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YESTERDAY'S, TODAY'S AND TOMORROW'S
TEACHERS OF THE WORLD**

**CURRENT SCENERIO OF CLASSROOM TEACHING PRACTICE
IN PRIMARY SCHOOLS: ITS IMPACT ON QUALITY PRIMARY
EDUCATION IN BANGLADESH**

MD. SHAFIQL ISLAM



**INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF DHAKA**

**CURRENT SCENERIO OF CLASSROOM TEACHING PRACTICE IN
PRIMARY SCHOOLS: ITS IMPACT ON QUALITY PRIMARY
EDUCATION IN BANGLADESH**

**A Thesis submitted to the University of Dhaka in partial fulfillment of the
requirements for the Degree of Doctor of Philosophy in Education**

Supervisor:

Dr. Md.Abdul Halim

Professor

Institute of Education and Research (IER)

University of Dhaka

Investigator:

Md. Shafiqul Islam

PhD Fellow (Reg. no. 107/ 2015-16)

University of Dhaka

**Institute of Education and Research
University of Dhaka**

April 2017

**Institute of Education and Research
University of Dhaka**

CERTIFICATE

This is to certify that the thesis entitled '**Current Scenerio of Classroom Teaching Practice in Primary Schools: Its Impact on Quality Primary Education in Bangladesh**' submitted by **Md. Shafiqul Islamin** partial fulfillment of the requirements for the degree of Doctor of Philosophy (PhD) from the Institute of Education and Research (IER), University of Dhaka, embodies the recorded original work carried out by him under my constant supervision. He has been duly registered in the university and the thesis presented is worthy of being considered for the award of the Ph. D degree. The work obtained has not been submitted for any degree of any other university.

Supervisor

Date: April 2017 Dr. Md Abdul Halim
Dhaka, Bangladesh Professor
Institute of Education and Research
University of Dhaka

Declaration

This thesis entitled '**Current Scenerio of Classroom Teaching Practice in Primary Schools: Its Impact on Quality Primary Education in Bangladesh**' contains no material which has been accepted for the award of any other degree from any other university and contains no material previously published or written by another person except where due reference is made in the text of the thesis.

April, 2017

Dhaka

registration)

Research

Md. Shafiqul Islam

Reg. No-107

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Institute of Education and

University of Dhaka

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Dhaka

Md. Shafiqul Islam

ABBRAVIATIONS

ACER	Australian Council for Educational Research
ADPEO	Assistant District Primary Education Officer
APSC	Annual Primary School Census
AOP	Annual Operational Plan
ASPR	Annual Sector Performance Report
AUEO	Assistant Uapazila Education Officer
BBS	Bangladesh Bureau of Statistics
B Ed	Bachelor of Education
BERA	British Educational Research Association
BRAC	Bangladesh Rural Advancement Committee
BSS	Bachelor of Social Science
CAG	Community Action Group
CAMPE	Campaign for Popular Education
C-in-Ed	Certificate in Education
CLC	Children Learning Center
CPD	Center for Policy Dialogue
DAM	Dhaka Ahsania Mission
DD	Deputy Director
DFE	Department for Education
DG	Director General
DP	Development Partner
DPE	Directorate of Primary Education
DPED	Diploma in Primary Education
DPEO	District Primary Education Officer
DTM	Diagnostic Teaching Method
EC	European Commission
ECNEC	Executive Committee for National Economic Council
EFA	Education for All
EIA	English in Action
EU	European Union
GER	Gross Enrollment Rate
GPS	Government Primary School
GOB	Government of Bangladesh

GT	Guru Training
HDI	Human Development Index
HSC	Higher Secondary Certificate
ICT	Information Communication Technology
IDB	Islamic Development Bank
IED	Institute of Educational Development
IPO	Input Process Output
IPT	Input Practice Task
JARM	Joint Annual Review Mission
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicator
LDC	Least Developed Country
LRC	Learning Resource Center
MA	Master of Arts
MBA	Master of Business Administration
MDG	Millennium Development Goals
M Ed	Master of Education
MOPME	Ministry of Primary and Mass Education
MSS	Master of Social Science
MWTL	Multiple Ways of Teaching and Learning
NA	Not Applicable
NAPE	National Academy for Primary Education
NFPE	Non Formal Primary Education
NER	Net Enrollment Rate
NGO	Non-Government Organization
NNPS	Newly Nationalized Primary School
NSA	National Student Assessment
PECE	Primary Education Completion Examination
PEDP	Primary Education Development Program
PMED	Primary and Mass Education Division
PPRC	Power and Participation Research Center
PSQL	Primary School Quality Level
PTI	Primary Training Institute
QHE	Quality Higher Education
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out School Children

SASTAIN	Support Urban Slum Children to Access Inclusive Non formal
Education	
SCR	Student Classroom Ratio
SDG	Sustainable Development Goals
SMC	School Management Committee
SMT	School Management Training
SLIP	School Level Improvement Plan
SSPS	Social Sector Performance Survey
SSC	Secondary School Certificate
TA	Technical Assistance
TNA	Training Need Assessment
TOT	Training of Trainer
TSR	Teacher-Student Ratio
UCEP	Underprivileged Children Education Program
UEO	Upazila Education Officer
UK	United Kingdom
UNESCO	United Nation Education Science and Cultural Organization
UNICEF	United Nation International Children Emergency Fund
UNIQE	Unique Intervention for Quality Primary Education
URC	Upazila Resource Center
USA	United States of America
VM	Vernacular Mastership
WB	World Bank
WCEFA	World Conference of Education for All
WFP	World Food Program

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Abstract:

Classroom teaching is immensely significant in ensuring quality education. The main purpose of the study was to see the current scenerio of classroom teaching practices in Bangladesh. It examined primary school teachers' works in classrooms and how it impacts on quality primary education in Bangladesh. The study was focused mainly on the basic aspects of teachers' pedagogical practices. The aspects have been determined by exploring and examining literature, documents and research studies on effective teaching-learning process and quality education. A framework of quality indicators had been developed for analyzing teachers' pedagogical practices. This study had been conducted on different government primary schools of eight districts in Bangladesh. Mainly direct classroom observation and interview methods had been followed in this study. The study explored the variations of pedagogical practices of trained and untrained teachers. It also examined the differences between the teaching practices of male and female teachers. Data had been collected through the means of document analysis, physical observation of classrooms and in-depth interview with the stakeholders. For observation 40 Assistant Teachers and for interview 60 Respondents had been selected which included Head Teachers, AUEOs, UEOs, PTI and URC instructors, PTI superintendents and DPEOs. This study resulted separately the impact of pedagogical practices of trained and untrained as well as male and female teachers on quality primary education. The findings also revealed that (i) the classroom teaching practice in primary schools of Bangladesh was not satisfactory enough, (ii) there were some acute and crucial differences between the teaching practices of trained and untrained as well as the male and female teachers, (iii) there were differences between the teaching practices of trained and untrained teachers however not enough significant and (iv) the overall performances of male teachers were found a bit better than that of the female. The findings also provided some additional information such as impact of curriculum, training, contact hour, infrastructure, inspection system, teachers' overloaded activities and job satisfaction concerning quality primary education and added a great value.

Chapter-One

Background of the Study

1. Quality Primary Education: Some Challenges

1. 1 Introduction:

Education is the backbone of a nation and primary education is obviously the base of it. Importance of primary education is apparently clear to all of us. It actually plays the vital role for sustainable social and economic development of a country. Primary education also puts down the foundation for all other higher education. Bangladesh runs one of the largest primary education systems in the world. Bangladesh has a strong national commitment to primary education. If we see the past, we also find many initiatives have been taken in primary education in Bangladesh after independence and in course of time these have been increased day by day. In 1971 independent Bangladesh inherited an outdated education system which was developed during British and Pakistan era to suit their own socio economic and political needs. The policy makers in the government felt convinced that the objective of better living for everybody could be realized through attainment of basic education for all. Universal primary education has thus been considered a prime mover area of intervention for modernization and growth in this country. As a step towards achieving universal primary education, article 15 of the constitution of the Bangladesh (formed in 1973) attaches the same importance to education as other rights like food, shelter, clothing and health care. Article 17 of the constitution of the country also mentions;

- a. Establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children
- b. Relating education to the needs of the society and producing properly trained and motivated citizens to serve those needs and
- c. Removing illiteracy from the country within such time as determined by law.

To pursue these constitutional obligations Bangladesh government has taken a large number of measures. Many education commissions have been formed time to time for the betterment of education as well as many steps also have been taken through several five-year plans for improving quality of education and efficiency of the system since 1973 to now. In 1973 about 36,165 non-government primary schools were nationalized and teachers of those schools were turned into government

employees by a declaration of the then president Bangabondhu Sheikh Mujibur Rahman. As a consequence, primary education became a part of state's responsibility and the whole system became strengthen. However, it did not ensure the quality. The primary education sector in Bangladesh has made massive changes since the 1990s. It was possible because of the government's commitment and extensive effort towards achieving Education for All (EFA) according to the declaration made at the World Conference on Education for All in March 1990 in Jomtien, Thailand. Bangladesh was an enthusiastic signatory to the WCEFA framework in 1990. Moreover, at that time many education policies and practices have been made based on the 1990 Primary Education Compulsory Act which was passed in Parliament in 1993. The act committed that:

- No child be deprived of education for lack of teacher, learning materials and adequate space;
- No child be subject to disparities of access to primary education arising from gender, income, family, cultural or ethnic differences and geographic remoteness;
- There would be quality and relevance of primary education by intensifying efforts to improve learning content and materials and to carryout necessary reforms in the primary education system.

Moreover, in 2000, United Nations declared eight Millennium Development Goals (MDGs) and education was one of them. As a result Bangladesh records outstanding progress in primary education as a whole including covering almost 90% enrolment rate decreased dropout rate, increased completion rate and increased gender parity index. However, ensuring quality primary education is still a great challenge in Bangladesh. In this regard Sheikh (2011:4) referring Latif (2004) and Sedere (2001) also points out, 'Despite all these improvement, the learning achievement and quality of education remain to be huge problem. Even though the government of Bangladesh has intention to ensure quality of education together with net enrolment and completion rate, evidence suggests that the quality of primary education is deteriorating. Scattered evidence from Bangladesh is now pointing towards the direction that the quantitative target of EFA and MDGs in relation to education may be achieved to a certain degree but the quality issue remains to be a huge concern for the education sectors'.

Recently in September, 2015 the United Nations further declared seventeen (17) Sustainable Development Goals (SDGs) for the next 15 years up to 2030. The goal number 4 of the SDGs focuses to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. Bangladesh always expresses its commitments to the international goals and targets. Therefore, in 2015, the government of Bangladesh again transformed 25,240 Registered Primary Schools as Newly Nationalized Primary Schools (NNPS). This also seems to create another new challenge to ensure quality primary education in Bangladesh.

Here some challenges on quality primary education are given:

1.2 Definition of quality primary education:

Defining quality primary education is one of the great challenges and quality concern issues in Bangladesh. Although it can gradually enhance the overall quality of human lives in all respect. Because it is the foundation of all further higher education. Now, quality primary education is actually the reality of the day and demand of mass population as people are, at present, becoming more aware of quality in every aspect of their lives than ever before. In education, quality seems more important because parents and students now like to think their own development in the context of global competition. Nowadays quality education is, therefore, considered as one of the greatest gifts that we can provide to our children. Therefore, emphasis has been given everywhere in the world on quality education. Bangladesh has also given emphasis on it and primary education is one of the top priority sectors among all other development activities here. Since 1997 enormous resources have been invested in primary education for qualitative improvement and development. During 2004 to 2011, PEDP-2 has been implemented in order to ensure quality primary education. Furthermore, many interventions have been planned under PEDP-3 to cater the quality of primary education. Additionally, JICA supported program and many other programs, discrete projects such as School Feeding program, Targeted Stipends, English in Action, Reaching out of School Children (ROSC), Establishment of 12 PTIs etc. have been taken for the development of quality primary education in Bangladesh. All the above initiatives demonstrate the importance of quality primary education. The concept of quality simultaneously is also being rapidly spread out all

over the world through business and industry to education. However, despite of realizing the importance and propagation of quality, all the above activities have been taken here without bothering the definition of quality. As a consequence, it is significant to define quality first. Although there are ambiguities regarding the suitable definition of quality however, we need to find out the acceptable definition of quality as well as quality education for our future generation. Now different types of primary schools are being running in Bangladesh which seems very amazing in the context of the constitutional obligation mentioned in the article 17. These different types of schools also make more difficult to measure the quality of primary education in Bangladesh as they are running differently by following different systems of education according to their own needs. These schools are different in different aspects. Different people are receiving education for their young children in different ways considering these as quality education as per their own perceptions. Therefore, definition of quality is also different to different people. Consequently, it is important to find out an acceptable definition of quality education although it is difficult. However, at least it should be acceptable to the majority of the educationists who think alike.

Hence after having a clear concept of quality education, question can be raised that who would be the key person to provide quality education, the greatest gifts to our children? The answer probably would be the ‘teachers’. While quality education is related with many aspects, such as curriculum, materials’, teaching learning process, physical facilities etc. but the teachers’ activities is obviously one of the most important and vital in ensuring quality education because the quality of an education system is directly linked with teachers’ sincerity and their activities.

