joining

SN	Joining at the beginning						Remaining joined till the years					
	2005*			2006*			2011*			2012*		
	a	b	c(%)	a	b	c(%)	a	b	c(%)	a	b	c(%)
1	82	33	40	70	32	46	77	41	53	76	61	80
2	152	78	51	149	118	79	201	158	79	170	135	79
3	29	12	41	26	20	76	24	24	100	28	27	96
4	25	18	72	27	24	89	35	35	100	37	35	95
5	75	20	27	88	32	36	58	31	53	43	39	91
6	76	36	47	53	32	60	121	100	83	81	74	91
7	11	4	36	22	21	95	32	31	96	47	47	100
8	62	22	35	69	38	55	75	56	75	73	68	93
9	52	20	38	45	27	60	62	45	73	48	41	85
10	46	14	30	50	28	56	48	36	75	56	49	88
11	7	3	43	14	9	64	50	38	76	55	23	42
12	58	20	34	65	35	54	71	62	87	51	48	94
13	39	38	97	61	55	90	62	43	69	50	16	32
14	30	20	67	33	22	67	20	16	80	17	16	94
15	43	9	21	30	15	50	22	10	45	18	14	50
16	9	1	11	15	6	40	41	20	49	61	42	69
17	137	48	42	115	105	91	125	121	97	85	84	99
18	144	51	35	141	90	64	175	136	39	146	138	95
19	30	19	63	31	13	42	34	27	79	35	32	91
20	37	14	38	28	20	71	42	32	76	40	38	95
Total	1144	480	43	1132	742	64	1375	1062	74	1217	1027	83

[Note: a=Participation number in the SSC exam, b= Number of Passed students, c=Percentage of Pass. *Years of SSC examination; SN=serial numbers of the selected schools.]

The government first appointed Upazila Academic Supervisors (UAS) for the academic improvement of secondary school education in the year of April, 2002. Based on the Ministry's decision, Secondary Education Sector Improvement Project (SESIP-2000-2005, now it is SESDP) had selected 40 schools in 3 districts (Netrokona, Jamailpur, and Kishorgoanj) of Mymensing zone for piloting SPBMS and developed the school based indicators and sub-indicators which were identified by the stakeholder based on needs by holding series of workshops at school levels (Nahar, 2007, p-1-2). Then the government had decided to appoint the UAS at low pass rate upazila of the country. Still then appointing of UAS was going on.

The areas (ten Upazila) from where the data were collected the first appointing of UAS had been brought into knowledge. In two Upazilas first UAS joined in 2005, in another three Upazilas first UAS joined in 2006 and in other five Upazilas first joining of UAS was 2007. The UAS who had joined in 2005 could not actually work for educational improvement. That was why the impact of that year in SSC result showed poor pass marks (average 43%). In 2006 the UAS activities though started it started a little but not intensively. The SSC result (average 64%) of that year flashed this condition. Since then the activities of UAS went on. The impact of their activities was found positive in the table 5.18 which shows average 74% and 83% pass rate growth in the year 2011 and 2012 of the selected 20 schools.

All these facts show UAS activities actually started to work upon educational improvement. Whether the increase of pass rate in every year is the only output of the UAS supervision or not from HT's remarks in FGD becomes clear. As per HT's remarks in FGD the growth of SSC pass rate is not only the output of UAS supervision but also the output of carefulness of guardians, motivation of teacher through training, the teacher's sincerity and overall pass rate that increased throughout country in general.

5.10 Comparison between job description and actual role performance of UAS

In a govt. notification in dated 27/04/2010, on job description of UAS, AI and RO, the UAS are to work in the field- schools. As per job description they are to implement PBM, SBA and CQ through supervision; to arrange training and workshop; to submit report to the higher authority etc. Up to what extent these roles were performed by the UAS was one of the important investigation of the study.

Table 5.19: Comparison between job description and actual role performance of the UAS

	Job description	Actual role performance by UAS
1	To make monthly visiting to cluster based secondary schools as assigned by the DEO for academic improvement and to extend all out assistance and to supervise.	▶ Monthly visiting= irregular , ▶ To extend all out assistance = Partially .
2	To take initiative of implementation of the specific program (PBM, SBA and CQ) set by the education department for the development of the secondary education.	▶ PBM= Partially initiated , ▶ SBA= Partially initiated , ▶ CQ= Maximum initiated .
3	To review and extend assistance by making intensive visiting against the target limit of real achievement of the selected secondary schools academic progress.	▶ Review target limit of real achievement of schools= Partially . ▶ Assistance by making intensive visiting= Partially .
4	To arrange quarterly workshop to give specific guidelines to the Head teachers and Teachers for the implementation of PBMS, SBA, CQ method by bringing the selected secondary schools within cluster.	▶ Arrange quarterly workshop on PBMS, SBA, CQ = Rarely , ▶ Bringing the selected secondary schools within cluster= Yes .
5	To submit yearly progress report of academic activities of the secondary level school in the jurisdiction to DEO by scrutinizing and countersigning.	▶ To submit yearly progress report = Not , ▶ To scrutinizing and countersigning report= Not .
6	To arrange quarterly basis workshop with the head teachers, assistant teachers and guardian for adding, subtracting and implementing of development plan made for academic development of the educational institution within the jurisdiction.	▶ To arrange quarterly workshop on development plan= Rarely .
7	To submit quarterly report as developed by HT after reviewing and countersigning to DEO for implementing PBMS, SBA, CQ by fixing target limit, planning and implementation of planning against academic development of school in the jurisdiction.	▶ To submit quarterly report as developed by HT on fixing target limit, planning and implementation = Not .
8	To perform their duty as drawing and disbursing Officer of upazila academic supervision unit at upazila level.	▶ To perform as drawing and disbursing Officer= Yes .
9	To perform duty as assigned by the higher authority time to time	▶ To perform duty of the higher authority= Yes .

The UAS visited school irregularly; they suggested the school to implement PBMS, SBA and CQ but, teachers were not keenly interested about those methods. The school did not make plan and fixed their target. The UAS only suggested but, could not look after later on because of, visiting for short time. This was why those methods were not implemented completely. Consequently due to less-performing of actual role by the UAS the implementation of job description as prescribed remained un-fulfilled.

CHAPTER - SIX

FINDINGS AND RECOMMENDATIONS

6.1 Introduction

On the basis of data analysis and interpretation a number of important findings have been identified. Major findings are mentioned below which ultimately helps to discuss the studies and to draw some important recommendations.

6.2 Major findings

6.2.1 General information about Upazila Academic Supervisor

- The total post of Upazila Academic Supervisors is 222 in the five divisions (Dhaka, Rajshahi, Rangpur, Borishal and Chittagong) of the country; but, in all the Upazilas 'Upazila Academic Supervision Unit' is not available.
- The UAS are the officer to implement the PBM, SBA and CQ system in govt. and non-government secondary schools as well as other field level officer as USEO, AI and RO.
- The UAS visit 2-7 schools in a month and one school 4-9 times in a year.
- In the Upazila the UAS do not supervise all the secondary schools. They supervise only the selected secondary schools (selection by the DEO) of their cluster.

6.2.2 School related actual activities of the UAS

- Some of the UAS participate in the assembly some times, and some others participate either rarely or never. On the other hand, 40% UASs rarely take initiative of assembly beginning. So it seemed though the UAS do not participate in the assembly they suggest them to arrange the assembly before class.
- 30%-40% UAS makes consultation in the meeting with the HT, SMC and Guardians as arranged by them.
- The UAS (as 50%) sometimes suggest the teachers to reduce student drop outs and to handle slow learners.
- During visiting they observe the presence of the teachers and students; and after observation they counter sign in the attendance register very often. They write

sometimes their comments in the school's visiting register. They write suggestions for the development of education in the register.

- It is assumed that majority of the UAS sometimes assist the school (to the Learners, HFT, SMC and Guardian) to carry out performance.
- The UAS sometimes remain present in the co-curricular activities. Co-curricular activities are encouraged by the UAS to some extent though they are not always remaining present.
- The UAS train up the teachers on CQ, SBA and PBM and arranged workshop for SMC, Guardian, teachers once or twice in a year.
- The UAS do not remain present full time during class and school.

6.2.2.1 Information about PBM, SBA, CQ, EMIS and ISAS

- The UAS supervise TD and HTR to ensure whether those are maintained or not, if maintained to what extent, and Strategic Five Year Plan is not supervised properly.
- The UAS supervise the teachers developing CQ by themselves for the school's exam.
- The UAS do not supervise SBA evaluation in the classroom very well. Consequently, SBA marks are rarely added to the result sheet by some school.
- A school can be assessed by ISAS tools of PBM and through EMIS all kinds of information of school can be known. But, in this study it is found the UAS supervise ISAS and EMIS form filled up by the school not very well.

6.2.3 Classroom related actual activities of the UAS

- The UAS observe sometimes the class along with the HT or by himself.
- Most often they observe the classroom standing.
- The UAS visit all the classes in the visiting time.
- Sometimes the UAS assist teachers to select appropriate teaching materials but, they do not assist to prepare appropriate teaching materials. And generally they rarely assist teachers to select appropriate teaching method.
- The UAS do not help the students to fulfill their demand on the lesson activities.
- The UAS observe sometimes whether the teacher is following lesson plan or not.
- Sometimes the UAS suggest the teacher to make the students work through team.
- They rarely keeps note about class activities and sometimes give feedback to the teachers about teaching-learning process of the class.

6.3 UAS activities other than school supervision

6.3.1 Other academic activities

- The UAS participate in their departmental training and workshop at local or central level. They arrange sometimes meeting for stakeholders if necessary. They also attend in different education related meeting.
- Sometimes the UAS participate in Parents day, Teachers day, Guardians association, or any other cultural functions at school and they advise to arrange those programs.
- They rarely help the school in the preparation of their plans and formulation of their budget and coordination.

6.3.2 Other administrative activities

- The UAS (100% UAS) as a member regularly participate in the district (DEO office) coordination meeting. In the meeting they present their activities regarding the improvement and supervision of secondary education. Though they are not a member of upazila (Upazila Parishad) coordination meeting, some of them participate in the meeting as a co-opt member or some of them unofficially.
- The Upazila Academic Supervision Unit is the one man one office. So the UAS are responsible for all work in their office. They have to do all kinds of recording and filing in the office.
- The UAS develop a Tour plan of school visiting and submit it to DEO or higher authority. They also write tour diaries and T.A. bills.
- Being a member of different committees at the Upazila level they perform their duties in different meeting.
- Being a responsible officer (presiding officer) assigned by election commission they perform duties in national and local election; and assigned by the UNO, DEO or DC they preside over Management Committee and Governing Body election in educational Institutions or other organization's committee election.
- The UAS investigate academic offence and being a responsible officer assigned by the UNO, DEO or DC they make enquiries or investigation in different institutions, organizations or persons.
- The UAS do not submit quarterly and annual school's educational improvement report to DEO which are developed by the IIT. But, they submit monthly report.

- Being a responsible officer assigned by the UNO they distribute Government Relief from Union Parishad. Likewise they do work of distribution of VGD, VGF and supervise in 40 Days Work Creation Program as a tag officer.
- As a representative of UNO they perform duty in public examination.

6.4 Other general activities

- They give official information to the higher authority about different things, and perform duty of the higher authority time to time.
- As a drawing and disbursing officer they perform duty of all financial work. They prepare accounts for official audit.

6.5.1 Suggestions given by the UAS for the improvement of education

The UAS give suggestions to the HFI, Teacher and Student. The summaries of suggestions are:

School related suggestions for improvement

- They suggest them for arranging assembly and cultural competition regularly; to attend in the school timely; to implement of PBM CQ, SBA, and to ensure fulfilling EMIS and about school running from the beginning to the end.

Classroom related suggestions for improvement

- They suggest them for class arrangement, to increase student's attendance; for using lesson plan and teaching materials; for following the appropriate teaching method; for building team among slow learners and high performer learners; to start and end the class right time etc.

6.5.2 Implementation of UAS suggestions and follow-up of the progress of the suggestions.

- The HFI and Teachers follow the UAS suggestion not always but some times.
- The UAS rarely inquire upon the progress of his suggestions given during his previous visit and rarely give feedback.

6.6 Perception of UAS of their roles and responsibilities

6.6.1 Problems of UAS in school supervision

- The UAS are the only one man of their office and they had no fixed office. They have to supervise the schools side by side with their official job. They supervise the schools after accomplishment of the task assigned by the UNO, DEO or DC off and on.

- Some teachers help them very little to implement PBM and other materials.
- Some USEO do not help them to implement PBM and other materials.
- There is no allocation of budget for training and workshop in Upazila level.
- The budget of T.A. bill is same for all though some of them want to visit school more.
- Some teachers showed different types of excuse. There is no reward or punishment for them for showing poor or good performance. Only one UAS was responsible for implementing PBM of 30 schools and it was very tough to implement for the UAS. Teachers are not punctual. There is very little internal academic supervision by HT.
- Inadequate materials of PBM are other problem and these are not distributed in time.

6.6.2 Obstacles of UAS service

- Job dissatisfaction is one of the obstructions of the UAS service.
- The UAS have no strong administrative power, so teachers hardly pay heed to the UAS activities.
- The UAS have no promotion system. They have no increment; they get only their monthly consolidated salary. Because, the service of the UAS is run on development budget of the government. This is not a sustainable job. For this reason maximum UAS comment they have no satisfaction in their job and they have no keen interest to do something like school supervision.
- The importance of UAS service diminishes as there is no Upazila Academic Supervision Unit in all the Upazilas of the country.

6.6.3 Solutions of these problems and obstructions

- If the above problems are solved and obstructions removed the UAS can play a very vital role to improve the secondary schools education through proper supervision and monitoring.
- The job of the UAS should run into revenue service and regularized. Their salary should be on the basis of scaling and increment system. And for the job satisfaction promotion and rewarding system is must.
- The administrative power of UAS should be made strong.
- The post of UAS should be created in all the Upazilas of the country
- PBM materials should be supplied to all the schools timely.
- The budget of T.A. bill should be allocated on the basis of number of visiting school.

6.7 Effectiveness of UAS school supervision

6.7.1 Educational improvement by the UAS

- Students' attendance partially increased after UAS supervision. The UAS suggest the teacher to get the drop out students back to regularize them with school. Those who have taken initiative as per suggestions of the UAS the students' attendance increased proportionately.
- Teachers become partially more sincere and committed after UAS supervision.
- After UAS supervision improvement of using teaching materials and lesson plan happens partially.
- The impact of the UAS activities in the SSC examination is found positive.

6.8 Comparison between job description and actual role performance of UAS

- As per job description the UAS are to implement PBM, SBA and CQ through supervision; to arrange training and workshop; to submit report to the higher authority.
- The UAS visit school irregularly; they suggest the school to implement PBMS, SBA, CQ, but, teachers are not keenly interested about these methods. This is why these methods are not implemented completely. The school does not make plan and fix their target. The UAS, only suggest but, not monitor later on because of not visiting schools for long time.
- That the maximum part of job description of UAS are not fulfilled because the UAS do not perform their roles and responsibilities to a full extent and properly.

6.9 Strengths

- The UAS visit all the classes in the visiting time.
- The UAS (100% UAS) as a member regularly participate in the district (DEO office) coordination meeting. In the meeting they present their activities regarding the improvement and supervision of secondary education.
- The UAS develop a Tour plan of school visiting and submit it to DEO or higher authority. They also write tour diaries and T.A. bills.
- They submit monthly report of school visiting.
- As a representative of UNO they perform duty in public examination.
- They give official information to the higher authority about different things, and perform duty of the higher authority time to time.

- The HT and Teachers follow the UAS suggestion not always but some times.
- As a drawing and disbursing officer they perform duty of all financial work. They prepare accounts for official audit.
- They suggest and assist the teacher for arranging assembly and cultural competition regularly; to attend in the school timely; to implement of PBM CQ, SBA, and to ensure fulfilling EMIS and about school running from the beginning to the end.
- They suggest and assist the teacher for class arrangement, to increase student's attendance; for using lesson plan and teaching materials; for following the appropriate teaching method; for building team among slow learners and high performer learners; to start and end the class right time etc.
- The impact of the UAS activities in the SSC examination is found positive.

6.10 Weaknesses

- The UAS have average 26 schools in their cluster of the selected area. It is not possible to visit all schools once in every month.
- In all the Upazilas 'Upazila Academic Supervision Unit' is not available of the country.
- The UAS do not remain present full time during class and school.
- PBM, SBA and Strategic Five Year Plan are not supervised properly.
- The UAS do not help the students to fulfill their demand on the lesson activities.
- They are not a member of upazila (Upazila Parishad) coordination meeting.
- The Upazila Academic Supervision Unit is the one man one office. So the UAS are responsible for all work in their office. They have to supervise the schools side by side with their official job. They supervise the schools after accomplishment of the task assigned by the UNO, DEO or DC off and on.
- The UAS do not submit quarterly and annual school's educational improvement report to DEO which are developed by the HT.
- There is no allocation of budget for training and workshop in Upazila level.
- The budget of T.A. bill is same for all though some of them want to visit school more.
- Inadequate materials of PBM are other problem and these are not distributed in time.
- Some teachers showed different types of excuse. They are not punctual. There is very little internal academic supervision by HT.
- Job dissatisfaction is one of the obstructions of the UAS service.
- The UAS have no strong administrative power, so teachers hardly pay heed to the

UAS activities and they had no fixed office..

- The UAS have no promotion system. They have no increment: they get only their monthly consolidated salary. Because, the service of the UAS is run on development budget of the government. This is not a sustainable job. For this reason maximum UAS comment they have no satisfaction in their job and they have no keen interest to do something like school supervision.
- The UAS visit school irregularly; they suggest the school to implement PBMS, SBA, CQ, but, teachers are not keenly interest about these methods. This is why these methods are not implemented completely. The school does not make plan and fix their target. Only suggest but, not look after later on because of not visiting for long time.
- That the maximum part of job description are not fulfilled due to less-performing of actual role .

If the above problems are solved and obstructions removed the UAS can play a very vital role to improve the secondary schools education through proper supervision and monitoring.

6.11 Recommendations

In the light of findings of this study the following recommendation are offered:

- to improve the quality of non-government secondary school education all upazila should be staffed with academic supervisors,
- PBM, SBA and other related materials should be supplied to all the schools timely,
- head teachers should be given proper training on academic supervision and leadership,
- every UAS should supervise properly PBM, SBA and other systems,
- the administrative power of UAS should be made strong,
- manpower should be recruited at UAS office,
- the job of the UAS should run into revenue service and regularized,
- their salary should be on the basis of scaling and increment systems,
- for the job satisfaction promotion and rewarding system is must,
- the budget of T.A. bill should be allocated on the basis of number of visiting school,
- every UAS should remain present full time during class and school,
- every UAS should submit quarterly and annual school's educational improvement report to DEO which are developed by the IIT, and
- budget should be allocated for training and workshop in Upazila level.

6.12 Suggestions for the further study

The following areas related to the topic can be explored by further studies.

- This study gave emphasis on the roles and responsibilities of Upazila Academic Supervisors in the improvement of non-government secondary school education while the study can also be done on the government secondary school or on the other officers of this level or on the other level officers of education sector.
- This study was performed in two divisions. It can also be conducted all over the Bangladesh.
- Study can be conducted on internal supervision system of different level of education or on the internal supervisors also done for the further study.

6.13 Conclusion

The UAS are the responsible for the implementation of SBA, CQ, SFYDP, EMIS and ISAS in the secondary school of their cluster. From the above information the UAS play a role in the implementation of those methods and filling up those tools in some cases, though they play a vital role for the development of education by the suggestion and activities in the implementation of those methods.

The main responsibility of the UAS is to visit secondary school and to submit its report to the higher authority. As a responsible government officer he has to play various roles. These may be either academic related or administrative related. Besides, academic supervision what type of role they play other than school supervision can be mentioned. Except school supervision they are to execute different type of activities for the higher authority and accomplish for their service rule. One SMC chairman commented 'their suggestions are good. So they should visit school regularly and suggest and every teacher should follow their suggestions'. According to two UAS, teachers are not interested on PBM because of its difficulties in implication. In fact, from all of the above discussion it can be remarked that if the UAS would inquire upon the progress of his suggestions given during his previous visit and give feedback, the above activities (SBA, CQ, PBM, SFYDP, and ISAS etc.) would have been implemented properly.