1.3 Teachers’ role to enhance quality primary education:

The teachers’ quality has a very powerful influence on students’ achievement therefore the quality of the total education system immensely depends on teachers’ teaching performance. Teachers thus can play a significant role in ensuring quality education. Their work can be treated as a crucial factor in developing the quality of education. Research in recent decades has demonstrated the important role that teachers have in their students learning and achievement. Paul and Nigel (1997:1)

state, “What teachers do make a difference to the classroom experiences of themselves and their pupils and, through these, to the outcomes of education”. They also mention, “There is now a body of educational research which provides evidence on the relationship between teaching behavior and educational outcomes and which is highly relevant to the practical day by day decisions which teachers must make in classrooms”. Hossain (2013:281) has found that most parents, teachers, students and related persons emphasis on good qualified teachers in ensuring quality education. He notes, “All the stakeholders are agreed that there is no alternative to appoint qualified teachers in order to ensure quality education. All plan initiatives taken so far to enhance the quality of education in primary sector, curriculum & textbook development, teacher training, in a word the success of everything depend on how the teacher teaches in the classroom”. He also quotes Darling-Hammond (1997) and mentions, “The study discloses that the lack of qualified teachers is hampering the attempt of ensuring quality primary education for all. The qualified teachers are the most capable of helping their students learning as they have deep mastery of both their subject matter and pedagogy”. According to the “Input-Process-Output” framework of quality analysis the most important components of quality education mentioned are “teaching-learning process, academic leadership, role of head teacher, quality of in-service training etc.”(Mustaque et al, 2001). These components are straight linked with teachers’ activities. However, unfortunately teachers’ work has been given less importance and less emphasize in Bangladesh and other countries in developing nations within South Asia and beyond or many other European countries. Paul and Nigel (1997:9) have therefore claimed that educational researchers have paid too little attention to designing studies directly aimed at improving the process of teaching. In Bangladesh also hardly researches have been done on teachers’ works.

1.4 Teacher training program:

Enhancing effective teaching is the crucial factor in all educational systems. It becomes more significant while pedagogical approaches and class perspectives are constantly changing. Teacher training can be a determining factor in enhancing effective teaching. In fact without proper education and training there is no alternative way for our primary school teachers for developing their own professional skills and contributing in our young children’s teaching-learning activities. Researches show, teachers’ qualification and readiness are essential in order to ensure quality education

(Hawes & Stephens, 1999, Heneveld, 1994, UNESCO, 2004 in Hossain, 20013: 282). The stakeholders think that teachers who are more educated are certainly more qualified and able to teach well in the classroom. Teachers' trainings (Beeby, 1966 in Hossain, 2013: 282) are essential in order to guarantee quality education. For these reasons, to improve the teaching learning process and achieve the quality primary teaching in Bangladesh, state owned primary teachers training institutes (PTIs) are offering one year long C-in-Ed training for its teachers. This training aims to bring changes in teachers' pedagogical practice. But, there is a great controversy about the quality of existing teacher training program. Question arises whether this training brings important changes in teachers' practice or not. Some teachers think that C-in-Ed training impacts a lot while some other find it less effective (Mustaque et al, 2001:34). However, this training program in Bangladesh costs a lot. According to Mustaque et al in 2000 the cost for producing a C-in-Ed was approximately Tk.72, 000. (Mustaque et al, 2001: xxviii). Now the situation has been changed and cost has been increased proportionally. In the PEDP-3 budget also there is probation for spending a large amount which has been allocated only for teacher training purpose. In addition it is important to mention that research in recent time similarly says that still there are many teachers in Bangladesh who are teaching in primary schools without training and who have received training are not using it properly. Hossain (2013: P 282) notes, "The study found out that the primary school teachers in Bangladesh enter into the classroom and start teaching without any training. There is no provision of pre-service training for them. By the time they get in-service training they adopt their own style of teaching which is not scientific. After receiving the training of pedagogy, most of the cases the teachers cannot change their way of teaching before having training. Alongside of training a teacher should continue professional development by updating new information, knowledge of his subjects so that students could get the opportunities to learn the latest version of knowledge".

Primary Teachers Training Institute (PTI) is the only organization which is actually exclusively responsible to provide the education and training for primary school teachers in Bangladesh. Therefore, it is important to learn about Primary Teachers Training Institute (PTI) of Bangladesh. In 1854, according to the recommendations of Wood's Dispatch, Graded School System had been introduced in this country. At that time primary education was divided into two levels such as lower primary (Grade-1 and Grade-2) and higher primary (Grade-3 and Grade-4). The teachers who were involved in teaching at that period were not actually aware about the essence of their

professional training and were untrained for a long period. After a long period in 1902 Guru Training School (GT School) had been established for the first time in order to provide teachers training in Bangladesh. The number of teacher trainer of the GT School was only two and their qualification was Matriculation V M (Vernacular Mastership). One of them was called Head Pandit (Head Master) and another of them was called Assistant Pandit (Assistant Master). The educational qualification of the teachers and students of these schools were not higher as well as the depth of the training content were not higher. However, emphasis had been given to practical works rather than theoretical books in these schools. In 1944, about 45 to 55 GT Schools had been transformed into Primary Training School (PT School) and some more new Primary Training Center (PT Center) had been opened at that time. The course content that means the curriculum and syllabuses of the PT School and PT Center was same as it was for GT School. However, the management system of those new institutes was a bit different. There was one graduate teacher with BT degree in PT Schools; on the other hand, PT Centers were established as attached center to some selected High Schools and the Headmaster of concern High School was in charge of those PT Centers. The total number of PT School and PT Center were 86 in East-Pakistan (Bangladesh) in 1947. But as those PT Schools and PT Centers were not considered adequate to meet the demands of the society, therefore, new scheme had been taken to establish Primary Training Institute (PTI) instead of those PT Schools and PT Centers according to the recommendations of the East-Bengal Education Reform Committee in 1949. After that PTIs had been established in different districts in Bangladesh and the total number of PTIs established in the country up to now is 55 which had started since 1951 (NAPE, 2012). Moreover, there are two more non-government PTIs in the country. One is located at Brishiri, Netrokana particularly for tribal people and another is at Muktagasha, Mymensingh. Regarding the establishment of PTIs in Bangladesh Begum and Akhter also mentions that teachers have been trained through these institutes since the late 1950s. In fact, these training institutes were established after 1947 and most of them were established between 1948 and 1969. Since the PTIs have been established it followed the same curriculum and syllabus for long 25 years. In 1979, for the first time the curriculum was revised. Subsequently in 1994 it was again revised (Begum and Akhter, 2000). In 2000 the curriculum of C-in-Ed course has been finally revised by National Academy for Primary Education (NAPE) and all PTIs in Bangladesh were following that. PTIs are providing training program of 10,000 primary school teachers (approximately) each year. Simultaneously PTIs also provide some other short term training courses

such as Training of Trainers (TOT), Subject Based Training for Master Trainers, School Management Training (SMT) for Head teachers, Training on School Supervision for AUEOs, Training on SLIP Program, Training on ICT in Education etc. In addition, some workshops and seminars relevant to primary education also are organized at PTIs such as workshop on school feeding program etc.

In Bangladesh C-in-Ed training is treated as a compulsory foundation course and basic professional training for all primary school teachers. C-in-Ed stands for Certificate in Education. The type of the training is in-service and completely residential. The entry qualification is at least an S. S. C pass and being a teacher of a primary school. 55 states owned and 2 private Primary Teachers' Training Institutes (PTI) offers it, which lasts 12 months. Both of the government and non-government PTIs follow the same C-in-Ed curriculum and conducted by same board called Bangladesh C-in-Ed Board located at NAPE, Mymensingh.

In the meantime, the C-in-Ed training course has been reviewed and a new teacher training program named Diploma in Primary Education (DPED) has been launched. Therefore, now it needs to revisit the new and old versions of primary school teachers' training programs significantly. The training curriculum of primary teachers training institutes has been recently changed to develop the quality of the teachers training. The proposed course is named as Diploma in Primary Education (DPED) instead of Certificate in Education (C-in-Ed). It proposes to increase the duration of training period from 12 months to 18 months. It aims to represent the development of a new initial qualification for the primary and pre-primary teachers of Bangladesh by departing from the pattern of the current primary teacher training program, the C-in-Ed in a number of significant respects. The new curriculum or program claims to be structured in such a way as to actively combine practical teaching in schools with formal learning undertaken on taught courses in a primary teachers training institute (PTI). In the meantime, NAPE has taken some initiatives such as piloting the new course at 7 PTIs (Mymensingh, Chittagong, Rajshahi, Jessore, Sylhet, Barishal and Rangpur) and revising the course contents for the new course within 2012-2013 and intending to start the implementation the new course for all PTIs from 2013-2014. There are some sorts of basic differences between the C-in-Ed course and the newly introduced DPED course.

Table: 01 Basic difference between C-in-Ed and DPED course

C-in Ed Course	DPED Course
Duration of course is 12 months 22 objectives + 22 learning outcomes. Teacher training course. 6 pedagogical subjects + 5 school subjects+ 4 other subjects 3 terms No credit hour system Approximately 3 months for practice teaching in schools Emphasis on summative type of assessment	Duration of course is 18 months 16 objectives + 23 teachers' professional standards. Teacher education course. 5 pedagogical subjects+ 6 school subjects+ 1 professional studies 4 terms 96 credit hours Approximately 9 months for practice teaching in schools Emphasis on formative type of assessment.

The above table apparently shows a big difference between the C-in-Ed course and the newly introduced Dip-Ed course however the detail course contents of both of the two courses do not reveal so big difference.

Although different approaches might be applicable for different individual teachers in different situations, it is true that effective training and education can help the teachers to become more proficient and successful in teaching.

Training always aims to enhance trainees' knowledge, skills and attitudes. Choudhury (1997:13) states, 'Training is designed to help trainee officers (teachers) to acquire knowledge, habits of thought and qualities of character that will enable them to understand their jobs and perform them efficiently and will lead them to advancement in their chosen trades or professions and generally fit them for the part in the world of competitive industry. There is today an increasing demand throughout the world for trained men, scientists, technologists, bankers etc. Sound training imparts not only a way of doing but also a way of thinking'. Armstrong (2001 cited in Haqueet et al, 2010) has mentioned, 'Training aims at influencing the trainees' behavior through increasing their skills, improving knowledge and changing attitudes. The objectives of training are: (i) to develop skills and competence of employees and improve their

performance, (ii) help people grow within the organization in order to meet future needs for human resources from within as far as possible and (iii) reduce learning time for employees starting an new jobs and ensure that they become fully competent as quickly and economically as possible'. Bhatnagar (1987 in Rafi and Sattar, 1997:26-27) refers to the changes produced in a situation as a result of training activities undertaken with certain objects. These are:

1. Change in the level of knowledge.
2. Change in the level of skills.
3. Change in the attitude.
4. Change in behavior, and
5. Change in the organization.

These changes are inter-related. For instance knowledge and skills lead to change the attitude however, having knowledge is the prior condition for acquiring skills. The change of behavior depends on altogether knowledge, skills and attitude. And the organizational change happens when persons within the organization change their behavior. This can be shown as follows:

1. Knowledge → 3. Attitude → 4. Behavior → 5. Organization
- ↓ ↑
2. Skill →

Generally training follows some rigid rules in order to achieve its aims however; in teacher training it might be different, as we do not find any single approach in teaching. However, it does not mean that we have nothing to do for improving teachers' quality. Wragg (1993 in Pollard ed, 1996:10) notes, "There is no single omni-purpose good teacher stereotype. There are different ways of being effective in different circumstances. This lack of singularity, however, does not mean that nothing can be done to help teachers become more proficient. Quite the reverse. If there were a single stereotype of skillful teaching, all one would have to do would be to learn it off by heart. It is because there are numerous ways to help children learn that the challenge to train teachers intelligently, and for teachers themselves to improve the quality of their own practices, is all the more important". He believes that if one tries to break down teaching to the atomic level, it not only becomes silly, but also makes the student or teacher self-conscious. On the other hand it is wrong to expect that if

the general development of the person is sound, then all the skills of teaching will emerge of their own accord. There is now a useful literature on teaching skills. There are reflections and exercises one can undertake in a positive attempt to improve the practice of some aspects of teaching. He concludes that professional competence is intelligent thought translated in intelligent action.

There are, however, a lot of debates about the impact of pre-service and in-service teacher training in different countries. Kyriacou (1986:1) notes that a central task of teacher education is to foster the development of teachers who are able to reflect critically on and evaluate their own teaching. He criticizes some writers emphasis on their professional experiences that the terms 'craft knowledge' and others emphasis on presentation and discussion of theories and research that stem from psychology or sociology. He thinks giving good advice does not provide the necessary framework of understanding which enables to teach effectively. Fuller and Clarke (1994 in Alam, 1999, p.33-35) focusing on the less developed countries note that teachers' pre-service training appears primarily to be effective in countries with low and highly variable teacher quality. In such countries teacher training normally takes place after junior secondary school (9 grades). In Pakistan, Egypt and Thailand they found that the influence of teacher training level and type is less significant and sometimes training holds no effect at all. They also observe that the effect of in-service teacher training in general is quite mixed. There are some indications from Brazil that such training may be more influential when teachers have a certain amount of pre-service training. A study in rural primary schools in Thailand compared the relative impact of pre-service, in-service and instructional supervision by school principals on pupil's performance where pre-service training and supervision believed significant effect. In India however, Chapman and Adams (2002:20) found that pre-service teacher trainings are inefficient in changing and motivating teachers' behavior. Even sometimes teachers of these regions themselves are aware of the inadequacy of this type of training and they express their dissatisfaction about it. They need-but not receive-training according to their real needs.

In Bangladesh, Primary Teachers' Training Institutes plan to offer C-in-Ed training to change and motivate teachers' behavior effectively. However, it seems that most of the teachers do not accept the training wholeheartedly and do not implement it in their own classrooms. Because there is no provision of follow up program. Chapman and Adams (2002:21) note that there is a transmission loss in in-service training when

training programs do not plan for, or follow up on the transfer of training to classroom practice. They indicate that although issues related to teacher training tend to develop around the content, cost and usefulness and existing pre-service and in-service training, some observers such as Harding 1996, Irvine 1995, see that additional types of training criteria are needed to product good teachers. They quote a study (The World Bank, 1997) which found two innovative in-service teacher training pilot programs, (1) Joyful learning and (2) Teacher empowerment and note that joyful learning involves child-centered activities and promotes active learning practices by motivating children to like learning and teachers to adopt active learning activities in the classroom. Recently Bangladesh government and UNICEF jointly provide primary teachers 3-5 days innovative learning program such as MWTL based on Howard Gardner's theory of multiple intelligence in order to promote active learning practices by motivating children to like learning and teachers to adopt active learning activities in the classroom. But the effectiveness of this training is questionable and there is no available research evidence on that. However, the concept of the participatory approach to learning may be related to the introduction of active pedagogies in education policies of lower developed countries (LDCs). Dove (1995 in Alam 1999:35) claims that most recently policy makers have come focus upon how to improve teaching in order to enhance students learning and to equip them with knowledge, values and skills demanded by contemporary society and the workplace. Consequently the role of the teacher is critical to enhance quality and the introduction of new teaching methods. Such methods emphasize self-directed learning, stimulating students' capacities for problem solving, innovative thinking, and team collaboration. These active pedagogies run counter to traditional, passive authoritarian teaching modes. To make the teaching effective teachers have to retrain to learn how to apply new methods. Retraining programs must be based on the progressive pedagogies. However, school culture generally transmits society's culture therefore it may be difficult to introduce self-directed, participatory forms of learning in developing countries. The above evidences show that the effectiveness of teacher training depends on various factors. The factors are as follows:

- The forms of the training.
- The contents of the training.
- The methods of the training.
- The participants and their previous experiences.

- The time and the places, and
- The resources etc.

Avalos (1993 in Alam 1999:34) therefore suggests for avoiding attempts at universal generalization of the impacts of in-service teacher training. Moreover, differences may exist between teaching styles of different countries. For instance, Cullingford (1995:165) cites the research findings, conducted by Osborn and Broadfoot (1992) who observed primary classrooms in England and France, reveal dilemmas of teachers' role between France and Britain.

Table: 02 Teachers' role between France and Britain

France	Britain
The child as student.	The whole child.
The teacher in control.	The child in control.
Public knowledge.	Personal knowledge.
Knowledge as content.	Knowledge as process.
Knowledge as given.	Knowledge as problematic.
Extrinsic motivation.	Intrinsic motivation.
Learning as serial.	Learning as holistic.
Learning as social.	Learning as individual.
Child as client.	Child as person.
Children share characteristics.	Each child unique.
Childhood continuous.	Childhood unique.
Common culture.	Sub-group cultures.
Equal allocation of resources.	Differential allocation

1.5 School inspectors and pedagogical skills:

In Bangladesh there are some education officers such as UEO and AUEO who are working to monitor teachers' work particularly their classroom activities but in most of the cases they do not or cannot perform their duties due to the lack of their knowledge regarding pedagogy because most of them do not have pedagogical training or degree such as C-in-Ed, B Ed, M Ed etc. Usually they emphasize on monitor the administrative aspect of a school rather than academic activities of classrooms during their inspections. On the other hand teachers are facing many similar types of problems with their teaching process at different schools. Paul and Nigel (1997:1) note, 'Teaching situations have important aspects in common and it is therefore possible to take lessons from one situation which are applicable to another. Doing this in a systematic and generalize able fashion is one of the purposes of educational research'. However, UEO and AUEO are not actually using these facilities due to the lack of their professionalism.

1.6 Number of students and teachers in primary education:

In Bangladesh there are almost 24 types of formal and non-formal primary education institutions. Among the 24 categories of primary schools, the Government Primary Schools (GPS) are mainly playing the crucial role as it is the largest pattern of primary education system of Bangladesh. Primary education of Bangladesh is going with a total of 1, 06,859 schools of 14 categories with a total number of 1, 95, 84,972 students of which 98, 04,020 are Girls (50.1%). The total number of female teachers is 26, 5,776 out of 4, 66,508 teachers. The percentage of female teachers is 57 for all types of schools. For details please see the Table -01. A huge number of different primary school teachers are working in Bangladesh and among them majority teachers are working in government primary schools and their number is more than two-third of the whole teachers. Financial responsibility is fully supported by the state for these types of schools. The students are getting free education and the teachers are getting their salaries from the government revenue budget. Government also provides the infrastructure and other necessary equipment for these schools. Moreover, recently Bangladesh government is providing salary supports to different non-government primary schools as well. The formal primary education currently in Bangladesh is offered in a five cycle of primary education. Moreover, the government of Bangladesh

is planning to implement a new education policy for this country where the duration of primary education seems to be offered in eight year cycle.

A huge number of teachers involve in primary school teaching. In spite of huge number of teachers, till there is a question of quality primary education. Answer of this question may be policy problems of teachers' recruitment, teachers' training, teachers' qualification, over burden students in the schools.

1.7 Female Teachers in Primary Schools:

In Bangladesh massive gender development has been occurred in primary education and a large number of female teachers are, at present, working in mainstream primary schools in Bangladesh. Therefore female teachers seem dominant primary schools in Bangladesh. The proportion of female teachers increased significantly over time. It was 32% in 1998, 39.8% in 2008 and 63.4% in 2014. It was always higher in urban and government schools than in the rural and non-government schools. In 1998, 40.1% of the schools had more female teachers than males which increased to 69.4% in 2014. Sharp increase was noticed in government schools, from 29% in 1998 to 72.7% in 2014 (Education Watch, 2015. p-xxxiii).

There is also a provision for appointment of 60% female (with at least a SSC or equivalent) and 40% male teachers (with at least a Bachelor degree) as per the primary teachers' recruitment policy in Bangladesh. Focus of gender development has been dominating not only for their participation but also for the services that they provided to the organizations. Their contributions have not only been confined within teaching in classes but also encouraging the girls to be educated by checking girls' dropout from primary education and contribute to the society as a whole. It can also raise the aspirations of girls and young women and positively influence social attitudes toward women. All these seem are very positive signs for the female primary school teachers in Bangladesh; however, there might also be some problems such as, (1) the female teachers are not equally qualified and therefore they might not equally contribute in comparison with their male counterpart, (2) the female teachers' contribution might not well recognized by the organization, (3) the female teachers like the job but they might keep aside from important responsibility and their importance is not so much recognized, (4) the unfavorable working environment,

unhealthy inter-personal relationship could make them dissatisfied. Therefore, in one hand, there are some good possibilities and on the other hand there are some negative notions for female teachers' in primary teaching profession. As a consequence, at the present situation it is important to justify that whether the teaching performance of male teacher is better than their female counterpart, or equal, or the opposite (!) Considering the above situation there is a need in Bangladesh to observe the pedagogical practices of male and female teachers in primary classrooms. It is also significant to justify the teaching performance of both male and female teachers to observe the differences of their teaching practice. If there are significant differences between the pedagogical practices of male and female teachers in primary schools then it is important to find out the kinds of differences and the ways to minimize it. Bangladesh has had constitutional obligation to ensure gender equality in every walks of life in the society. Article 10 of the constitution of the Peoples' Republic of Bangladesh reads, 'steps shall be taken to ensure participation of women in all spheres of life'. But the female teachers are given more than equal opportunity while there is provision of 60% quota reservation for female teachers. This additional advantage given to the female is although under the legal framework of the constitution. In the article 28(4) says that special provision in favors of women or children can be taken. In article 29(3) (a) reads, 'special provision can be made in favor of any backward section of citizen for the purpose of securing their adequate representation in the service of the republic. So the female are given privilege in participating primary education under the constitution of Bangladesh. The women have been considering as the backward section of the society in Bangladesh. This is one of the significant reasons of prioritizing the female to recruit and select as primary school teachers. Among other reasons the notable reasons are to combat girls students drop out and facilitating teaching as well as primary education with 'substitute mother's role from the female teachers (Tasnim,2006:45).

The current recruitment rules and policy for teachers of primary education is also important for justifying their role. There are some special rules for recruitment, promotion, placement and transfer for primary school teachers in Bangladesh. To be recruit as a teacher both male and female candidate have to sit for written examination. Candidate for the oral examination are selected on the basis of their results in the written exam. In the recruitment policy there are some inequities between male and female candidates. For instance men and women require different qualifications to apply for the same post of a primary teaching position. Currently

women only need a pass in the SSC examination or equivalent with at least a second division while men need to have a graduation degree from any recognized university or an HSC with at least a second division and additionally with a Certificate in Education (C-in-Ed) course degree. On the other hand, in Article 28 (3) of the constitution of Bangladesh it is very clearly mentioned, “No citizen shall, on grounds only for religion, race, caste, sex or place of birth be subjected to and disability, liability or condition with regard to access to any place of public entertainment, resort or admission to any educational institution”, which conflicts the current recruitment rules for primary school teachers in Bangladesh. Moreover, the existing recruitment rules follow reservation quota especially for the female candidates. Under these rules 60% of posts for direct recruitment will be fulfilled by female candidates and among other 40%, 20% post will be fulfilled by the dependent (posso) and the rest 20% may be fulfilled by the male candidates. If according to the female and male quota, the candidates are not available then vacant posts can be fulfilled by the candidates of the same class of the related thana, upazila or according to the field in which district, the thana is situated, any other upazila of that particular district and if the candidates of the same class from the same upazila or thana mentioned above is not found then the posts can be fulfilled by the candidates of same class from the other districts. In case of fulfill the female and male quota mentioned in this rule, other existing present rule or government decision of quota system for any special class or group should be followed according to that existing rules regarding quota system except female quota. This does not necessarily criticize the primary teachers’ recruitment rules in Bangladesh however, how it impacts in ensuring quality primary education in Bangladesh that is the concern.

1.8 Conclusion:

Although there are big challenges in primary education in Bangladesh which have been mentioned and discussed above, but simultaneously there are some opportunities as well in this regard which could help overcome the challenges. One of the most important opportunities is that Bangladesh has a strong national commitment to primary education. So if the teachers could take the leadership to ensure the quality of primary education then the challenges can be overwhelmed.

Table: 03 Number of Schools, female teachers and female students in primary schools in Bangladesh (2013):

Schools Type	Nos. of schools	Teachers				Students			
		Male	Female	Total	% of Female	Boys	Girls	Total	% of Girls
Govt. Primary Schools	37700	76457	137334	213791	64.2	5193447	5370884	10564331	50.8
Regd.NGPS	22632	48911	40572	89483	45.3	2169786	2156108	4325894	49.8
Non-regd. NGPS	2799	3194	7573	10767	70.3	228459	215265	443724	48.5
Experimental Schools	56	28	199	227	87.7	5869	5630	11499	49.0
Ebtadaee Madrasa	2623	8473	1845	10318	17.9	177677	166443	344120	48.4
Kindergarten	14100	34982	49653	84635	58.7	981462	817038	1798500	45.4
NGO Schools	2101	1538	3152	4690	67.2	103728	108484	212212	51.1
Community Schools	1244	1055	3242	4297	75.4	101446	106080	207526	51.1
Attached to High Madrasa	5583	19607	3069	22676	13.5	434910	410528	845438	48.6

Primary Sections of High Schools	1245	3654	4436	8090	54.8	225038	242888	467926	51.9
Brac	9683	272	9472	9744	97.2	84571	129590	214161	60.5
ROSC Schools	3830	730	3124	3854	81.1	46359	47634	93993	50.7
SishuKollyan Primary Schools	112	100	254	354	71.8	5234	5796	11030	52.5
Other Schools	3151	1731	1851	3582	51.7	22966	21652	44618	48.5
Total	106859	200732	265776	466508	57.0	9780952	9804020	19584972	50.1

Source: Bangladesh primary education: Annual Sector Performance Report 2014, p-24.