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List of Appendices

Appendix -1:

Request letter from Supervisor



29 January, 2012

প্রতি:

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জনাব,

ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটের অধীনে মুহাম্মদ আমিরুল ইসলাম, পিতা-মো: গহের আলী, বাংলাদেশে মাধ্যমিক শিক্ষার উন্নয়নকল্পে আমার তত্ত্বাবধানে একটি গুরুত্বপূর্ণ শিক্ষা গবেষণা কার্য পরিচালনা করছে। তার গবেষণার বিষয় Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh (বাংলাদেশে বেসরকারি মাধ্যমিক বিদ্যালয়ে শিক্ষার মানোন্নয়নে উপজেলা একাডেমিক সুপারভাইজারদের দায়িত্ব ও ভূমিকা বিশেষণ)। এই গবেষণা কর্ম সৃষ্টিভাবে সম্পাদনের জন্য তথ্য সংগ্রহের উদ্দেশ্যে গবেষককে আপনার নিকট পাঠালাম। আপনি অনুগ্রহ করে গবেষককে তথ্য সংগ্রহের কাজে সহায়তা করবেন। উল্লেখ্য যে, আপনার মতামত ও সরবরাহকৃত তথ্য সম্পূর্ণ গোপন রাখা হবে এবং গবেষণা ছাড়া অন্য কোন কাজে ব্যবহার করা হবে না।

গবেষণা কর্মে প্রয়োজনীয় তথ্য সরবরাহ ও সহযোগিতার জন্য আপনাকে ধন্যবাদ জ্ঞাপন করছি। উক্ত গবেষণা সম্পর্কে আপনার কোন প্রশ্ন থাকলে আমার সাথে মত বিনিময় করার জন্য অনুরোধ করছি।

ধন্যবাদান্তে

সালমা আখতার

অধ্যাপক

শিক্ষা ও গবেষণা ইনস্টিটিউট

ঢাকা বিশ্ববিদ্যালয়।

Appendix 2: (FGD with Upazila Academic Supervisors)

Focus Group Discussion(FGD) Guideline

FGD on 'Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh'

Introduction

[Greetings, introducing, describing reasons for discussion, and setting up the general ground rules for the session]

Ground Rules

- ▶ 60-90 minutes (recorded -- observer /note taker)
- ▶ Speak clearly/one at a time
- ▶ Conversation/all participate
- ▶ No right/wrong answers
- ▶ Assurance of anonymity and confidentiality

Please discuss the following issues as a group, with each member participating in the discussion. Your all ideas are valuable. Your information will be kept strictly confidential.

GROUP DISCUSSION QUESTIONS:

A. During school visit:

Can we discuss about the activities of Upazila Academic Supervisor (UAS)?

1. What activities are done by you during school visit?
2. Do you give any suggestions for the improvement of education during school visit?
3. Do they act according to your suggestions?
4. Do you see any positive results of your suggestions?
5. Do you inquire upon the progress of suggestions given during your previous visit?
6. What is your opinion to improve the Academic Supervisor's activities in the school?
7. Do you face any problem in school visiting? How can you solve that/those problem/s?

B. Other activities:

1. What activities are done by you except other than school visiting? Please specify.
2. What are the observations of your service? How can those challenges be overcome?
3. Is there anything else to tell something more about of your service?

That's all the questions I have. Thank you for participating in this discussion. Your comments will be invaluable in the development of educational.

Appendix 3: (FGD with Head Teacher, Teachers, SMC Chairman/Members and students)

Focus Group Discussion(FGD) Guideline

FGD on 'Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh'

Introduction

[Greetings, introducing, describing reasons for discussion, and setting up the general ground rules for the session]

Ground Rules

- ▶ 60-90 minutes (recorded -- observer /note taker)
- ▶ Speak clearly/one at a time
- ▶ Conversation/all participate
- ▶ No right/wrong answers
- ▶ Assurance of anonymity and confidentiality

Please discuss the following issues as a group, with each member participating in the discussion. Your all ideas are valuable. Your information will be kept strictly confidential.

GROUP DISCUSSION QUESTIONS:

Can we discuss about the activities of Upazila Academic Supervisor (UAS) in school?

1. Do you know him? Does he visit your school?
2. What activities are done by UAS during his visit?
3. Does he give any suggestions for the improvement of education?
4. Do you act according to his suggestions?
5. Do you see any positive results of his suggestions?
6. Does he inquire upon the progress of his suggestions given during his previous visit?
7. What is your opinion to improve the Academic Supervisor's activities in the school?
8. Can you tell me something about the problem/s of UAS in school visiting? How that/those problem/s is solved?
9. Is there anything else to tell something more about the Academic Supervisor?

That's all the questions I have. Thank you for participating in this discussion. Your comments will be invaluable in the development of educational.

Appendix 4:

Observation Checklist

Research Title: Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh

Confidentiality: All information will remain confined to this research work only.

Name of the UAS:

Upazila: Zilla:

A. Observation in the School

Name of the School:

[Please put each tick marks (√) for each right answer]

s. n	Statement	never	rarely	some	often	very often
1	UAS visits school after consulting with HT					
2	He participates in the assembly					
3	Assembly begins at his initiative					
4	He observes the presence of the teachers and students					
5	After observation he signs in their attendance register					
6	After observation he writes his comments in the visiting register					
7	He supervises the teachers and the HT to complete Teachers Diary, HT Register, SFYP					
8	He does consultation in the meeting with HT and teachers					
9	He trains up the teachers as well as HT about SBA and PBM					
10	He does consultation in the meeting with SMC and guardians					
11	He suggests the teachers different strategies to reduce students drop outs					
12	He suggests the teachers different strategies to handle slow learners					
13	He observes whether application of PBM is being done properly					
14	He observes whether application of SBA is being done properly					
15	He observes whether application of CQ is being done properly					
16	He remains present in the school till the end of the school hour					

B. Observation in the Classroom

Name of the Class: Section:

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some	often	very often
1	He does class supervision after consultation with the HT					
2	He supervises all the classes					
3	He selects the class suddenly/randomly for visiting					
4	He sits in the classroom in front of the row					
5	He sits in the classroom in last row					
6	He supervises the classroom standing					
7	He keeps note about class activities					
8	He observes class from the beginning to the end					
9	He observes the class all by himself					
10	He observes the class along with the HT					
11	He gives feedback to the teachers.					
12	He assists teachers to select appropriate teaching method					
15	He assists teachers to prepare appropriate teaching materials					
16	He observes SBA evaluation in the classroom					
17	He helps the students to fulfill their demand on the lesson activities					
18	He observes whether teacher is following lesson plan					
19	He suggests the teacher to conduct the class in participatory recognized method					
20	He also suggests the teacher to conduct the class in demonstration method					
21	He suggests the teacher to use teaching materials					
22	He suggests the teacher to make the students work through team					

Signature and date of observing supervisor with seal

[Thanks for your cordial co-operation]

Appendix 5: Interview Schedule for DEO

Instruction: Data will be collected by oral questions from DEOs. All comments will remain confined to this research work only.

1. How many Upazilas are there in your district?
2. How many Upazilla Academic Supervisors (UAS) are there in your district?
3. Do they supervise Government Secondary Schools? Yes No
4. Is it in his jurisdiction? Yes No
5. How many Secondary Schools do they supervise in their Upazilla? 10-20 21-30 31-40
6. How many times they visit schools in a month? 02- 05 06-10 11-15 16-20
7. [Please put each tick marks (√) for each right answer]

s. n	Statement	never	rarely	Some times	often	very often
i	Do they assist HT and other concerned to carry out monitoring of the performance of the school?					
ii	Do they supervise selected schools in their cluster of the Upazilla?					
iii	Do they supervise all schools of the Upazilla?					
iv	Do they participate in monthly coordination meeting in your District?					
v	Does the attendance of the students increased after his supervision?					
vi	Do the teachers become more sincere and committed after his supervision?					
vii	Has any meeting/workshop held by him involving teachers, guardians and SMC members about teaching-learning improvement in the school?					
viii	Has teaching materials been more improved after his supervision in the school?					
ix	Does he train up the teachers?					
x	Did they submit the report of school supervision to you					
xi	Did they submit to you the annual report developed by the HT of school's academic improvement					
xii	Did they submit to you the quarterly report developed by the HT of the selecting aim, planning and implementation of PBM, SBA and CQ in the school.					

8. Is Teacher Diary(TD) maintained in the school? **Yes No In Some Cases**
 And what is his(UAS) role?
 - a.
 - b.
 - c.

9. Are HTR and ASIP are maintained in the school? Yes No In SomeCases
And what is his(UAS) role?
a.
b.
c.
10. Are School Based Assessment marks preserved and added to the result sheet in the school? Yes No In Some Cases
And what is his(UAS) role?
a.
b.
c.
11. Are there any changes in your observation about the quality of teaching in the school after their supervision?
a.
b.
c.
12. Is there any positive changes in public and annual exam of the school after his supervision? Yes No In Some Cases
Please specify:
a.
b.
c.
13. Have you any other opinion about his roles(specially about his problem in school visiting)? Please specify:
a.
b.
c.

Identification

Name: Designation: DEO District:
Educational Qualification: B.A./B.Sc./B.Com. B.A./B.Sc./B.Com(Honours) B.Ed.
 M.A./M.Sc./M.Com. M.Ed. Any other.

Signature and date with seal

[Thanks for your cordial co-operation]

Appendix 6: Questionnaire for UAS

Confidentiality: Your all comments and opinions will remain confined to this research work only.

Instruction: [Please give tick marks (√) on the right answer or express your opinion by writing]

1. When this UAS first appoint at your Upazila?
2. How many Secondary Schools are there in your Upazila?
3. How many Secondary Schools are there in your cluster?
4. How many Secondary Schools do you supervise totally?
5. How many Secondary Schools do you supervise in a month?
6. The day in which you supervised the school, how many do you supervise?
7. Do you supervise Government Secondary Schools? Yes No
8. Is it in your jurisdiction? Yes No
9. What are your activities when you visit schools?
 - a.
 - b.
 - c.
10. What kinds of suggestions do you give during supervision except those?
 - a.
 - b.
 - c.
11. Is there any positive changes in public and annual examination of the school after your supervision? Yes No In Some Cases If changes Please specify:
 - a.
 - b.
 - c.
12. Do the teachers develop the Creative Question (CQ) by themselves?
Yes No In Some Cases What is your role?
 - a.
 - b.
 - c.
13. What are you doing for the development of the school if there remains any obstruction?
 - a.
 - b.
 - c.
14. Do you submit the schools' supervision report to the higher authority ?
Yes No In Some Cases

15. Is Teacher Diary(TD) maintained in the school? Yes No In Some Cases

What is your role?

- a.
- b.
- c.

16. Does Head Teacher maintained Register (HTR) in the school?

Yes No In Some Cases What is your role?

- a.
- b.
- c.

17. Is SFYDP maintained in the school? Yes No In Some Cases What is your role?

- a.
- b.
- c.

18. Are SBA marks preserved and added to the result sheet?

Yes No In Some Cases What is your role?

- a.
- b.
- c.

19. Is ISAS form filled up by the school? Yes No In Some Cases What is your role?

- a.
- b.
- c.

20. What are the developments that happen in the teaching learning environment in the school after your supervision?

- a.
- b.
- c.

21. Do you participate in monthly coordination meeting in your District? Yes No If not, why?

- a.
- b.
- c.

22. Do you participate in monthly coordination meeting in your Upazila? Yes No If not, why?

- a.
- b.
- c.

23. A) About the School

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	Very often
i	Do you supervise all secondary schools of the Upazila?					
ii	Do you supervise your selected secondary schools?					
iii	Do you visit school after consulting with the HT?					
iv	Do you participate in the assembly?					
v	Assembly begins at your initiative?					
vi	Do you observe the presence of the teachers and students?					
vii	Do you sign in their attendance register after observation?					
viii	Do you write comments in the visiting register?					
ix	Do you supervise the teachers and the HT to complete TD, HT Registrar, Annual School Improvement Plan?					
x	Do you make consultation in the meeting with HT and teachers?					
xi	Do you make consultation in the meeting with SMC and Guardians?					
xii	Do you suggest the teachers' different strategies to reduce student drop outs?					
xiii	Do you suggest the teachers' different strategies to handle slow learners?					
xiv	Do you observe whether application of SBA is being done properly?					
xv	Do you train up the teachers as well as HT about CQ, SBA, and PBM?					
xvi	Do you arrange workshop for the teachers of the cluster?					
xvii	Do you encourage the teachers to do co-curricular activities?					
xviii	Do you remain present in the co-curricular activities of the school?					
xix	Do you remain present in the school from the beginning to the end?					
xx	Do you assist the HT to carry out monitoring of the performance of the school?					
xxi	Do you arrange quarterly workshop for HT, teacher, SMC and guardian about the educational in the school?					
xxii	Do you supervise whether the terminal and annual examination are arranged/ executed by CQ?					

23. B) About the Classroom

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	Very often
i	Do you supervise the class after consultation with the HT?					
ii	Do you supervise all the classes?					
iii	Do you select the class suddenly/randomly for visiting?					
iv	Do you sit in the classroom in the first line?					
v	Do you sit in the classroom in the last line?					
vi	Do you supervise the classroom standing?					
vii	Do you keep note about class activities?					
viii	Do you observe the class all by yourself?					
ix	Do you observe the class along with the HT?					
x	Do you assist subject teacher to select appropriate teaching methods?					
xi	Do you assist subject teacher to prepare appropriate teaching materials?					
xii	Do you suggest the teacher to use teaching materials in the classroom?					
xiii	Do you observe whether teacher is following lesson plan?					
xiv	Do you observe whether teacher is following TD in the classroom?					
xv	Do you observe SBA activities in the classroom?					
xvi	Do you suggest the teacher to conduct the class in the participatory method?					
xvii	Do you also suggest the teacher to conduct the class in the demonstration method?					
xviii	Do you suggest the teacher to make the students work through team in the classroom?					
xix	Do you consult with the concerning teachers after observing?					
xx	Do you help the students to fulfill their demand on the lesson activities?					
xxi	Do you observe the class from the beginning to the end?					

23. C) About the improvement of the education

[Please put each tick marks (√) for each right answer]

s. n	Statement	never	rarely	some times	often	Very often
i	Do the attendance of the students increase after your supervision?					
ii	Do the teachers become more sincere and committed after your supervision?					
iii	Does any change occur in the quality of teaching after your supervision and comments?					
iv	Has teaching materials been more improved after your supervision?					
v	Has Lesson Plan been improved after your supervision?					

24. Do you submit annual report of school's academic improvement developed by the HT to DEO?

Yes No If not, why? a.

b.

c.

25. Do you submit quarterly report of school's developed by the HT of the selecting aim, planning and implementing of PBM, SBA, CQ in the school to DEO? Yes No If not, why?

a.

b.

c.

26. Any other activities do you do out of school visiting except those as mentioned above?

a.

b.

c.

27. Do you face barriers and problems in carrying out your responsibilities Please mention?

a.

b.

c.

28. How do you resolve these barriers and problems: Please mention:

a.

b.

c.

Identification

Name:..... Designation:.....

Sex: a) Male b). Female Age:.....

Educational Qualification:B.A/B.Sc./B.Com.:B.A/B.Sc./B.Com.(Hons)B.Ed.M.A./M.Sc./M.Com.M.Ed.

Any other Qualification.

If you took major training, please write below:

i)The name of training :..... Place..... Durationdays

ii)The name of training :..... Place..... Duration..... days

iii)The name of training :..... Place..... Durationdays

Signature and date with seal

[Thanks for your cordial co-operation]

Appendix 7: Questionnaire For The Head Teacher

Confidentiality. Your all comments and opinions will remain confined to this research work only.

[Please put tick marks (✓) on the right answer or express your opinion by writing]

1. How many times Upazila Academic Supervisor (UAS) visits your school in a year?
2. How many times UAS visits your school in a month?
3. What are his activities when he visits your school?
 - a.
 - b.
 - c.
4. What kinds of suggestions are given by him during supervision except those?
 - a.
 - b.
 - c.
5. What are the challenges to improve the education in your school?
 - a.
 - b.
 - c.
6. Does he play role to overcome these challenges? **Yes** **No** If yes, what are those:
 - a.
 - b.
 - c.
7. Is there any positive changes in public and annual exam of the school after his supervision?
 Yes **No** **In Some Cases** Please specify:
 - a.
 - b.
 - c.
8. Do the teachers develop the Creative Question(CQ) by themselves?
 Yes **No** **In Some Cases** What is his(UAS) role?
 - a.
 - b.
 - c.
9. Is teacher Diary(TD) maintained in the school? **Yes** **No** **In Some Cases**
What is his(UAS) role?
 - a.
 - b.
 - c.

10. Is HTR (Head Teacher Register) maintained in the school? Yes No In Some Cases

What is his(UAS) role?

- a.
- b.
- c.

11. Is SFYDP maintained in the school? Yes No In Some Cases

What is his(UAS) role?

- a.
- b.
- c.

12. Is ISAS form filled up by the school? Yes No In Some Cases What is his role?

- a.
- b.
- c.

13. Are SBA marks preserved and added to the result sheet in your school?

Yes No In Some Cases What is his role for that?

- a.
- b.
- c.

14. What are the developments that happen in the teaching learning environment in the school after his supervision?

- a.
- b.
- c.

15. Do you submit the schools' supervision report to the higher authority ?

- a.
- b.
- c.

16. A) About the School

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	Very often
i	UAS visits school after consulting with you					
ii	He participates in the assembly					
iii	Assembly begins at his initiative					
iv	He observes the attendance of the teachers and students					
v	After observation he signs in their attendance register					
vi	After observation he writes his comments in the visiting register					
vii	He supervises the teachers and you to complete Teachers Diary, HT Register, Annual School Improvement Plan					
viii	He does consultation in the meeting with you and the teachers					
ix	He does consultation in the meeting with SMC and guardians					
x	He suggests the teachers different strategies to reduce student drop outs					
xi	He suggests the teachers different strategies to handle slow learners					
xii	He trains up the teachers as well as you about CQ, SBA and PBM					
xiii	He arranges workshop for the teachers of the cluster					
xiv	He supervises academic activities are being done properly					
xv	He encourages you to arrange co-curricular activities in your school					
xvi	He remains present in the co-curricular activities of your school					
xvii	He remains present in the school till the end of the school hour					
xviii	He assists you to carry out monitoring of the performance of the school?					
xix	He consults the concerned personnel about the development of the educational environment in your school					
xx	He supervises whether the terminal and annual examination are arranged/executed by CQ					
xxi	Do you submit annual report of school's academic improvement developed by YOU to UAS					
xxii	Do you submit quarterly report of school's developed by you of the selecting aim, planning and implementing of PBM, SBA, CQ in the school to UAS					

16. B) About the Classroom

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	very often
i	He does class supervision after consultation with you					
ii	He supervises all the classes					
iii	He selects the class suddenly/randomly for visiting					
iv	He sits in the classroom in the first line					
v	He sits in the classroom in last line					
vi	He supervises the classroom standing					
vii	He keeps note about class activities					
viii	He observes the class all by himself					
ix	He observes the class along with you					
x	He assists teachers to select appropriate teaching method					
xi	He assists teachers to prepare appropriate teaching materials					
xii	He suggests the teacher to use teaching materials in the class room					
xiii	He observes whether teacher is following lesson plan					
xiv	He observes whether teacher is following TD in the class room					
xv	He observes SBA evaluation in the class room					
xvi	He suggests the teacher to conduct the class in the participatory method					
xvii	He also suggests the teacher to conduct the class in the demonstration method					
xviii	He suggests the teacher to make the students work through team in the classroom					
xix	He consults with the concerning teachers after observing					
xx	He helps the students to fulfill their demand on the lesson activities					
xxi	He observes the class from the beginning to the end?					

16. C) About the improvement of the education

[Please put each tick marks (√) for each right answer]

s.n	Statement	Not at all	rarely	partially	much	Very much
i	Do the attendance of the students increase after his supervision?					
ii	Have the teachers been sincere and committed after his supervision?					
iii	How does any change occur in the quality of teaching after his supervision?					
iv	Has teaching materials been more improved after his supervision?					
v	Has Lesson Plan been improved after his supervision?					

17. Any other activities does he do at school except those mentioned above? Please specify:

- a.
- b.
- c.

18. Is there any other development in the school after his regular supervision? Please specify:

- a.
- b.
- c.

19. Have you any other opinion about his roles? Please specify:

- a.
- b.
- c.

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Identification

Name:..... Designation:.....

School Name..... Upazilla..... Zilla.....

Sex: a)Male b)Female c)Age:.....d)Teaching Experience: Duration.....

Educational Qualification: B.A/B.Sc/B.Com.: B.A/B.Sc/B.Com.(Hons) | B.Ed.M.A./M.Sc./M.Com. | M.Ed.

Any other.