Therefore, the significance as well as rationale of this study is as follows;

2. Rationale of the study:

2.1 Exploring the overall quality of primary education in Bangladesh:

As ensuring the quality education for all the children is the ultimate goal of the nation, this study first aims to observe its present situation. Quality education relates many issues. The national education policy of the country in broader sense first reflects the

nature of education quality at a glance. The curriculum, the text books, the teacher appointment rules, the education budget, the education administration system, the inspection and monitoring system, the supply and use of teaching materials, the assessment process, the school facilities and finally the teacher training program, the teachers' work, the teaching learning processes etc. are the ultimate outcome of national policy and are very much important issues which are also inter-related with each other to ensure quality. This study aims to examine these issues.

2.2 Measuring the quality of teachers' activities:

There is no specific quality index or framework for measuring the teachers' quality particularly quality teaching-learning process in Bangladesh. So the definition of quality primary education and quality teaching are also unclear to many of Bangladeshi primary school teachers. This study aspires to investigate what exactly quality education is and what do the teachers mean by understanding quality education in teachers' perspective as well as they link it with their activities. This study aims to explore the current image of teachers' work at primary schools as per the quality indicators.

2.3 Effectiveness of teachers training program:

In Bangladesh there are traditional types of primary teachers training programs are going on indiscriminately in different places, for instance, C-in-Ed and DPED training at different Primary Teachers Training Institutes (PTIs) under C-in-Ed Board. Many other training programs are being provided to primary school teachers such as Basic in-service training, Subject Based training (on Bangla, English, Math, Social Science and Environmental Science) at different URCs under the supervision of the training division of DPE (Directorate of Primary Education). However, in mainstream, state owned Primary Teachers Training Institutes offer one year long training for primary school teachers which is called C-in-Ed course is the most important one and it is considered as foundation-training for primary school teachers. Therefore, there is a need to justify the effectiveness of these training courses. This study aims to explore it.

2.4 Inadequate study on teachers work:

Hardly research studies have been done on teaching practice of primary school teachers in Bangladesh so far I have explored. Therefore, there is a need to conduct more and more study on teachers work. This study expects to create more scope for conducting more studies on teachers work in future in Bangladesh.

2.5 Cost-effectiveness of govt. teachers' training:

Teachers training programs in Bangladesh costs a lot even though there is a very few studies on it. As per Mustaque et al in 2000 the cost for producing a C-in-Ed was approximately Tk.72, 000. (Mustaque et al, 2000: xxviii) and now the cost has been increased proportionally. In the PEDP-II budget also a large amount has been spent only for teacher training purpose. Furthermore, in PEDP-3 a huge amount has been allocated for teacher education and a new teacher education or training course (Dip-Ed Course) has been introduced in this regard. But still there is no well known provision to justify the effective-ness of teacher training program in Bangladesh yet. So this study hopes to find the cost effective-ness of teachers training program to some extent implementing in Bangladesh.

2.6 Finding the differences between the trained and untrained teachers:

Although Primary Teachers' Training Institutes plan to offer C-in-Ed or DPED training to change and motivate teachers' behavior effectively. However, it seems that most of the teacher do not accept the training wholeheartedly and do not implement it in their own classrooms. Because there is no provision of follow up program. This study therefore aims to investigate whether there are any significant differences between the teaching practices of trained and un-trained teachers.

2.7 Teaching practices on the basis of gender:

This research study aims to explore the differences between the teaching practices (pedagogical) of male and female teachers in primary classrooms. It also wants to justify the appointment policy (requirement policy) of more female teachers in

primary schools in comparison with the male teachers. This study wants to see whether there is any special need for female teachers to be trained separately. It also wants to find out the hindrances or barriers of female teachers in performing their duties in schools. It aims to examine and identify the supportive roles for female teachers in their teaching performances as well.

2.8 Training need assessment:

A lot of primary school teachers are still untrained. If this types of trainings are considered more effective, they should be trained immediately and if not then it would be the demand of time to assess the teachers need and reorganize the existing training program accordingly. This study expects to help in determining the strategies and upgrading the teachers' training courses.

2.9 Follow-up program of C-in-Ed and DPED Course:

In the existing system, there is no in-built and effective follow-up program to see the effectiveness of C-in-Ed and DPED course. Although there are some education officers such as UEO and AUEO who are working to monitor and mentor teachers work particularly their classroom activities but most of the cases they do not or cannot perform their duties due to the lack of their knowledge regarding pedagogy as they do not have pedagogical training such as C-in-Ed, B Ed etc. So there should be some follow up program for developing the existing training programs. This study hopes will help to develop the follow up programs in accordance with the existing teachers training programs.

2.10 Further Research:

This study aimed to provide some new dimensions in exploring teachers teaching practice as well as training programs. It provides clues to conduct new researches on teachers' works and activities related to the development of education in broad sense.

Therefore, study of current scenario of primary classroom teaching practice would be of great value, because on the basis of such a study, an insight will be developed into existing scenario and issues relative to quality primary education which in turn would guide for appropriate plan of action which may be undertaken for the implementation of a good quality primary education.

3. Statement of the problem:

Current Scenerio of Classroom Teaching Practice in Primary Classrooms:
Its Impact on Quality Primary Education in Bangladesh.

4. Research Purpose:

The main purpose of this study was to explore the real situation of classroom teaching practices in primary schools in Bangladesh on the basis of quality indicators.

Thus the researcher according to the purpose had determined to generate the following research questions in this study.

5. Research Questions:

1. How is the quality of classroom teaching practice of primary school teachers in Bangladesh at present?
2. How significant are the differences between the teaching practices of trained and untrained primary school teachers?
3. How significant are the differences between the teaching practices of male and female primary school teachers?

6. Operational definition of concepts

Current scenerio:

In this study '**current scenerio**' stands for the present scenario of classroom teaching in primary schools during the period of conducting the research study.

Teaching practice:

'**Teaching practice**' here refers the pedagogical practices (teaching-learning activities) performed by the primary school teachers in primary classroom in Bangladesh.

Trained and Untrained teacher:

In this study **trained teacher** indicates the primary school teachers particularly who have had professional training like C-in-Ed training or DPED training and **untrained teacher** indicates the primary school teachers who have not had the professional training such as C-in-Ed training or DIPED training.

Male and Female teacher:

Male teacher means only classroom teaching practice (pedagogical practice) performed by male primary school teacher and **Female teacher** means only classroom teaching practice (pedagogical practice) performed by female primary school teacher. In the case of teaching practice on the basis of gender it is well known to most of all researchers in the related field that there might some typical or identifiable differences between male and female teachers; however, these types of differences are not the focal points of this study as well as it is not the purpose of this study to find the differences of physical or mental efficiency between female and male teachers as it is mentioned earlier. While the main objectives of this study are to find out particularly the differences of only pedagogical practices between the male and female teachers therefore, emphasis has been given only on teaching practices rather than other differences.

7. Organization of the study:

This study consists of (organized with) six chapters. Among these five are the main chapters and one is the annexure in this thesis paper. The chapters are as follows;

7.1 Chapter One:

This chapter is actually introductory and background chapter. This includes as well as deals with some of the essential topics of the study such as some challenging issues and key problems of quality primary education, rationale and justification of the study, statement of problem, objective of the study, research questions, few operational definitions and organization of the study.

7.2 Chapter Two:

Chapter two is exclusively all about the literature review on the basis of which the conceptual framework of this study had been developed. It explicitly along with very critically analyses different empirical issues regarding quality education such as significance and definition of quality education as well as impacts of it, different initiatives and measures that had been taken in Bangladesh to ensure it, different projects in primary education, common teaching learning process and methods that used in Bangladesh, some research evidences and findings on effective teaching and learning process, differences between traditional and progressive pedagogy. Finally this chapter concludes with stumbling and outlining eight major areas of teaching learning activities including some sub-areas on the basis of which this study had been conducted.

7.3 Chapter Three:

This chapter presents different issues regarding the plan and procedure of the study, methodology, which had been adopted to pursue the objectives of the study properly. This chapter also encompasses exclusively the way of document analysis, detail explanation of direct classroom observation process, interview procedure, sampling

criteria, description of study area, development of research tools, piloting the tools, constraints and limitations of the study and ethical guidelines.

7.4 Chapter Four:

This chapter discusses about the detail findings of the study. It comprises data presentation, detailed findings of observation, analysis and interpretation, detailed findings of interview, extract of interview findings, additional findings as by product from both observation and interview and the actual scenario of primary schools in Bangladesh which was the eventual goal of this study.

1.7.5 Chapter Five:

Chapter five is actually the final chapter of this study which concludes with the analytical discussions and recommendations of this study based on the findings. It includes discussion on findings, discussion on quality dilemma, discussion on findings and significance and discussion on additional findings.

1.7.6 Chapter Six:

There are eight appendixes in the last chapter. Appendix one includes the bibliography (references of the books, journals, periodicals, reports and web-based articles) that has been used in the study. Appendix two presents the format of observation checklist. Appendix three includes semi-structured interview questionnaires for Asst. teachers; Appendix four includes semi-structured interview questionnaires for Head teachers, Appendix five includes semi-structured interview questionnaires for AUEOs, Appendix six includes semi-structured interview questionnaires for PTI, URC instructors and UEOs and finally Appendix seven includes semi-structured interview questionnaires for DPEOs and PTI superintendents and finally appendix eight includes a photocopy of gazette notification on teachers appointment rules.

Chapter Two

Related Literature: A Review

1. Quality Education: Some Indicators

1.1 Introduction:

This chapter presents the literature review. A wide range of literature on quality primary education, teaching-learning process and educational research have been explored and analyzed. On the basis of the contents of this chapter the conceptual framework of the study has been developed. This chapter first includes briefly and critically analyses of the different empirical issues regarding quality education such as importance and significance of quality education, its definition as well as its impacts on children's future lives, framework and different indicators of quality education. Then it discusses on different initiatives (measures) that have been taken in Bangladesh to ensure the quality. This chapter further discusses about effective teaching-learning process as well as some common teaching learning methods which are being used in Bangladesh. Some research evidences and findings on effective teaching and learning process including traditional pedagogy and progressive pedagogy also have been discussed. Finally this chapter concludes with stumbling and outlining eight principal areas of teaching learning activities including some sub-areas on the basis of which the study has been focused and accomplished.

1.2 Quality education:

Quality is the expediency of the day. A quality education is one of the greatest gifts that we can provide to our young children. People are, at present, very much aware of quality in every sphere of their lives than ever before. As a consequence, the concept of quality is being rapidly spread out all over the world through business and industry to education. In education, it seems more important because many parents nowadays like to think their own children's career development in the context of global competition and like discerning customers they are not satisfied with a poor quality education. Many Bangladeshi parents now wish to send their children to high quality schools such as 'Private Schools' or 'English Medium Schools' as they think these are the best in the country. Even some rich parents do not hesitate to send their children abroad for achieving quality education.

In Bangladesh, however, few studies have been done on quality in primary or in higher education and hardly study reports have been published on it. Moreover, the mass media are not showing interest in focusing adequately on quality education in the country. Therefore, many people here find quality education according to their own perspectives. And often they fall into the trap of seeing a gorgeous external facade and attractive advertisements of different educational institutions. Many private schools do not follow life-oriented curriculum or pedagogical methods in their teaching but many rich parents think that they could achieve quality education through these schools by spending a lot while most poor parents think they do not get quality education through government primary schools. Furthermore, some parents particularly in rural areas want to find quality education by sending their children to religious educational institutions such as ‘Madrasas’.

1.3 Importance of quality primary education:

Quality primary education implies a lot of positive impacts on children’s lives. It determines the future of the children as well as the future of the whole nation. Research in recent decades has demonstrated the importance of quality education for students learning and achievement. Researchers, such as Brooker (2002), Siraj-Blachford and Wong (1999), Howes (1990) in Brooker (2002), Sylva and Wiltshire (1993), Schweinhart et al (1993) in Siraj-Blachford and Wong (1999), suggest that quality early education can dramatically change the future of children’s lives; particularly it is proved more effective in the case of disadvantaged children. Quality primary education can be a great way to tackle poverty perhaps in many poor countries in the world.

About the importance of quality in early years education Brooker (2002) argues that human societies without exception want the best for their children for the future. She, based on evidence from Sylva (1994), points out that;

- Any pre-school provision may have beneficial outcomes for children and
- High quality pre-school experience leads to the most beneficial outcomes and
- The most disadvantaged children gain the most from good quality pre-school experience. Additionally
- There are proven economic paybacks for investment in quality.

Emphasizing the above points has led to early years and primary education institutions significantly increasing all over the world in the last few decades. Simultaneously, stakeholders such as teachers, parents, managers, inspectors, supervisors, funding agencies and researchers are being increased gradually and becoming interested in quality education. Many of them also trying to figure out the real meaning of quality education.

1.4 Definition and framework of Quality

Primary Education:

Elfer and Wedge (1992p.49) argue that it is important to define quality for at least two reasons, ‘(1) a wide range of types of service, offering very different experiences to children, need to be sure that they do so on the basis of a clear common understanding of the objectives and underpinning philosophy and values of that service and (2) to define and describe high quality provision for children collectively as quality framework.’

Therefore, first it is important to define quality. However, this seems a bit difficult because quality definitions are not merely academic. Actually the concepts of quality control and quality assurance were created in the 1920s in the world trade markets and gradually introduced in education. The American Society for Quality Control recognizes that quality is ‘a subjective term for which each person has his or her own definition’; but goes on to state that ‘in technical usage, quality can have two meanings: (1) the characteristics of good service that bear on its ability to satisfy stated or implied needs; and (2) a good or service free of deficiencies’ (quoted in Dahlberg et al, 1999 p.88-89). Hervey and Green (1993 in Ashcroft 1995) point out that quality may be viewed as a benchmark, and absolute like ‘truth’, that allows no compromise. Quality might be discussed in terms of perfection, excellence and fitness for purpose, value for money or transformation. It is not surprising that notions of value for money underpin many of the definitions of quality that are emerging from the funding councils in the UK. These include the use of resource based performance indicators and charters with targets of performance (DFE, 1993a and 1993b in Ashcroft K (1995 p.14).

From the numerous definitions concerning quality and its perspectives, the researcher strongly believes that ‘quality’ is not an unprejudiced word. It is a constructed concept that depends on different contexts of different society, culture and environment. Therefore, it is absolutely very difficult to find out a unique definition of quality. Different groups emphasize different aspects in quality as per their own perspectives and points of view. May be for this reason, Woodhead (1995) has strongly argued, “I challenge the global distribution of any one single framework of quality. Such a

framework might inevitably lead to a world of uniformity, a standardized recipe for the quality --- there are many potential criteria for quality which are closely linked to beliefs about goals and functions --- these beliefs are in turn shaped by perspectives to childhood, by cultural patterns and personal values.” (cited in Dahlberg et al, 1995 p.5).

The Quality in Higher Education (QHE) project, based in Birmingham, attempts to develop a methodology for assessing quality in higher education and states five ways of viewing quality. It says that usually quality links to exceptionally high standards; secondly, it is interrelated with the ideas of zero defects and getting things right the first time; thirdly, it relates to fitness for purpose; fourthly, it equates with value for money and finally quality as transformative. Education is not a service for customer but an ongoing process of transformation of the participant. This leads to two notions of transformative quality in education; enhancing the customer and empowering the customer (Harvey et al, 1992 in Nightingale and O’Neil, 1994 p.7). However, for me pupils and parents must not be defined as ‘customers’. Particularly Bangladeshi society still differ students and their guardians from customers.

Elfer and Wedge (1992p. 52) mention four common ideas which appear very important to a fuller understanding of quality; (1) the notion of quality is meaningless unless there is clarity about the values and beliefs that underpin a service, (2) in the provision of any service there may be a number of ‘stakeholders’ who could be considered as users and other groups who may have a key interest in the way the service is provided, (3) review of quality needs entail more than a review of individual service and must include the policy and organizational framework within which a service operates, (4) assessing quality must go beyond the application of checklists and frameworks. As a researcher I think these are very crucial and significant points for them who are actually working with quality analysis process.

The limitation of defining quality is concerning the cross-cultural validity of definitions therefore it is difficult to generalize. A comparative ethnographic study by Boocock (1995) on value and goals of early childhood programs in 13 countries has shown how the quality characteristics and goals defined in research within one culture

cannot be generalized to another. While the USA and UK have shown to value a Piagetian child-centered model, it has been explicitly considered insignificant in many New Zealand pre-schools. Moreover, some quality characteristics considered essential by USA and UK researchers are accorded less important elsewhere (Boocock, 1995 in Siraj-Blachford and Wong, 1999).

Woodhead (1996) argues that although quality is subjective, it is not arbitrary. He proposes a framework of defining quality based on fixed input, process and output indicators and at the same time obtaining the views of stakeholders and beneficiaries. In Woodhead's framework, he has recognized that quality is at the same time both objective in terms of characteristics and subjective in terms of views (Woodhead 1996 in Siraj-Blachford and Wong 1999).

In Bangladesh all parents, stakeholders and beneficiaries also expect better quality education for their new generation like other nations while quality education refers different meanings to different people consistent with their own perspective. Moreover, in this country absence of adequate information and research make it inevitably difficult to explore quality.

In 1998 a research study on quality primary education in Bangladesh was conducted by a Non-Government Organization named 'Save the Children' which was within a very small scale and the main focus was given on the impact of primary education from the perspective of different categories of adult and children including those who suffer social exclusion in their day to day life (Save the Children, 1999, p.5). Although it did not follow any framework for measuring quality, however, the study was based on some conceptual considerations. These were as it mentioned, "Quality education is usually defined in operational terms like conducive learning environment, teacher learning time and relevant, skill-based curriculum among other things. Yet there is another issue, which is always implied but often forgotten. Quality education has to be necessarily engaged in the means as well the ends in creating a sensitive and a just society." The study findings provide different types of Bangladeshi definitions of quality education. It states that most of the Bangladeshi urban middle income groups of teachers and literate adults define quality like 'the

education system is one through which man makes himself more human; that which develops the potential, develops positive qualities of the psyche so that men becomes a better human being; helps to analyze etc'. The illiterate adults from urban and rural areas define quality education in more functional terms like 'a book and pen, building life, carrying out any activity and some said that education cannot be divided like property' (Ibid p.28).

In 1999 and 2000 another non-government organization named 'Education Watch' also conducted study on quality primary education in Bangladesh and published two reports; (1) Hope not Competency: State of Primary Education in Bangladesh 1999, and (2) A Question of Quality: State of Primary Education in Bangladesh 2000. These two studies have emphasized on "Input-Process-Output" model for measuring quality.

The "Input-Process-Output" analytical framework of quality education has also been used by many other researchers to justify the quality of education in many countries. Researchers such as Woodhead (1996), Adams (1998), Mustaque et al (1997) considered this framework as an important tool for analyzing quality education.

Table: 4 Input-Process-Output (IPO) framework of quality education:

Input/program effort	Process	Output/outcome
<ul style="list-style-type: none"> • Vision • Policy • Financing • Curriculum • Contact time • Quality of teachers • Management and supervision • Physical facilities • Teacher-student ratio 	<ul style="list-style-type: none"> • Teaching-learning process • Co-curricular activities • Activity and pupils records • Classroom organization and management • Community 	<ul style="list-style-type: none"> • Pupil achievement • Enrolment, attendance, retention and successful completion • Quantum and quality of the assistance

<ul style="list-style-type: none"> • Teaching-learning materials • Equality of access 	<p>involvement</p> <ul style="list-style-type: none"> • Academic leadership role of the head teacher/supervisor • Quality of in-service training of teachers 	<p>received from the local community</p> <ul style="list-style-type: none"> • General upkeep of the school • Student mobility to higher levels and the world of work
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Source: Mustaque, Choudhury, Haq and Ahmed (1997).

However, to meet the purpose of the present study it is important to trim down the components of quality framework for focusing on particularly the classroom teaching practice of primary school teachers. The issues that are closely related to the teachers' activities from this framework usually are: quality of teacher, teaching learning materials, teaching learning process, co-curricular activity, pupils record, classroom organization and management, quality of in-service teacher training etc. All the above elements are related to pedagogical practice.

In 2000 Primary School Performance Monitoring Project (PSPMP) has conducted another research study on quality primary education in Bangladesh and published a report in 2001 on it. In the PSPMP survey, data were collected from 150 schools selected through a national random sampling process. It followed Craig-Heneveld Framework for analyzing quality education. The Craig-Heneveld Framework has four factors. These are (1) Supporting Inputs, (2) Enabling Conditions, (3) School Climate and (4) Teaching and Learning Processes. Each factor comprises several sub-factors.

Table: 5 The Craig-Heneveld Framework of quality education

Supporting Inputs	Enabling Conditions	School Climate	Teaching and Learning Processes
<ul style="list-style-type: none">• Parent/comm unity support• Support from the system• Material support	<ul style="list-style-type: none">• Leadership• capable teaching force• Flexibility and autonomy• Time in school	<ul style="list-style-type: none">• Expectations for the students• Teachers attitudes• Order and discipline• Organized curriculum• Rewards and incentives	<ul style="list-style-type: none">• Learning and use of time• Teaching strategies• Homework• Students assessment and feedback

Source: PSPMP (2001)

Furthermore, DPE, under the ministry of education, government of Bangladesh, has conducted some baseline survey to find out the quality status of quality in primary education in Bangladesh and published reports on it for monitoring the progress of PEDP-II within the year of 2006-2008.

1.5 The KPI and PSQL indicators for measuring quality primary education:

DPE has developed and followed KPI and PSQL tools for measuring the quality of primary education in Bangladesh.

Table: 6 The KPI and PSQL indicators for measuring quality primary education

Key Performance Indicator (KPI)	Primary School Quality Level (PSQL)
<ul style="list-style-type: none"> • Gross and net intake rates • Gross and net enrolment rates • Pupil-teacher ratio • Number of schools operating single shift • Percentage of primary school teachers having C-in-Ed training • Repetition rates in all classes • Survival rate to grade 5 • Coefficient of efficiency • Number of disable children in the schools • Student absenteeism • Proportion of class 5 students entering for the primary education scholarship examination • Proportion of class 5 students achieving pass level in the primary education scholarship examination • Transition rate from class 5 to 6 	<ul style="list-style-type: none"> • Children attending school • Children with special needs attending school • Numbers of pupils in each class reduced • Pupil-teacher ratio reduced • New constructed classrooms • School toilets provided • School water supply provided • Increased school contact hours • Textbook availability • Students texts for each subject • Teaching aids • Initial teacher training • In-service training of teachers • Teachers guides, aids and equipment provided • Head teacher training • School management committee training

Source: Baseline report of PEDP II (2006)

In the course of time the KPI and PSQL have been revised and updated as per the requirements and decisions of JARM (Joint Annual Review Mission) meeting in collaboration with MOPME, DPE, DP and other organizations including civil societies each year. The latest updated KPI and PSQL are a bit changed or in some cases completely changed from that of the Baseline Survey Report of 2006. Here it is important to mention that baseline survey was necessary for measuring the difference between the present situation of the quality of primary education and the achieved targets after implementing different interventions through the programs. DPE has been completed two baseline surveys during PEDP-2 and PEDP-3 term. The first baseline survey was conducted in 2005 and its report was published in 2006 during PEDP-2 term. The second baseline survey was conducted in 2010 and its report was published in 2011 during PEDP-3 term. Therefore, some KPI and PSQL indicators have been deleted and some new indicators have been incorporated. The changed list of KPI and PSQL indicators as well as their agreed targets within 2016 (at the end of the PEDP-3 program) is given below.

Table: 7 Key Performance Indicators (KPI) of PEDP-3

SL	KPI	Issues	Baseline 2005	Baseline 2010	Target 2016
1.	Percentage of students achieving grade - 3 competencies (all boys and girls)	Bangla Math		NA	75% 60%
2.	Percentage of students achieving grade -5 competencies (all boys and girls)	Bangla Math		NA	50% 60%
3.	Grade-5 terminal examination pass rate			92.3%	NA

4.	Percentage of children out of school (boys and girls)			15%	5%
5.	GER		93.7%	107.7%	105%
6.	NER		87.2%	94.8%	98%
7.	Gender parity index of GER		1.05	1.09	1.03
8.	Net attendance rate (bottom & top 20% of households as per BBS consumption quintile)		58-80%	77-88%	82-90%
9.	Upazila composite performance indicator (Gender parity rate, survival rate & pass rate of terminal examination)	Bottom 10% Top 10% Range		1.1 2.3 1.1	1.5 2.5 1.0
10.	Number and types of functions delegated to district, upazila & schools				
11.	Expenditure of block grants for upazila and schools (conditional & unconditional).				
12.	Completion rate		52.8%	60.2%	80%
13.	Dropout rate		47.2%	39.8%	20%
14.	Coefficient of efficiency		61.8%	62.2%	70%
15.	Percentage of schools that meet three out of four PSQL indicators (girls toilet, potable water, classroom size & student teacher ratio)		NA	17%	50%

Table: 8 Primary School Quality Level Indicators (PSQL) of PEDP-3

SL	PSQL	Concern	Baseline 2005	Baseline 2010	Target 2016
1.	Percentage of schools which received all new textbooks by January 31	GPS & NNPS	NA	33%	100%
2.	Percentage of teachers (HT & Asst. Teachers) with professional qualification (C-in-Ed or DPED or B Ed or M Ed)	Male & Female		83%	95%
3.	Percentage of teachers (HT & Asst. Teachers) who received continuous professional development training	Male & Female		88%	95%
4.	Number of enrolled children with disabilities	Boys & Girls			
5.	Percentage of schools with separate functioning toilets for girls	GPS & NNPS		31%	80%
6.	Percentage of schools with at least one functioning toilet	GPS & NNPS		96%	100%
7.	Percentage of schools with potable water	GPS & NNPS		71%	100%
8.	Percentage of schools which	GPS &		33%	95%

	depend on water points for water where the water point is in working condition	NNPS			
9.	Percentage of schools which have a functioning water point that have potable water	GPS & NNPS		83%	95%
10.	Percentage of classrooms that are in good condition	GPS & NNPS		88%	NA
11.	Percentage of schools that meet the SCR (Student Classroom Ratio) standard of 40	GPS & NNPS		20.6%	25%
12.	Percentage of standard size classrooms (26'X19'6") and larger	GPS & NNPS		43%	NA
13.	Percentage of classrooms which are in pacca	GPS & NNPS		96%	100%
14.	Percentage of Head Teachers who received training on school management and leadership	GPS & NNPS		71%	85%
15.	Percentage of SMC members who were trained (at least 3 members)	GPS & NNPS		33%	NA
16.	Percentage of schools that meet the STR (Student Teacher Ratio) standard of 46	GPS & NNPS		44%	75%
17.	Percentage of schools with pre-primary classes	GPS & NNPS		43%	100%
18.	Percentage of schools which receive SLIP grants	GPS & NNPS		64%	80%

Source: Bangladesh primary education Annual Sector Performance Report 2014, p-37-38

Different stakeholders and experts such as GOB experts, DP experts and experts from other non-government organizations have determined the above indicators and these are obviously very significant to measure quality of primary education in Bangladesh as a whole. However, these are mainly focused on overall quality status of primary education and significance of teachers' activities has been given here less emphasized. In this framework issues related to teachers activities are merely teacher-student ratio, percentage of primary school teachers having C-in-Ed training, teaching aids, teachers' guides, aids and equipment etc. Actually the reasons behind this was nothing but different stakeholders and experts have been emphasized to determine the indicators as per their own view, demand, desire and interest with what they are working for at that time.