If you took major training, please write below:

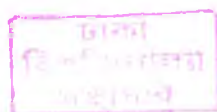
i)The name of training :..... Place..... Durationdays

ii)The name of training :..... Place..... Duration..... days

iii)The name of training :..... Place..... Durationdays

Signature and date of H/T with seal

[Thanks for your cordial co-operation]



Appendix 8:

Questionnaire For The Teacher

Confidentiality: Your all comments and opinions will remain confined to this research work only

[Please put tick marks (✓) on the right answer or express your opinion by writing]

1. How many times Upazila Academic Supervisor (UAS) visits your class in a year?
2. How many times UAS visits your class in a month?
3. What are his activities when he visits your school?
 - a.
 - b.
 - c.
4. What kinds of suggestions are given during supervision by him?
 - a.
 - b.
 - c.
5. Is there any positive changes in public and annual exam of the school after his supervision?
Yes No In Some Cases Please specify:
 - a.
 - b.
 - c.
6. Do you make the Creative Question(CQ) by yourselves? Yes No In Some Cases
What is his (UAS) role?
 - a.
 - b.
 - c.
 - d.
7. Do you maintain teacher Diary(TD)? Yes No In Some Cases What is his(UAS)role?
 - a.
 - b.
 - c.
 - d.
8. DO you preserved and added SBA marks to the result sheet? Yes No In Some Cases
What is his(UAS) role? ?
 - a.
 - b.
 - c.

9. What are the developments that happen in the teaching learning environment in the school after his supervision?
- a.
 - b.
 - c.
 - d.

10. A) About the School

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	very often
i	He does class supervision after consultation with HT					
ii	He participates in the assembly					
iii	Assembly begins at his initiative					
iv	He observes the attendance of the teachers and students					
v	After observation he signs in their attendance register					
vi	He does consultation in the meeting with HT and teacher					
vii	He suggests the teachers different strategies to reduce student drop outs					
viii	He suggests the teachers different strategies to handle slow learners					
ix	He observes whether application of School Based Assessment (SBA) is being done properly					
x	He trains up the teachers about CQ, SBA and PBM					
xi	He arranges workshop for the teachers of the cluster quarterly					
xii	He supervises academic activities are being done properly					
xiii	He encourages you to arrange co-curricular activities in your class					
xiv	He remains present in the co-curricular activities of your class					
xv	He remains present in the school from the beginning to the end.					
xvi	He supervises whether the terminal and annual examination are arranged/executed by CQ					

10. B) About the Class

[Please put each tick marks (√) for each right answer]

s.n	Statement	never	rarely	some times	often	Very often
i	He does class supervision after consultation					
ii	He selects the class suddenly/randomly for visiting					
iii	He sits in the classroom in the front row					
iv	He sits in the classroom in last row					
v	He supervises the classroom standing					
vi	He keeps note about class activities					
vii	He observes the class all by himself					
viii	He observes the class along with Head Teacher					
ix	He assists teachers to select appropriate teaching methods					
x	He assists teachers to prepare appropriate teaching materials					
xi	He suggests the teacher to use teaching materials in the classroom					
xii	He observes whether teacher is following lesson plan					
xiii	He observes whether teacher is following TD in the classroom					
xiv	He observes SBA evaluation in the class room					
xv	He suggests the teacher to conduct the class in the participatory method					
xvi	He also suggests the teacher to conduct the class in the demonstration method					
xvii	He suggests the teacher to make the students work through team in the classroom					
xviii	He consults with you after observing your class					
xix	He helps the students to fulfill their demand on the lesson activities					
xx	He observes the class from the beginning to the end?					

10. C) About the improvement of the education

[Please put each tick marks (√) for each right answer]

s.n	Statement	Not at all	rarely	partially	much	Very much
i	Do the attendance of the students increase after his supervision?					
ii	Have the teachers been sincere and committed after his supervision?					
iii	How does any change occur in the quality of teaching after his supervision?					
iv	Has teaching materials been more improved after his supervision?					
v	Has Lesson Plan been improved after his supervision?					

11. Any other activities does he do at the class except those mentioned above? Please specify:

- a.
- b.
- c.

12. Is there any further development in the school after his regular supervision? Please specify:

- a.
- b.
- c.

13. Have you any other opinion about his roles? Please specify:

- a.
- b.
- c.

Identification

Name:.....

Designation:.....

School Name..... Upazilla.....Zilla.....

Sex:a)Male b)Female Age:..... year. Teaching Experience: Duration.....

EducationalQualification: B.A/B.Sc/B.Com.:B.A/B.Sc/B.Com.(Hons)B.Ed. M.A./M.Sc./M.Com. M.Ed

Any other.

If you took major training, please write below:

i)The name of training :..... Place..... Durationdays

ii)The name of training :.....Place..... Duration..... days

iii)The name of training :..... Place..... Durationdays

Signature and date of The Teacher

[Thanks for your cordial co-operation]

Appendix 9: উপজেলা একাডেমিক সুপারভাইজারগণের জন্য প্রশ্নোত্তরিকা (বাংলায় অনুদিত)

গবেষণার শিরোনামঃ Analysis of the Roles and Responsibilities of Upazila Academic Supervisors in the Improvement of Non-government Secondary School Education in Bangladesh (বাংলাদেশে বেসরকারি মাধ্যমিক বিদ্যালয়ে শিক্ষার মানোন্নয়নে উপজেলা একাডেমিক সুপারভাইজারদের দায়িত্ব ও ভূমিকা বিশ্লেষণ)

গোপনীয়তাঃ আপনার প্রদত্ত সকল মতামত ও তথ্য গোপন রাখা হবে এবং শুধুমাত্র এই গবেষণার মধ্যই সীমাবদ্ধ থাকবে।

নির্দেশনাঃ অনুগ্রহপূর্বক সঠিক উত্তরে টিক(√) চিহ্ন দিন এবং মতামত প্রদানের স্থানে লিখুন।

১. আপনার উপজেলায় প্রথম কখন উপজেলা একাডেমিক সুপারভাইজার (ইউএস) নিয়োগ লাভ করে?
২. আপনার উপজেলায় মোট কতটি মাধ্যমিক বিদ্যালয় রয়েছে?
৩. আপনার ক্লাস্টারে কতটি মাধ্যমিক বিদ্যালয় রয়েছে?
৪. আপনি মোট কতটি মাধ্যমিক বিদ্যালয় তত্ত্বাবধান করেন?
৫. আপনি এক মাসে কতটি মাধ্যমিক বিদ্যালয় তত্ত্বাবধান করেন?
৬. আপনি যে দিনে তত্ত্বাবধান করেন সে দিনে কতটি মাধ্যমিক বিদ্যালয় তত্ত্বাবধান করেন?
৭. আপনি কি সরকারি মাধ্যমিক বিদ্যালয় পরিদর্শন করেন? হ্যাঁ না
৮. সরকারি মাধ্যমিক বিদ্যালয় তত্ত্বাবধান কি আপনার দায়িত্বের ভেতরে পড়ে? হ্যাঁ না
৯. আপনি বিদ্যালয় পরিদর্শনের সময় কি কি করেন? (ক)
খ)
গ)
ঘ)
১০. বিদ্যালয় পরিদর্শনের সময় উপরোক্ত কাজ ছাড়া আর কি কি পরামর্শ প্রদান করেন? (ক)
খ)
গ)
ঘ)
১১. আপনার তত্ত্বাবধানের পরে বিদ্যালয়ের পাবলিক ও অভ্যন্তরীণ পরীক্ষায় কোন কাজিত পরিবর্তন এসেছে?
 হ্যাঁ না কিছু ক্ষেত্রে পরিবর্তন হলে অনুগ্রহপূর্বক লিখুন:
(ক)
খ)
গ)
১২. শিক্ষকরা কি নিজেরা সৃজনশীল প্রশ্ন তৈরি করেন? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে আপনি কী ভূমিকা পালন করেন? (ক)
খ)
গ)
ঘ)
১৩. বিদ্যালয়ে কোন প্রতিবন্ধকতা থাকলে তা কিভাবে দূর করেন?
(ক)
খ)
গ)
১৪. আপনি কি বিদ্যালয় তত্ত্বাবধানের রিপোর্ট উর্দ্ধতন কর্তৃপক্ষের নিকট পেশ করেন? হ্যাঁ না কিছু ক্ষেত্রে

১৫. বিদ্যালয়ে কি "শিক্ষকের ডায়েরি" প্রতিপালিত(maintained) হয়? এ বিষয়ে আপনি কী ভূমিকা পালন করেন?
ক)
খ)
গ)
১৬. প্রধান শিক্ষক কি রেজিস্টার প্রতিপালন (maintaine) করেন? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে আপনি কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)
১৭. বিদ্যালয়ে কি "পঞ্চবার্ষিক বিদ্যালয় উন্নয়ন পরিকল্পনা" প্রতিপালিত(maintained) হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে আপনি কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)
১৮. বিদ্যালয়ে কি "বিদ্যালয় ভিত্তিক মূল্যায়ন" এর নম্বর সংরক্ষণ করা হয় এবং পরীক্ষায় যোগ হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে আপনি কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)
১৯. বিদ্যালয়ে কি "আইসাস" ফরম পূরণ করা হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে আপনি কী ভূমিকা পালন করেন?
ক)
খ)
গ)
২০. আপনার তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষণ-শিখন কার্যক্রমের কি কি উন্নয়ন হয়েছে?(লিখুন)
ক)
খ)
গ)
২১. জেলার মাসিক সমন্বয় সভায় আপনি অংশগ্রহণ করেন? হ্যাঁ না
উত্তর না হলে অনুগ্রহপূর্বক কারণ লিখুন।
ক)
খ)
গ)
২২. উপজেলার মাসিক সমন্বয় সভায় আপনি অংশগ্রহণ করেন? হ্যাঁ না
উত্তর না হলে অনুগ্রহপূর্বক কারণ লিখুন।
ক)
খ)
গ)

২৩. ক) বিদ্যালয় সম্পর্কিত

অনুগ্রহপূর্বক প্রত্যেক প্রশ্নের সঠিক উত্তরের জন্য একটি করে টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	কখনও না	কদাচিত্বে	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	উপজেলার সকল মাধ্যমিক বিদ্যালয় তত্ত্বাবধান করেন?					
ii	আপনার জন্য নির্ধারিত মাধ্যমিক বিদ্যালয় তত্ত্বাবধান করেন?					
iii	আপনি কি প্রধান শিক্ষকের সাথে পরামর্শ করে বিদ্যালয় পরিদর্শন করেন?					
iv	আপনি কি এসেমবলিতে(assembly) অংশগ্রহণ করেন?					
v	এসেমবি(assembly) কি আপনার উদ্যোগে আয়োজিত হয়?					
vi	আপনি কি শিক্ষক ও শিক্ষার্থীর উপস্থিতি পর্যবেক্ষণ করেন?					
vii	উপস্থিতি দেখার পর কি আপনি তাদের রেজিস্টারে স্বাক্ষর করেন?					
viii	পরিদর্শন খাতায় (রেজিস্টারে) কি আপনার মন্তব্য লেখেন?					
ix	আপনি কি শিক্ষকের ডায়েরি, প্রধান শিক্ষকের রেজিস্টার ও বার্ষিক বিদ্যালয় উন্নয়ন পরিকল্পনা (বাবিউপ)তত্ত্বাবধান করেন?					
x	আপনি কি শিক্ষকদের সাথে পরামর্শমূলক সভা (মিটিং) করেন?					
xi	আপনি কি এসএমসি ও অভিভাবকদের সাথে পরামর্শমূলক সভা করেন?					
xii	আপনি কি শিক্ষার্থী ঝরে পড়া রোধে শিক্ষকদের পরামর্শ প্রদান করেন?					
xiii	কম কৃতিত্বধারী শিক্ষার্থীদের উন্নয়নে শিক্ষকদের পরামর্শ প্রদান করেন?					
xiv	এসবিএ সঠিকভাবে প্রতিপালিত হচ্ছে কিনা তা পর্যবেক্ষণ করেন?					
xv	আপনি শিক্ষকদের সিকিউ,এসবিএ ও পিবিএম বিষয়ে প্রশিক্ষণ প্রদান করেন?					
xvi	আপনি কি ক্লাস্টারভুক্ত শিক্ষকদের জন্য কর্মশালার আয়োজন করেন?					
xvii	সহ-শিক্ষামূলক কার্যক্রম আয়োজনে শিক্ষকদের উৎসাহ প্রদান করেন?					
xviii	আপনি কি সহ-শিক্ষামূলক কার্যক্রমে উপস্থিত থাকেন?					
xix	আপনি কি বিদ্যালয়ে শুরু থেকে শেষ পর্যন্ত উপস্থিত থাকেন?					
xx	আপনি বিদ্যালয়ের কৃতিত্বের উন্নয়নে প্রধান শিক্ষককে সহযোগিতা করেন?					
xxi	বিদ্যালয়ের শিক্ষার পরিবেশ উন্নয়নে সংশ্লিষ্টদের সাথে পরামর্শ করেন?					
xxii	সৃজনশীল প্রশ্নে সাময়িক ও বার্ষিক পরীক্ষা গ্রহণ করা হচ্ছে কিনা তা পর্যবেক্ষণ করেন?					

২৩. খ) শ্রেণিকক্ষ সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	কখনও না	কদাচিৎ	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	আপনি কি প্রধান শিক্ষকের সাথে পরামর্শ করে শ্রেণিকক্ষ পরিদর্শন করেন?					
ii	আপনি কি সকল শ্রেণিকক্ষ তত্ত্বাবধান করেন?					
iii	আপনি কি হঠাৎ/এলোপাতাড়ি শ্রেণিকক্ষ তত্ত্বাবধান করেন?					
iv	আপনি কি শ্রেণিকক্ষের সামনের সাড়িতে বসেন?					
v	আপনি কি শ্রেণিকক্ষের পেছনের সাড়িতে বসেন?					
vi	আপনি কি দাঁড়িয়ে শ্রেণিকক্ষ তত্ত্বাবধান করেন?					
vii	শ্রেণি কার্যক্রমের নোটি রাখেন?					
viii	আপনি একাই শ্রেণিকক্ষ পর্যবেক্ষণ করেন?					
ix	আপনি কি প্রধান শিক্ষকের সাথে শ্রেণিকক্ষ পর্যবেক্ষণ করেন?					
x	আপনি শিক্ষকদেরকে সঠিক 'শিক্ষণ পদ্ধতি' নির্বাচনে সহযোগিতা করেন?					
xi	আপনি শিক্ষকদেরকে সঠিক 'শিক্ষা উপকরণ' তৈরিতে সহযোগিতা করেন?					
xii	আপনি শিক্ষকদেরকে শ্রেণিকক্ষে 'শিক্ষা উপকরণ' ব্যবহার করতে বলেন?					
xiii	শিক্ষকবৃন্দ 'পাঠ পরিকল্পনা' ব্যবহার করেন কিনা আপনি কি তা পর্যবেক্ষণ করেন?					
xiv	শ্রেণিকক্ষে শিক্ষকবৃন্দের 'শিক্ষকের ভায়েরি' অনুসরণ করার বিষয়টি পর্যবেক্ষণ করেন?					
xv	শ্রেণিকক্ষে এসবিএ কার্যক্রম পর্যবেক্ষণ করেন?					
xvi	অংশগ্রহনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতে শিক্ষককে পরামর্শ প্রদান করেন?					
xvii	প্রদর্শনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতেও কি শিক্ষককে পরামর্শ প্রদান করেন?					
xviii	শ্রেণিকক্ষে শিক্ষার্থীদের দলগত কাজ করতে শিক্ষককে পরামর্শ প্রদান করেন?					
xix	পর্যবেক্ষণের পরে সংশ্লিষ্ট শিক্ষককে পরামর্শ প্রদান করেন?					
xx	পাঠ কার্যক্রম সম্পাদনে আপনি কি শিক্ষার্থীদের সহযোগিতা প্রদান করেন?					
xxi	আপনি কি শ্রেণিকক্ষে শুরু থেকে শেষ পর্যন্ত উপস্থিত থাকেন?					

২৩. গ) শিক্ষার মানোন্নয়ন সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (√) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	মোটের না	খুব সামান্য	আংশিক	বেশি	খুব বেশি
i	আপনার তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার্থী উপস্থিতি বৃদ্ধি পেয়েছে?					
ii	আপনার তত্ত্বাবধানের পরে শিক্ষকবৃন্দ কি আন্তরিক ও দায়িত্ব সচেতন হয়েছে?					
iii	আপনার মস্তব্য ও তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার মানের কোন পরিবর্তন হয়েছে?					
iv	আপনার তত্ত্বাবধানের পরে শিক্ষা উপকরণের অধিকতর উন্নয়ন ঘটেছে?					
v	আপনার তত্ত্বাবধানের পরে কি পাঠ পরিকল্পনার উন্নয়ন হয়েছে?					

২৪. আপনি কি জেলা শিক্ষা অফিসারের নিকট প্রধান শিক্ষক কর্তৃক তৈরিকৃত বিদ্যালয়ের বার্ষিক উন্নয়ন প্রতিবেদন

উপস্থাপন করেন? হ্যাঁ না উত্তর না হলে অনুগ্রহপূর্বক কারণ লিখুন
ক)

খ)

গ)

২৫. আপনি কি জেলা শিক্ষা অফিসারের নিকট প্রধান শিক্ষক কর্তৃক তৈরিকৃত বিদ্যালয়ের ত্রৈমাসিক প্রতিবেদন উপস্থাপন

করেন?? হ্যাঁ না উত্তর না হলে অনুগ্রহপূর্বক কারণ লিখুন ক)

খ)

গ)

২৬. উপযুক্ত কার্যক্রম ছাড়া বিদ্যালয়ে আর কোন কাজ করেন? ক)

খ)

গ)

২৭. আপনার দায়িত্ব পালনের ক্ষেত্রে কোন বাধার সম্মুখীন হয়েছেন কি? হ্যাঁ না উত্তর হ্যাঁ হলে অনুগ্রহপূর্বক লিখুন

ক)

খ)

গ)

২৮. উক্ত প্রতিবন্ধকতা কিভাবে দূর করেন? ক)

খ)

গ)

পরিচিতি

নামঃ পদবিঃ উপজেলা একাডেমিক সুপারভাইজার, চাকুরির অভিজ্ঞতাঃ . . বছর মাস

উপজেলাঃ জেলাঃ লিঙ্গঃ পুরুষ মহিলা বয়সঃ বছর।

শিক্ষাগত যোগ্যতাঃ বিএ/বিএসসি/বিকম বিএ/বিএসসি/বিকম(সম্মান) বিএড এমএ/এমএসসি/এমকম এমএড

অন্য কোন শিক্ষাগত যোগ্যতা থাকলে লিখুনঃ

আপনার কয়েকটি প্রধান প্রশিক্ষণ সম্পর্কে লিখুনঃ

১. প্রশিক্ষণের নামঃ স্থানঃ সময়ঃ দিন

২. প্রশিক্ষণের নামঃ স্থানঃ সময়ঃ দিন

৩. প্রশিক্ষণের নামঃ স্থানঃ সময়ঃ দিন

স্বাক্ষর, তারিখ ও সিল

{ আপনার আন্তরিক সহযোগিতার জন্য ধন্যবাদ }

Appendix 10:

প্রধান শিক্ষকগণের জন্য প্রশ্নোত্তরিকা (বাংলায় অনুদিত)

গোপনীয়তাঃ আপনার প্রদত্ত সকল মতামত ও তথ্য গোপন রাখা হবে এবং শুধুমাত্র এই গবেষণার মধ্যেই সীমাবদ্ধ থাকবে।

নির্দেশনাঃ অনুগ্রহপূর্বক সঠিক উত্তরে টিক(✓) চিহ্ন দিন এবং মতামত প্রদানের স্থানে লিখুন।

১. উপজেলা একাডেমিক সুপারভাইজার(উএস) বছরে কতবার আপনার বিদ্যালয় পরিদর্শন করেন?
২. তিনি (উএস)মাসে কতবার আপনার বিদ্যালয় পরিদর্শন করেন?
৩. তিনি (উএস) আপনার বিদ্যালয়ে এসে কি কি কাজ করেন? ক)
খ)
গ)
ঘ)
৪. তত্ত্বাবধানের সময় উপরোক্ত কাজ ছাড়া আর কি কি তিনি কি কি পরামর্শ প্রদান করেন? ক)
খ)
গ)
ঘ)
৫. আপনার বিদ্যালয়ে শিক্ষার মানোন্নয়নে কি কি বাধা রয়েছে? ক)
খ)
গ)
ঘ)
৬. তিনি এসব বাধা দূর করতে কি কি ভূমিকা রাখেন? হ্যাঁ না
ক)
খ)
গ)
ঘ)
৭. তার তত্ত্বাবধানের পরে বিদ্যালয়ের পাবলিক ও অভ্যন্তরীণ পরীক্ষায় কোন কাজিত পরিবর্তন এসেছে?
 হ্যাঁ না কিছু ক্ষেত্রে পরিবর্তন হলে অনুগ্রহপূর্বক লিখুন:
ক)
খ)
গ)
ঘ)
৮. শিক্ষকরা কি নিজেরা সৃজনশীল প্রশ্ন তৈরি করেন? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)
৯. বিদ্যালয়ে কি "শিক্ষকের ডায়েরি" প্রতিপালিত(maintained) হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)