The key performance indicators were selected in 2005 to measure the quality of primary education in Bangladesh and it has been dramatically changed within a very short time. This indicates whether those indicators have been achieved within the stipulate timeline or the importance of those indicators has been finished or the targeted indicators were not appropriate for measuring the quality of primary education in Bangladesh.

The first 3 indicators of the latest KPI list which are direct linked with teaching and learning are actually not sufficient to measure the quality of teaching and learning of whole primary education as these cover only two subjects of two grades and the result of grade 5 terminal examination. The assessment tools followed in terminal examination and the whole examination process is still not out of question.

1.6 Management and quality issues of primary education in Bangladesh

To understand and analyze the quality situation of primary education in Bangladesh it is also important to know simultaneously about the above mentioned quality indicators as well as the management system of primary education in Bangladesh.

In 1992 firstly a separate ministry-level division named the Primary and Mass Education Division (PMED) was established in Bangladesh to give more emphasis on primary education and at that time it worked under the direct supervision of the Prime Minister's Office. The PMED has today been uplifted into the Ministry of Primary and Mass Education (MOPME). In fact the MOPME is mainly responsible to manage and implement the primary education of Bangladesh. The Directorate of Primary Education (DPE) and National Academy for Primary Education (NAPE) also work as the apex implementing agencies under the direct supervision of MOPME. Simultaneously the implementation and management of primary education flows from DPE to divisional, district and upazila levels according to the organizational structure of primary education in Bangladesh.

The DPE is headed by a Director General (DG) with the status of additional secretary and above. It is mainly responsible of execution of the policies formulated by MOPME. It manages the whole primary education system with different divisions headed by ten directors. The field units of primary education management in Bangladesh are Divisional Offices headed by Deputy Directors (DD), District Offices headed by District Primary Education Officers (DPEO) and Upazila Offices headed by Upazila Education Officers (UEO).

The professional organizations related to the management of primary education in Bangladesh are National Academy for Primary Education (NAPE), Primary Teachers' Training Institutes (PTI) and Upazila Resource Centers (URC). These organizations actually aim to play the crucial roles particularly for ensuring qualitative primary

education in Bangladesh by providing continuous professional training and academic supports. The NAPE is headed by a Director General (DG) with the status of joint secretary and above. NAPE also has a Director, a Deputy Director and a number of faculty members. It is considered as the highest training institute for primary education in Bangladesh. The responsibilities of the academy are: development of C-in-Ed curriculum and the academic supervision of Primary Teachers' Training Institutes, organizing officers training, research, workshops, seminars etc. The Primary Teachers' Training Institutes offer one-year formal C-in-Ed course which is designed to train the teachers on pedagogical aspects and subject teaching methods. The PTI is headed by a Superintendent with the same status of a district primary education officer. An assistant superintendent and a group of instructors (trainers and facilitators) work in this institute. Upazila Resource Center (URC) is a new institution at the upazila level for professional development of teachers in order to improve the quality of primary education under the direct supervision of PTI. It organizes subject based, teaching-learning process, teaching aids and other management training for primary teachers. Moreover other officers such as DPEO, UEO, and AUEO are also simultaneously working together for administrative as well as qualitative management of primary education in Bangladesh. However, quality in primary education still seems far away in Bangladesh. Latif (2004:6) identifies some of the challenges in this regard. He points out, 'The system is characterized by weak management at all levels. The highly centralized management of education inhibits district, upazila (administrative distinctions in the state) and school initiatives in providing quality education. There is also limited transparency in the allocation and use of resources, compounded by ineffective systems of accountability of teachers to students, guardians and head teachers, of head teachers to supervisors and school management committees (SMC); and of school management to government. Finally, ineffective monitoring and evaluation provide little empirical basis for policy formulation and planning. All of these together result in low achievements as well as low passing and completion rates'.

The World Bank (2000) mentions, the number one problem in Bangladesh education is low learning achievements in primary education. Most students leave grade five without achieving the minimum basic skills in innumeracy and literacy. Insufficient information exists about actual learning but two studies in the early 1990s showed that only 35% of students completing grade five were able to pass minimum tests in

reading, mathematics and writing. Improving quality across the country is a difficult task, but should involve five cost-effective elements: (1) better measurement of learning outcome, (2) better accountability and supervision through local control, (3) more intensive training of school directors, (4) better and better textbooks, and (5) continuous in-service teacher training. Several home grown non-government organization models have been highly effective using these five key inputs. Elements of a strategy for quality improvement already have been incorporated in the Primary Education Development Program (PEDP). Top priority should be accorded to its implementation, but it will take additional investment and decades to overcome the problems fully. On the other hand, Arndt et al (2005:3-4) have mentioned that nationwide enrollment rate has been increased, dropout rate has been gone down, significant progress has been made in raising equality of access between different geographic and socio-economic groups and the gender gap has literally been removed at the primary level.

Regarding quality in primary education in Bangladesh, Quddus (2010:81) has pointed out, 'Limited government resources with regard to teachers and other facilities remain a barrier to impart quality education. The main constraints in fulfilling the educational requirements of an increasingly large number of children every year, absence/shortage of teachers (resulting in high student-teacher ratios) and lack of facilities, limited communication period, low quality of teaching and overall resource constraints of GoB'. He, in this regard, also mentions, 'Bangladesh's success in increasing primary school enrolment played an important role in raising the country's Human Development Index (HDI) in the last decade. Despite significant progress made in increasing primary school enrolment, achieving quality Universal Primary Education by 2015 (MDG 2) remains a challenge due to poor performance on educational indicators including enrolment, attendance, drop-out rates, learning in schools and quality of education'. About quality issue Latif (2004:7) also explains, 'It is important to mention that the GOB does recognize the challenges faced in the education sector, most prominent of which is the lack of educational quality and has attempted to address them throughout the decade of the 1990s'.

As a consequence we find a lot of initiatives that have been taken by GOB since 1990. The next chapter focuses on those initiatives.

2. Recent programs in Bangladesh taken in order to ensure quality primary education

In spite of many challenges Bangladesh has however adopted more or less interventions and programs in ensuring quality primary education since 1997 such as Primary Education Development Programs (PEDPs) despite of many constraints and limitations. Let us have a look about these programs. Bangladesh has had three Primary Education Development Programs (PEDPs) up to now each with a distinct set of components or outcomes. Let us have a look about these programs.

Primary Education Development Program: PEDP-1

The first systematic intervention or program for ensuring quality primary education in Bangladesh was Primary Education Development Program (PEDP-1) and its duration was 1997-2003. It focused on 10 specific objectives including improving enrolment, completion, providing more quality inputs and strengthening monitoring. PEDP-1 was, however, a bit unplanned and indiscriminate development program conducted by different donor organizations in addition with the mainstream governmental regular programs. It actually consisted of several projects managed and financed separately by eight Development Partners (DPs). Recognizing that project-based approaches of this kind did not necessarily lead to long-term institutionalization of achievements, the government and DPs jointly agreed to adopt principles of a sector-wide approach (SWAP) to achieving high quality primary education in future.

Primary Education Development Program: PEDP-2:

The second systematic intervention or program for ensuring quality primary education in Bangladesh was Second Primary Education Development Program (PEDP-2) and its duration was 2004-2011. It was actually a coordinated and integrated sector program within the DPE, with a focus on quality improvement, institutional capacity building and systemic reform. PEDP-2 was the first education sector program to include many SWAP principles in its design. Coordinated by a lead agency, PEDP-2 was financed by the government and 10 development partners through a management and financing structure that was parallel to the government system.

Primary Education Development Program: PEDP-3:

The third systematic intervention or program for ensuring quality primary education in Bangladesh is Third Primary Education Development Program (PEDP-3). The duration of this program is 2011-2016 and expects to prolong up to 2017. The main goal of this gigantic program is to ensure quality primary education for all children in Bangladesh. This program incorporates additional features of a SWAP in matters of financial management, donor harmonization and program scope. PEDP-3 continues many of the quality improvements, institutional and systemic reforms introduced under PEDP-2 with a much stronger focus on how inputs are used at the school level to improve learning outcomes in the classroom and raise primary school completion rates. There are mainly 4 components in PEDP-3 to reach the goal and 6 result areas accordingly to review the performance of this program.

The components of PEDP-3 are (1) Learning and teaching (2) Participation and disparities (3) Decentralization and effectiveness (4) Planning and management and the result areas are (a) Learning outcomes (b) Universal access and participation (c) Reducing disparities (d) Decentralization (e) Effectiveness (f) Program planning and management.

DPE has also revised the indicators named Key Performance Indicators (KPI) and Primary School Quality Level (PSQL) indicators for assessing the quality and monitoring the progresses of the gigantic program (PEDP-3). Some salient features of PEDP-3 are given bellow.

Salient Features of PEDP-3:

Results of National Student Assessment (NSA) 2013:

There are three KPIs defined for measuring the learning outcomes under PEDP3 and first two KPIs are intended to measure the learning achievement in Bangla and mathematics of grades 3 and 5 students.

The two data sources on learning assessment are:

- NSA surveys (conduct in every two year)
- The grade 5 Primary Education Completion Examination (PECE)

In addition, CAMPE conducted the Education Watch survey annually up to 2008. Unlike the NSA, the CAMPE survey establishes a long-term trend in learning achievement by using the same tests in all the surveys since the 2000.

There have been four rounds of NSA carried out in 2006, 2008, 2011 and 2013 on Bangla and Mathematics of grade 3 and 5 students. The 2011 round of NSA was originally planned for 2010. But due to the need to establish PEDP3 baseline on

student achievement, it was jointly agreed between the government and DPs to shift the 2010 NSA to 2011.

While each survey provides important insights into learning and factors which are correlated with learning, the results from the first two rounds (2006 and 2008) of surveys under PEDPII were incompatible because of there being insufficient standardization of tests items. In PEDP3 the DPE developed standardized test items in collaboration with NCTB under the guidance of ACER supported by WB from 2011 and onward. As a result the NSA 2011 and NSA 2013 conducted under PEDP3 are compatible because of their standard and uniqueness.

The NSA 2011 and 2013 analysts used item response theory to construct a common measurement scale for grade 3 and grade 5 for Bangla and Mathematics. For each subject, this scale represents a continuum of skills and understandings for the subject based on the test items in order of increasing difficulty. Both scales have a range of about 60 to 180. Performance of students has been reported as achievement levels (band). Band is the reference indicator of student's level of proficiency in a subject and helps to track the present and future performance of the students. Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

Each subject scale was split into five bands, which show the grade level that students are working at:

- Band 1: Students working well below grade 3 level
- Band 2: Students working below grade 3 level
- Band 3: Students working at grade 3 level
- Band 4: Students working above grade 3 level
- Band 5: Students working at grade 5 level

The 2013 NSA sample size remains comparable to previous rounds, comprising up to grade 3 (22,871) and grade 5 (17,828) students selected using probability proportionate to size (PPS) sampling from nationally representative 1,001 sampled schools (in 2011 were 726 schools and 30,000 students). The estimates of 2013 NSA based on the common scale are discussed below:

Performance in Bangla Test

Table: 9 Band Distribution in Bangla Language by Grade, 2013 NSA

	Band 1	Band 2	Band 3	Band 4	Band 5
Grade 3	5%	20%	40%	27%	8%
Grade 5	0%	3%	20%	52%	25%

Source: DPE (2013) NSA.

Note: Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

The findings on the Bangla test were:

- In NSA 2013, the average scale score for Bangla was 104.2 (100.2 in 2011) Band 3 and 115.2 (116.2 in 2011), band 4 for grade 3 and 5 respectively. This difference is strongly statistically significant, indicating strong growth in Bangla skills and understanding from grade 3 to grade 5. Three quarters (75%) of grade 3 students are working at grade 3 level or above in 2013 compare to 68% in 2011. This is a good sign, but it is of concern that the majority of grade 5 students are not working at their expected grade level (only 25% both in 2011 and 2013).
- There are a small percentage of grade 3 students (5% in 2013 and 6.2% in 2011) who are very far behind their peers (band 1). The majority of grade 5 students are working at grade 4 level (52% in 2013 and 57% in 2011), but nearly 23% in 2013 (18% in 2011) are working well below their grade level i.e. band 1 and 2.
- Gender differences in Bangla scores are very small and not statistically significant. Bangla achievement of boys and girls of grade 3 in 2013 increased by 4 scale score points as compared to 2011 which is considered medium as

per the effect size. However for Grade 5, Bangla achievement of boys and girls in 2013 is similar to that of boys and girls in 2011.

- The average scale score for grade 3 increased by 3 to 4 scale score points between 2011 and 2013 for both boys and girls. However, the average scale score for grade 5 decreased by 3 scale score points between 2011 and 2013. Changes at both levels are small and are likely to have little practical significance.
- Students in GPS performed better than those in NNPS including other sampled types in grade 3 and grade 5, and the differences at both grade levels are statistically significant.
- In grade 3, the average scale score of students in KG schools was the highest in Bangla (107.1), while the average scale score in BRAC Learning Centers (LC) was the lowest (98.7). There was a medium to large difference in Bangla scale score between BRAC center and other school types. However, there was a small difference in Bangla among other school types.
- In grade 5, the average scale score of students in KG schools was the highest in Bangla (118.2), while the average scale score in madrashahs was the lowest (110.4). There was a medium to large difference in Bangla scale score between madrashahs and KG schools, madrashahs and GPS, and KG and NNPS.

Performance in Mathematics Test

Table: 10 Band Distribution in Mathematics by Grade 2013 NSA

	Band 1	Band 2	Band 3	Band 4	Band 5
Grade 3	15%	28%	33%	20%	4%
Grade 5	1%	10%	30%	34%	25%

Source: DPE (2013) NSA, Note: Band 1 is considered as the basic level of proficiency while band 5 is considered the highest skill level.

The findings on the Mathematics test were:

- The average scale scores for Grade 3 increased by 3 scale score point from 100.8 during 2011 to 103.7 in 2013 band 2 and the average scale scores for grade 5 decreased by 3 scale score point from 118.6 during 2011 to 115.8 in 2013 and band 4 respectively. Changes at both levels are small and are likely to have little practical significance. The main concerns are nearly 43% of Grade 3 students and 75% of grade 5 students are working below their grade level as shown in Table 3.3 above
- A higher proportion of grade-appropriate learning is in evidence for grade 3 students compare to 2011. However, there is a worryingly high proportion (15%) of grade 3 children working well below their expected grade in mathematics (Band 1). There is a clear danger that without remedial action to support the weakest learners in mathematics, they will fall further behind and potentially drop out.
- Gender differences in mathematics were small, equivalent of less than one score point on the tests, hence not likely to be of practical significance.
- As in Bangla, mean score in mathematics for GPS students was higher than for students in NNPS, with the difference being statistically significant for both Grade 3 and 5.

- In Grade 3, the average scale score of pupils in KG schools was the highest in mathematics (105 MSS), while the average scale score in BRAC Learning Centers was the lowest (97.5). There was a medium to large difference in mathematics scale score between BRAC Learning Centers and KG schools, BRAC and madrashahs, and BRAC and GPS schools.
- In grade 5, the average scale score of pupils in GPS was the highest in mathematics (117.2), while the average scale score in BRAC Learning Centres was the lowest (110.2 MSS). There was a medium to large difference in mathematics scale score between BRAC and GPS and BRAC and KG schools.

NSA 2011 and NSA 2013 Performance Comparison

The main conclusions based on comparison of performance between 2011 and 2013 assessments were:

- There is no significant change in overall student achievement between 2011 and 2013 assessments. The student achievement of Grade 3 Bangla was on average a little bit higher in NSA 2013 than in NSA 2011, however this difference was moderate. Similarly student achievement of grade 5 Bangla in NSA 2013 was on a par with NSA 2011.
- Grade 3 mathematics mean performance was a little higher in NSA 2013 than in NSA 2011, however this difference was very small. Mathematics grade 5 mean performance was a little higher in NSA 2011 than in NSA 2013. This difference was also very small.
- Mean performances by division in grade 3 shows a significant difference for Barisal, Rajshahi and Rangpur. Dhaka, which had the highest mean in 2011, remained consistent at 102 in 2013. Further investigation is required to uncover the reasons for significant improvements in some divisions. The rank order of the highest achieving districts has changed since 2011. Barisal and Rajshahi are

high performers while Sylhet remains the lowest for both subjects in both grades.

- Gender differences are negligible and indicative of the equity achieved by the Bangladesh primary education system. This is consistent across the grades, and subjects between assessment cycles.
- In both grades, performance of rural students was slightly better than their urban counterparts in mathematics.
- Overall performance of Government Primary Schools is higher from all other sampled 7 types of primary schools and this again is consistent from 2011. However, further school effectiveness studies need to be undertaken to analyze and explain the between- school variations.

The results of NSA 2013 show that the share of grade 5 students meeting the relevant competency level in math is slightly lower than that of 2011.

A number of factors might have influenced the results, including:

Curriculum reform: The new curriculum and textbooks were introduced in 2012 and 2013. The preliminary finding of NSA 2013 highlights that there are several important lessons/concepts that were included in the old grade 5 textbook (i.e. until 2012) but the contents were not covered (or only partly covered) in the new grade 5 textbook because they are moved to the new grade 4 textbook in 2013. As a result, the cadre of students that took NSA 2013 missed out on those lessons/concepts when they were in grade 4 in 2012 and again in grade 5 in 2013.

Lack of teacher orientation on new curriculum: Teachers did not receive any training or orientation on the new curriculum. Teachers' guides, teachers' addition and question booklet also were not yet finalized in 2012/13. As a result, the teachers did not have any supplementary materials or training opportunities to familiarize themselves with the instructional concepts of the new curriculum.

School sampling and comparability: NSA 2011 included only GPS and NNPS while NSA 2013 includes all 7 types of schools including non-formal schools such as BRAC and other NGO schools. Hence, the school samples between NSA 2011 and 2013 vary across a number of factors such as teachers profiles (qualification and training), student's background (socio-economic conditions), and school physical facilities etc.

Country's situation in 2013: The political situation for a few months before the national election in January 2014 was volatile. Schools closures were reported in many cases and the number of hours of instruction might have been affected.

(Source: DPE, 2014, ASPR)

The above factors actually I think need to be further investigated and discussed again for justification and appropriate implementation of the assessment report.

Grade 5 Primary Education Completion Examination (PECE) 2013

The purpose of the Primary Education Completion Exam (PECE) is to certify that a child has successfully completed the primary education cycle. PECE replaced the Grade 5 primary scholarship examination in 2009. Students from formal and non-formal institutes took the exam in the first year. Students from Ebtedayeemadrashahs participated in the exam in 2010.

Table below shows the trend of primary education completion exam data between 2009 and 2013. Over this period, the number of institutes participated in the exam grew by 21.6%, the number of students listed in DR grew by 49.6%, the number of students appeared in the exam grew by 53.2% and the number of students passing the exam grew by 69.5%. The reason for the drop in the number of institutions in 2013 is that majority of the ROSC-Ananda schools did not participate in the exam due to completion of the first phase of the ROSC project.

Table: 11 Results of Primary Education Completion Examination (PECE), 2009-2013

Year	No. of Inst.	Descriptive Roll (DR)			Appeared in the Exam			Passed in the Exam			Pass Rate		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
2009	81,389	907,570	1,072,325	1,979,895	830,880	992,585	1,823,465	751,466	868,588	1,620,054	90.44%	87.85%	88.84%
2010	97,344	1,161,875	1,326,454	2,488,329	1,016,394	1,188,803	2,205,197	934,699	1,079,267	2,013,966	92.7%	92.0%	92.3%
2011	99,351	1,216,846	1,420,835	2,637,681	1,126,357	1,331,561	2,457,918	1,091,719	1,282,584	2,374,303	97.5%	97.1%	97.3%
2012	103,930	1,363,815	1,607,857	2,971,672	1,255,652	1,501,840	2,757,492	1,219,163	1,451,672	2,670,835	97.5%	97.2%	97.4%
2013	98,960	1,376,253	1,584,984	2,961,237	1,289,266	1,503,748	2,793,014	1,268,221	1,447,396	2,745,614	98.6%	98.5%	98.5%

Source: PECE results, 2009-2013 as cited in DPE, ASPR 2014.

NSA and PECE:

The difference between NSA and PECE is very significant to justify the children's performance as well as the evaluation system. The 100% of the questions (Test items) of NSA is prepared based on the learning outcomes (competencies) of the lesson, on the other hand, only 25% the questions of PECE is prepared based on the learning outcomes (competencies) of the lesson.

In the previous time PECE was called Grade-5 Terminal Examination. The formal grade 5 terminal examination was based on memory recall of textbook content. Under PEDP3, DPE is committed to reform the test items by progressively introducing competency-based test items. In 2012, 10% of the test items were competency based and 25% in 2013. As the examination system moves towards being competency-based, with markers having discretion over grading exam papers, the management of test administration, marking, and scoring also will require strengthened to enable PECE to also become a viable instrument on student learning achievements. (DPE, 2014. P-51).

The above information regarding PECE however does not confirm quality as the whole process of PECE was not out of questions.

Continuous Professional Development Training for Teachers:

One of the indicators of PSQL standard for PEDP-3 is ‘Percentage of (assistant and head) teachers who receive continuous professional development training’. The amount and type of training is unspecified. During PEDP-2, three types of in-service training are recorded in the Annual Primary School Census: (1) subject-based, (2) classroom learning methods and (3) sub-cluster training. The information is recorded in the form of the ‘number of teachers trained’ by teacher type (head or assistant) and gender. At present, the APSC database only tracks subject-based and sub-cluster training.

It is evident as per the ASPR report that there was an increase in the annual coverage of the sub-cluster training in 2013 (89%) after a two-year decline. However, there has been no increase in subject-based training. In 2013, only 62% of teachers (head and assistant) received subject-based training. This was significantly lower than PEDP3 baseline of 85% in 2010. The ASPR-2014 report also mentions that the subject based trained has highest positive correlation with learning outcomes among all teacher qualification and training factors. However there is no research based evidence on it.

Training division of DPE is continuously providing the subject-based and sub-cluster training without any research on the impact of these training programs.

Teachers' participation in in-service training disaggregated by sex shows that in both types of in-service training females lagged behind males, with 66% of males having had subject-based training compared to 59% of females, and 90% of males having undertaken sub-cluster training compared to 89% of females. This pattern parallels that of 2005 and; in each year in each category females have less training than males. It is not clear why these disparities exist but they require further study and analysis to discover the causes so that they can be addressed. (Ibid. p-84-86).

Teacher-student ratio (TSR)

This PSQL standard continued in PEDP3 which is that there should be one teacher per 46 students. In order to calculate how many schools achieve the standard, two different approaches were used:

- The total number of enrolled students was divided by the total number of working teachers for each single shift GPS and NNPS (head and assistant teachers); and
- The total number of enrolled students was divided by the 'effective' number of working teachers for each GPS and NNPS. For calculating the number of 'effective' teachers, the number of teachers was multiplied by two in double-shift schools, which assumes that all teachers teach in both shifts (and staggered shifts).

The proportion of schools which meet the standard, that is, the number of students per teacher is below 46. Using the first approach (single shift schools only) shows that there has been marked improvement in the share of GPS meeting the standard, from 40% in 2010 to 51% in 2013, but that over the same period the situation in NNPS has not improved. It appears that the recruitment of additional NNPS teachers did not keep pace with rising enrolment.

Under the second approach, which takes account of double-shift schools, 82% of GPS meet the standard STR ratio, compared with 93% of NNPS. Although these are fairly high proportions, it is important to remember that double-shift schools deliver far

fewer contract hours than the standard defined. The overall implication of the figures in Table 4.4 is that there is still an acute shortage of primary teachers based on the PSQL. (DPE, 2014.p-86-87).

In the above picture DPE has only calculated the TSR in vague way which actually does not carry any significance. The reasons behind this are:

- In the schools of urban and semi-urban areas in the country where transport communication is better contain comparatively a large number of teachers in accordance with the students.
- On the other hand in rural and remote areas comparatively a small number of teachers are working.

Therefore the calculation of TSR will be appropriate while the ratio will be separately calculated for urban and rural schools.

School contact hours

In Bangladesh, increasing the school contact hours is a high priority, but there is no systematic approach to monitor contact hours. However, it is possible to distinguish four factors which affect the number of contact hours students receive: (i). Patterns of double-shifting; (ii). Number of days schools are open; (iii). Teacher absenteeism; and (iv) Teacher lateness. These are considered in turn below.