১০. বিদ্যালয়ে প্রধান শিক্ষকের রেজিস্টার প্রতিপালিত (maintained) হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন?
ক)
খ)
গ)
ঘ)
১১. বিদ্যালয়ে কি “পঞ্চ বার্ষিক বিদ্যালয় উন্নয়ন পরিকল্পনা” প্রতিপালিত(maintained) হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন?
ক)
খ)
গ)
ঘ)
১২. বিদ্যালয়ে কি “কৃতিভিত্তিক ব্যবস্থাপনা পদ্ধতি(পিবিএম)” বাস্তবায়িত(implemented) হয়? হ্যাঁ না কিছু
ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন?
ক)
খ)
গ)
ঘ)
১৩. বিদ্যালয়ে কি “এসবিএ” নম্বর সংরক্ষণ করা হয় এবং পরীক্ষায় যোগ্য হয়? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএস) কী ভূমিকা পালন করেন?
ক)
খ)
গ)
ঘ)
১৪. তার (উএস) তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষণ-শিখন কার্যক্রমের কি কি উন্নয়ন হয়েছে?(লিখুন)
ক)
খ)
গ)
ঘ)
১৫. আপনি কি বিদ্যালয় তত্ত্বাবধানের রিপোর্ট উর্দ্ধতন কর্তৃপক্ষের নিকট পেশ করেন?
ক)
খ)
গ)
ঘ)

১৬. ক) বিদ্যালয় সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে টিক (✓) চিহ্ন প্রদান করুন। (প্রত্যেক প্রশ্নের সঠিক উত্তরের জন্য একটি করে টিক (✓) চিহ্ন প্রদান করুন।)

ক্রমিক নং	বিবরণ	কখনও না	কদাচিৎ	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	তিনি (উএসু) আপনার সাথে পরামর্শ করে বিদ্যালয় পরিদর্শন করেন					
ii	তিনি এসেমব্লিতে(assembly) অংশগ্রহণ করেন					
iii	এসেমব্লিতে (assembly) তার উদ্যোগে আয়োজিত হয়					
iv	তিনি শিক্ষক ও শিক্ষার্থীর উপস্থিতি পর্যবেক্ষণ করেন					
v	উপস্থিতি দেখার পর তিনি তাদের রেজিস্টারে স্বাক্ষর করেন					
vi	পরিদর্শন খাতায় (রেজিস্টারে) তিনি মন্তব্য লেখেন					
vii	তিনি শিক্ষকের ডায়েরি, প্রধান শিক্ষকের রেজিস্টার ও বার্ষিক বিদ্যালয় উন্নয়ন পরিকল্পনা (বাবিউপ) তদ্ব্যবধান করেন					
viii	তিনি আপনার ও শিক্ষকদের সাথে পরামর্শমূলক সভা (মিটিং) করেন					
ix	তিনি এসএমসি ও অভিভাবকদের সাথে পরামর্শমূলক সভা করেন					
x	তিনি শিক্ষার্থী করে পড়া রোধে শিক্ষকদের পরামর্শ প্রদান করেন					
xi	নিচু কৃতিত্বধারী শিক্ষার্থীদের উন্নয়নে শিক্ষকদের পরামর্শ প্রদান করেন					
xii	তিনি শিক্ষকদের সিকিউ,এসবিএ ও পিবিএম বিষয়ে প্রশিক্ষণ প্রদান করেন					
xiii	তিনি ক্লাস্টারভুক্ত শিক্ষকদের জন্য কর্মশালার আয়োজন করেন					
xiv	শিক্ষামূলক কার্যক্রম সঠিকভাবে হচ্ছে কিনা তা তিনি তদ্ব্যবধান করেন					
xv	সহ-শিক্ষামূলক কার্যক্রম আয়োজনে আপনাকে উৎসাহ প্রদান করেন					
xvi	তিনি সহ-শিক্ষামূলক কার্যক্রমে উপস্থিত থাকেন					
xvii	তিনি বিদ্যালয়ে শুরু থেকে শেষ পর্যন্ত উপস্থিত থাকেন					
xviii	তিনি বিদ্যালয়ের কৃতিত্বের উন্নয়নে আপনাকে সহযোগিতা করেন					
xix	বিদ্যালয়ের শিক্ষার পরিবেশ উন্নয়নে সংশ্লিষ্টদের সাথে পরামর্শ করেন					
xx	সৃজনশীল প্রশ্নে সাময়িক ও বার্ষিক পরীক্ষা গ্রহণ করা হচ্ছে কিনা তা পর্যবেক্ষণ করেন					
xxi	আপনি কি উপজেলা একাডেমিক সুপারভাইজারের নিকট আপনার তৈরিকৃত বিদ্যালয়ের বার্ষিক উন্নয়ন প্রতিবেদন উপস্থাপন করেন?					
xxii	আপনি কি উপজেলা একাডেমিক সুপারভাইজারের নিকট আপনার তৈরিকৃত বিদ্যালয়ের বৈমাসিক উন্নয়ন প্রতিবেদন উপস্থাপন করেন?					

১৬ . খ) শ্রেণিকক্ষ সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	কখনও না	কদাচিৎ	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	তিনি আপনার সাথে পরামর্শ করে শ্রেণিকক্ষ পরিদর্শন করেন					
ii	তিনি সকল শ্রেণিকক্ষ তত্ত্বাবধান করেন					
iii	তিনি হঠাৎ/এলোপাতাড়ি শ্রেণিকক্ষ তত্ত্বাবধান করেন					
iv	তিনি শ্রেণিকক্ষের সামনের সাড়িতে বসেন					
v	তিনি শ্রেণিকক্ষের পেছনের সাড়িতে বসেন					
vi	তিনি কি দাঁড়িয়ে শ্রেণিকক্ষ তত্ত্বাবধান করেন?					
vii	তিনি শ্রেণি কার্যক্রমের নোট রাখেন					
viii	তিনি একাই শ্রেণিকক্ষ পর্যবেক্ষণ করেন					
ix	তিনি আপনাকে সাথে নিয়ে শ্রেণিকক্ষ পর্যবেক্ষণ করেন					
x	তিনি বিষয় শিক্ষককে সঠিক 'শিক্ষণ পদ্ধতি' বাছাই করতে সহযোগিতা করেন					
xi	তিনি বিষয় শিক্ষককে সঠিক 'শিক্ষা উপকরণ' তৈরিতে সহযোগিতা করেন					
xii	তিনি শিক্ষকদেরকে শ্রেণিকক্ষে 'শিক্ষা উপকরণ' ব্যবহার করতে বলেন					
xiii	শিক্ষকবৃন্দ 'পাঠ পরিকল্পনা' ব্যবহার করেন কিনা তিনি তা পর্যবেক্ষণ করেন					
xiv	শ্রেণিকক্ষে শিক্ষকবৃন্দের 'শিক্ষকের ডায়েরি' অনুসরণ করার বিষয়টি পর্যবেক্ষণ করেন					
xv	এসবিএ সঠিকভাবে প্রতিপালিত হচ্ছে কিনা তা পর্যবেক্ষণ করেন					
xvi	তিনি অংশগ্রহনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতে শিক্ষককে পরামর্শ প্রদান করেন					
xvii	প্রদর্শনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতেও শিক্ষককে পরামর্শ প্রদান করেন					
xviii	শ্রেণিকক্ষে শিক্ষার্থীদের দলগত কাজ করতে শিক্ষককে পরামর্শ প্রদান করেন					
xix	পর্যবেক্ষণের পরে সংশ্লিষ্ট শিক্ষককে পরামর্শ প্রদান করেন					
xx	পাঠ কার্যক্রম সম্পাদনে তিনি শিক্ষার্থীদের সহযোগিতা প্রদান করেন					
xxi	তিনি শ্রেণিকক্ষে গুরুত্ব থেকে শেষ পর্যন্ত উপস্থিত থাকেন					

১৬. গ) শিক্ষার মানোন্নয়ন সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	মোটাই না	খুব সামান্য	আংশিক	বেশি	খুব বেশি
i	তার(উএস) তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার্থী উপস্থিতি বৃদ্ধি পেয়েছে					
ii	তার(উএস) তত্ত্বাবধানের পরে শিক্ষকবৃন্দ কি আন্তরিক ও দায়িত্ব সচেতন হয়েছে					
iii	তার(উএস) মশতব্য ও তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার মানের কোন পরিবর্তন হয়েছে					
iv	তার(উএস) তত্ত্বাবধানের পরে শিক্ষা উপকরণের অধিকতর উন্নয়ন ঘটেছে					
v	তার(উএস) তত্ত্বাবধানের পরে কি পাঠ পরিদর্শনার উন্নয়ন হয়েছে					

১৬. উপর্যুক্ত কার্যক্রম ছাড়া বিদ্যালয়ে আর কোন কাজ করেন? অনুগ্রহপূর্বক লিখুন

ক)

খ)

গ)

১৭. তার(উএস) তত্ত্বাবধানের পরে বিদ্যালয়ের কোন উন্নয়ন হয়ে থাকলে লিখুন?

ক)

খ)

গ)

১৮. তার(উএস) দায়িত্ব পালনের ক্ষেত্রে অন্য মশতব্য কোন থাকলে লিখুন?

ক)

খ)

গ)

ঘ)

পরিচিতি

নামঃ

পদবিঃ প্রধান শিক্ষক

বিদ্যালয়ের নামঃ

উপজেলাঃ

জেলাঃ

লিঙ্গঃ পুরুষ মহিলা বয়সঃ . . বছর।
মাস।

চাকুরির অভিজ্ঞতাঃ . . . বছর . . .

শিক্ষাগত যোগ্যতাঃ বিএ/বিএসসি/বিকম বিএ/বিএসসি/বিকম(সম্মান) বিএড এমএ/এমএসসি/এমফিল এমএড
অন্য কোন শিক্ষাগত যোগ্যতা থাকলে লিখুনঃ . . .

আপনার কয়েকটি প্রধান প্রশিক্ষণ সম্পর্কে লিখুনঃ

১. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ . . . দিন

২. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ . . . দিন

৩. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ . . . দিন

স্বাক্ষর, তারিখ ও সিল

{ আপনার আন্তরিক সহযোগিতার জন্য ধন্যবাদ }

Appendix 11:

শিক্ষকগণের জন্য প্রশ্নোত্তরিকা (বাংলায় অনুদিত)

গোপনীয়তাঃ আপনার প্রদত্ত সকল মতামত ও তথ্য গোপন রাখা হবে এবং শুধুমাত্র এই গবেষণার মধ্যেই সীমাবদ্ধ থাকবে।

নির্দেশনাঃ অনুগ্রহপূর্বক সঠিক উত্তরে টিক(√) চিহ্ন দিন এবং মতামত প্রদানের স্থানে লিখুন।

১. উপজেলা একাডেমিক সুপারভাইজার(উএসু) বছরে কতবার আপনার শ্রেণিকক্ষ পরিদর্শন করেন?
২. তিনি (উএসু) মাসে কতবার আপনার শ্রেণিকক্ষ পরিদর্শন করেন?
৩. তিনি (উএসু) আগনার বিদ্যালয়ে এসে কি কি কাজ করেন?
ক)
খ)
গ)
ঘ)
৪. তত্ত্বাবধানের সময় উপরোক্ত কাজ ছাড়া আর কি কি তিনি কি কি পরামর্শ প্রদান করেন?
ক)
খ)
গ)
ঘ)
৫. তার তত্ত্বাবধানের পরে বিদ্যালয়ের পাবলিক ও অভ্যন্তরীণ পরীক্ষায় কোন কাস্মিত পরিবর্তন এসেছে?
 হ্যাঁ না কিছু ক্ষেত্রে পরিবর্তন হলে অনুগ্রহপূর্বক লিখুন:
ক)
খ)
গ)
৬. আপনি কি সৃজনশীল প্রশ্ন তৈরি করেন? হ্যাঁ না কিছু ক্ষেত্রে এ বিষয়ে তিনি(উএসু)কী ভূমিকা পালন করেন?
ক)
খ)
গ)
৭. আপনি কি “শিক্ষকের ডায়েরি” প্রতিপালন(maintain)করেন? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএসু) কী ভূমিকা পালন করেন? ক)
খ)
গ)
৮. আপনি কি “এসবিএ” নম্বর সংরক্ষণ করেন এবং পরীক্ষায় যোগ করেন? হ্যাঁ না কিছু ক্ষেত্রে
এ বিষয়ে তিনি (উএসু) কী ভূমিকা পালন করেন? ক)
খ)
গ)
ঘ)[]
৯. তার (উএসু) তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষণ-শিখন কার্যক্রমের কি কি উন্নয়ন হয়েছে?(লিখুন)
ক)
খ)
গ)
ঘ)

১০. ক) বিদ্যালয় সম্পর্কিত

অনুগ্রহপূর্বক প্রত্যেক প্রশ্নের সঠিক উত্তরের জন্য একটি করে টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	কখনও না	কদাচিৎ	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	তিনি প্রধান শিক্ষকের সাথে পরামর্শ করে শ্রেণিকক্ষ পরিদর্শন করেন					
ii	তিনি এসেমব্লিতে(assembly) অংশগ্রহণ করেন					
iii	এসেমব্লি (assembly) তার উদ্যোগে আয়োজিত হয়					
iv	তিনি শিক্ষক ও শিক্ষার্থীর উপস্থিতি পর্যবেক্ষণ করেন					
v	উপস্থিতি দেখার পর তিনি তাদের রেজিস্টারে স্বাক্ষর করেন					
vi	তিনি শিক্ষকদের সাথে পরামর্শমূলক সভা (মিটিং) করেন					
vii	তিনি শিক্ষার্থী বারের পড়া রোধে শিক্ষকদের পরামর্শ প্রদান করেন					
viii	নিচু কৃতিত্বধারী শিক্ষার্থীদের উন্নয়নে শিক্ষকদের পরামর্শ প্রদান করেন					
ix	এসবিএ সঠিকভাবে প্রতিপালিত হচ্ছে কিনা তা পর্যবেক্ষণ করেন					
x	তিনি শিক্ষকদের সিকিউ, পিবিএম বিষয়ে প্রশিক্ষণ প্রদান করেন					
xi	তিনি ক্লাস্টারভুক্ত শিক্ষকদের জন্য কর্মশালার আয়োজন করেন					
xii	শিক্ষামূলক কার্যক্রম সঠিকভাবে হচ্ছে কিনা তা তিনি তত্ত্বাবধান করেন					
xiii	সহ-শিক্ষামূলক কার্যক্রম আয়োজনে আপনাকে উৎসাহ প্রদান করেন					
xiv	তিনি সহ-শিক্ষামূলক কার্যক্রমে উপস্থিত থাকেন					
xv	তিনি বিদ্যালয়ে শুরু থেকে শেষ পর্যন্ত উপস্থিত থাকেন					
xvi	সৃজনশীল প্রশ্নে সাময়িক ও বার্ষিক পরীক্ষা গ্রহণ করা হচ্ছে কিনা তা পর্যবেক্ষণ করেন					

১০. খ) শ্রেণিকক্ষ সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	কখনও না	কদাচিৎ	মাঝে মাঝে	বেশি/ প্রায়ই	খুব বেশি
i	তিনি আপনার সাথে পরামর্শ করে শ্রেণিকক্ষ পরিদর্শন করেন					
ii	তিনি হঠাৎ/এলোপাতাড়ি শ্রেণিকক্ষ তত্ত্বাবধান করেন					
iii	তিনি শ্রেণিকক্ষের সামনের সাড়িতে বসেন					
iv	তিনি শ্রেণিকক্ষের পেছনের সাড়িতে বসেন					
v	তিনি কি দাঁড়িয়ে শ্রেণিকক্ষ তত্ত্বাবধান করেন?					
vi	তিনি শ্রেণি কার্যক্রমের নোট রাখেন					
vii	তিনি একাই শ্রেণিকক্ষ পর্যবেক্ষণ করেন					
viii	তিনি প্রধান শিক্ষককে সাথে নিয়ে শ্রেণিকক্ষ পর্যবেক্ষণ করেন					
ix	তিনি শিক্ষকদেরকে সঠিক 'শিক্ষণ পদ্ধতি' নির্বাচনে সহযোগিতা করেন					
x	তিনি শিক্ষকদেরকে সঠিক 'শিক্ষা উপকরণ' তৈরিতে সহযোগিতা করেন					
xi	তিনি শিক্ষকদেরকে শ্রেণিকক্ষে 'শিক্ষা উপকরণ' ব্যবহার করতে বলেন					
xii	শিক্ষকবৃন্দ 'পাঠ পরিকল্পনা' ব্যবহার করেন কিনা তিনি তা পর্যবেক্ষণ করেন					
xiii	শ্রেণিকক্ষে শিক্ষকবৃন্দের 'শিক্ষকের ভায়েরি' অনুসরণ করার বিষয়টি পর্যবেক্ষণ করেন					
xiv	শ্রেণিকক্ষে এসবিএ মূল্যায়ন পর্যবেক্ষণ করেন					
xv	অংশগ্রহনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতে শিক্ষককে পরামর্শ প্রদান করেন					
xvi	প্রদর্শনমূলক পদ্ধতিতে শ্রেণি কার্যক্রম পরিচালনা করতেও শিক্ষককে পরামর্শ প্রদান করেন					
xvii	শ্রেণিকক্ষে শিক্ষার্থীদের দলগত কাজ করাতে শিক্ষককে পরামর্শ প্রদান করেন					
xviii	পর্যবেক্ষণের পরে তিনি আপনাকে পরামর্শ প্রদান করেন					
xix	পাঠ কার্যক্রম সম্পাদনে তিনি শিক্ষার্থীদের সহযোগিতা প্রদান করেন					
xx	তিনি শ্রেণিকক্ষে গুরুত্ব থেকে শেষ পর্যন্ত উপস্থিত থাকেন					

১০. গ) শিক্ষার মানোন্নয়ন সম্পর্কিত

অনুগ্রহপূর্বক সঠিক উত্তরে একটি টিক (✓) চিহ্ন প্রদান করুন।

ক্রমিক নং	বিবরণ	মোটাই না	খুব সামান্য	আংশিক	বেশি	খুব বেশি
i	তার(উএসু) তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার্থী উপস্থিতি বৃদ্ধি পেয়েছে					
ii	তার(উএসু) তত্ত্বাবধানের পরে শিক্ষকবৃন্দ কি আন্তরিক ও দায়িত্ব সচেতন হয়েছে					
iii	তার(উএসু) মন্তব্য ও তত্ত্বাবধানের পরে বিদ্যালয়ে শিক্ষার মানের কোন পরিবর্তন হয়েছে					
iv	তার(উএসু) তত্ত্বাবধানের পরে শিক্ষা উপকরণের অধিকতর উন্নয়ন ঘটেছে					
v	তার(উএসু) তত্ত্বাবধানের পরে কি পাঠ পরিকল্পনার উন্নয়ন হয়েছে					

১১. উপর্যুক্ত কার্যক্রম ছাড়া বিদ্যালয়ে আর কোন কাজ করেন? অনুগ্রহপূর্বক লিখুন

- ক)
খ)
গ)

১২. তার(উএসু) তত্ত্বাবধানের পরে বিদ্যালয়ের কোন উন্নয়ন হয়ে থাকলে লিখুন?

- ক)
খ)
গ)

১৩. তার(উএসু) দায়িত্ব পালনের ক্ষেত্রে অন্য মন্তব্য কোন থাকলে লিখুন?

- ক)
খ)
গ)

পরিচিতি

□নামঃ

□পদবিঃ

□বিদ্যালয়ের নামঃ

□উপজেলাঃ

□জেলাঃ

□লিঙ্গঃ □ পুরুষ □ মহিলা □বয়সঃ . . বছর।

□ চাকুরির অভিজ্ঞতাঃ . . . বছর . . . মাস।

□শিক্ষাগত যোগ্যতাঃ □ বিএ/বিএসসি/বিকম □ বিএ/বিএসসি/বিকম(সম্মান) □ বিএড □ এমএ/এমএসসি/এমকম □ এমএড

অন্য কোন শিক্ষাগত যোগ্যতা থাকলে লিখুনঃ

আপনার কয়েকটি প্রধান প্রশিক্ষণ সম্পর্কে লিখুনঃ

১. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ দিন

২. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ দিন

৩. প্রশিক্ষণের নামঃ

স্থানঃ

সময়ঃ দিন

স্বাক্ষর, তারিখ ও সিল

[আপনার আন্তরিক সহযোগিতার জন্য ধন্যবাদ]