School shifts: The main factor expected to lead to an increase in the number of contact hours is to move the schools to single-shifts. The proportion of single-shift schools was targeted to rise to 28% by the end of PEDPII. There was significant progress towards the target, as the proportion of GPS operating on a single shift has increased from 12% in 2005 to 21.8% in 2012. However, there are still some challenges to reach the target and it seems that the majority of children in GPS will continue to be educated in a double-shift system for the foreseeable future. The situation in NNPS is very much worse, as the percentage of single-shift schools actually declined from only 3.6% in 2005 to 2.6% in 2013. Taking the figures for the two types of schools together, it seems that there will continue to be a serious

challenge in reaching a situation where pupils in primary schools have sufficient contact hours with their teachers to really benefit from their learning experience. (Ibid. p-88).

Number of days that the schools remain open:

The school census or DPE at present does not collect relevant information on this and a special study would be required to examine all the issues. However, the Social Sector Performance Survey (SSPS) 2006 has found that:

- On average, primary schools were open for 228 days compared to the officially sanctioned 242 days; and
- While the average timetable in double-shift schools is three hours, in practice grades 1–2 only receive two hours of lessons, while grades 3–5 receive 3.5 hours of lessons.

These factors contribute to reduce the actual number of contact hours to nearly half of the international standard of 900 to 1,000 hours per year: children in grades 1–2 in double-shift schools only attend 520 hours per year on average.

However, it should be underlined that the evidence discussed here is out of date. A new study is essential which provides information on school opening and actual timetabling practices in double-shift and single-shift schools, combined with a focus on how the curriculum is delivered in both single- and double-shift schools. (Ibid.p.88-89).

Teacher absenteeism:

Regarding teacher absenteeism, there is information from two surveys, both of which used a methodology of unannounced visits and tell a similar story:

- SSPS (2006) states that 16% of GPS (11% of NNPS) teachers were absent on any given day in 2005. Of these:
 1. example, on C-in-Ed or B.Ed. courses, in-service training, maternity or sick leave);
 2. 7% of GPS (5% of NNPS) teachers were authorized for long-term absence (for 7% of GPS (4% of NNPS) teachers were authorized for

short-term absence (such as casual leave, official duties or in-service training);

3. 2% of GPS and NNPS teachers were not authorized to be absent; and

- The 2008 CAMPE survey has found that 14% of GPS (10% of NNPS) teachers were absent on the day of the visit in 2008.

The surveys agree that unauthorized teacher absenteeism is not a significant problem; only 1–2% of teachers are absent without permission. However, the level of official absenteeism is fairly high and seems bound to affect lesson delivery (either via larger classes or fewer contact hours), since there is no system of providing temporary cover teachers. (Ibid. p-89).

Teacher lateness:

The SSPS and CAMPE surveys also provided information on the timeliness of teachers, which is given below.

- SSPS (2006) has found that 15% of teachers were late by at least 30 minutes, particularly if they lived relatively far from school; and
- The 2008 CAMPE survey has found that 47% of GPS (50% of NNPS) teachers arrived late and the average delay of these teachers was 30 and 35 minutes respectively.

Combining these four factors into a measure of contact hours would show the complexity of the challenge in reaching the appropriate contact hours' target. While these are obvious factors influencing school contact hours, the quantitative data collected goes only so far in explaining the real situation in classrooms, qualitative studies therefore are essential, such as teachers' time management. Moreover, increasing contact hours alone does not associate improved quality; there is also a need for better content and more teaching and learning resources for schools to make the extra time productive. (DPE, 2014. P-89).

3. Projects in Bangladesh to ensure quality primary education:

Beside the above big program (PEDP-3) some discrete projects are simultaneously working in Bangladesh in order to play an important role in improving the quality and access to primary education opportunities. Over the period of 2011 to 2014 there have been a total number of 16 discrete projects in primary education in Bangladesh. These are as follows:

1. Primary education stipend program
2. School feeding program (GOB and WFP)
3. EC supported school feeding program
4. ROSC project
5. GPS re-construction and renovation project
6. Establishment of 1500 primary school in the school less areas
7. Establishment of 12 PTIs
8. Expansion of Cub-scouting in primary school
9. Primary education development project IDB
10. IDB project
11. English in Action
12. Continuing education for human development
13. Basic education for hard to reach urban working children
14. RNGPS development project
15. China supported construction of 2 model GPS
16. Need based primary school re-construction and renovation project due to climate changes

For better understanding of the management system and quality initiative issues of primary education in Bangladesh The researcher would like to cite a very brief description of some of the above mentioned discrete projects.

3.1 Primary education stipend program:

Government of Bangladesh has prioritized to increase attendance rate as well as to reduce disparities in education. Primary education stipend program is such a government project in order to meet the above commitment. The project budget was taka 403, 503, 34 lac and ACNEC approved it in March 2012. Under this program government provided taka 100 and 125 to the student of poor families with one child and with more than one child respectively. The students have to meet two conditions for getting this stipend. These are (1) regular attendance and (2) passing the school examinations. However, there is no study based evidence to justify the impact of this project. DPE although in its report mentions that Power and Participation Research Center (PPRC) is currently conducting a comprehensive study to assess the effectiveness of this project.

Based on the poverty mapping jointly conducted by BBS and WFP, beneficiary coverage was re-defined based on identified poverty prone areas. The revised criteria were as follows;

- A total of 67 upazilas were identified in the poverty map where poverty rate is above 60%; in those upazilas' 90% children are eligible to receive stipend;
- A total of 122 upazilas were identified in the poverty map where poverty rate is within 48.1-60%, in those upazilas' 75% children are eligible to receive stipend;
- A total of 140 upazilas were identified in the poverty map where poverty rate is within 36.1-48%; in upazilas' 50% children are eligible to receive stipend;
- A total of 154 upazilas were identified in the poverty map where poverty rate is up to 36%; in those upazilas' 45% children are eligible to receive stipend. (DPE, 2014. p-128-129).

3.2 School feeding program:

Government of Bangladesh has been implementing the school feeding program since 2010. The objectives of the program were (a) to increase the enrollment of the children in poverty disposed to areas, (b) to ensure regular attendance of the enrolled children, (c) to reduce drop out, (d) to fulfill the daily requirement of nutrition of the

school children and (e) to improve the quality of education etc. The total cost of the project was taka 1578 crore during July 2010 to December 2014. Among this GOB fund was 876 crore and project aid was 702 crore taka. Children were provided daily with 75 grams of fortified high energy biscuit in poverty stricken 82 upazilas across the country under this project. The program implementing agency was DPE and the implementation period was July 2010 to December 2014.

The program covered government primary schools, registered non-government primary schools, community schools, ShishuKollyan Trust schools, independent Ebtedayemadrashahs and NGO schools. Under the program, all the students were provided daily with 75 grams of fortified high energy biscuit enrolled in the assisted upazilas. In 2013/14, 2,706,953 children were provided biscuits and the target was 2,640,000 students. In addition, WFP was piloting cooked food (mid-day meal) instead biscuits in BamnaUpazila, Barguna district and IslampurUpazila, under Jamalpur district.

The program also incorporated a community awareness raising program, targeting guardians, SMC members and community groups. The awareness raising training covers: (i) establishing school vegetable garden, (ii) sanitation and hygiene, health, nutrition, (iii) de-worming,(iv) encourage female participation in SMC, (v) HIV AIDS awareness and (vi) disaster risk reduction and impact of climate change.

The key achievement programs were: (i) 100% enrollment attained in the program areas; (ii) Increased attendance rate on an average 5-13%; (iii) reduced dropout rate; (iv) improved nutritional level of students; and (v) positive impact on improving quality of primary education. (Ibid. p-129-130)

3.3 EC supported School Feeding program:

EU has been supporting the DPE managed school feeding program since PEDPII and continues in PEDP3. The total cost was Taka: 20,336.34 lac (GOB 7,536.60 lac and RPA 12799.74 lac Taka), which has been implementing from January 2009 to December 2014. In the program, children were provided daily with 75 grams of fortified biscuits in 10 poverty-stricken upazilas across the country. In the financial

year 2012/13, the total beneficiaries under this program covered 329,864 students at the cost of Taka 2,122.00 lac. (Ibid. p-131).

3.6 Establishment of 1500 primary schools project:

The objective the project was to ensure children access to education in unschooled areas (both rural and urban area) through construction of 1,500 new primary schools. The project period was from financial year 2010/11 to 2014/15 with a total budget of Taka 83,867 crore. The project has completed construction 687 schools or about 61% of the project target. The project extends its completion date from June 2014 to June 2015. Of these 1,500 schools, 1,330 schools (A type) will be established in the flood free areas at the cost of Taka 69,703 crore; 210 schools (D type) will be established in Char, Haor and river basin areas at the cost of Taka 2,087 crore; and 50 schools will be established at the cost of Taka 4,249 crore on needs- basis. (Ibid. p-128)

3.5 Reaching out of School Children (ROSC) project:

In line with the EFA's goals and targets of achieving universal primary education and eradicate illiteracy, the government established 22,500 learning centers, 'Ananda School', for about 7.5 lac children. These schools provide a second chance opportunity for out-of school children to continue their education. The 2nd phase of the project started in January 2013 and will be completed in December 2017 with a budget of Taka 114,000 lac. The project plans to 21,632 Ananda schools and reach 720,000 children. As of April 2014, a total of 11,965 Ananda schools is functioning (6,024 newly established and 5,941 from phase 1) with an enrolment of 322,731 children. (Ibid. p-131).

3.6 Establishment of 12 PTIs project:

Out of the 64 districts in Bangladesh, 12 districts do not have PTIs. To address this shortfall in teacher training facility, the government has initiated the project "Establishment of 12 PTIs project" at the cost of Taka 24,808 lac (revised budget was Taka 26,231.43 lac). The implementation period covered January 2011 to December

2014. The work had to be completed under two packages; Package 1: (i) construction of academic cum administrative building; (ii) construction of residence for PTI super and hostel super; and (iii) construction of PTI experimental school); and Package 2: construction of male and female hostels for 200 learners (Ibid p-132).

3.7 English in Action (EIA) Project:

English in Action (EIA) is a nine-year (2008–2017) English language education program implemented through a partnership between the UK Government and the Government of Bangladesh. EIA is funded by the UK Government and is working closely with the Ministry of Primary and Mass Education (MOPME) and the Ministry of Education (MoE), Government of Bangladesh, with Directorate of Primary Education in association with Directorate of Secondary and Higher Education as Executing Agencies.

EIA works to reach a total of 25 million learners through communicative language learning techniques and use of ICT and supplementary materials in an innovative way. EIA's continuous professional development program for teachers is a blended process of face to face support and Open and Distance Learning approach. It is built around teachers introducing new activities into their classroom practice. An initial workshop introduces teachers to the materials and approach, and then they put things into practice at school, supported by: new classroom materials, including audio via the mobile phone; teacher development videos, showing how to carry out the activities; sharing experiences with other English teachers, in the school and at cluster, through the school year. Maximum materials of English in Action are provided to the teachers through SD card/memory card to use on the mobile. Among which there are audio and video materials for professional development and English Language for Teachers (EL4T) audio lessons for teachers own language development. Teachers can always keep these materials with them and can improve their expertise by using these any time accord to their need. There are also print materials including teacher guidebooks and classroom posters and flashcards. Some good features of EIA Program as it claims:

- School based teacher development activities, enabled by high quality materials, and ongoing peer support.
- Focus on practice and applying new classroom teaching learning techniques

- Use of mobile phones to bring English audio into the classroom, and video for teacher professional development
- Skill development through self-evaluation, self-reflection and peer learning.
- Follow-up support after initial workshops, from peers, and Upazila cluster meetings
- School management and leadership development of the Head Teachers
- Regular Quality Assurance and Monitoring activities undertaken by EIA Core Trainers and Upazila level Education officials (Ibid. p-132-134).

3.8 China Assisted Construction of 2 Model Government Primary Schools in Rural Area

China assisted for constructing 2 Model Government Primary Schools in the rural area of Bangladesh. The project was approved in 2011 at the cost of Taka 1,500 lac. Construction of the two (2) Model GPS completed in 2012/13.

Table: 12 Progress matrix of China assisted construction of 2 model primary schools

Sl.	Financial Year	Budget (Lac Taka)	Expenses (Lac Taka)	Progress	Remarks
1.	2012/13	678	638.36	94.15%	Construction completed

Primary Education Development Programme supported by IDB:

Project Objective: 180 schools construction project

Implementation Period: January 2012 to December 2014

Implementation Cost: 16,932 lac Taka

Source of Fund: GOB Taka 3,252 and Project aids Taka 13,680 (IDB)

Table: 13 Progress matrix of primary education development project by IDB

SL.	Financial Year	Budget (Lac Taka)	Expenses (Lac Taka)	Progress of work	Remarks
1.	2012/13	1,280	625	48.8%	Construction works ongoing

SHARE Education Programme in Bangladesh: Reaching the Hardest to Reach Children:

The European Union funded SHARE (Supporting the Hardest to Reach through Basic Education) education program aims to contribute to the achievement of Bangladesh's development goals and to a national basic education framework. It comprises four projects viz. Aloghar, SHIKHON-2, SUSTAIN and UNIQUE-2 implemented by NGO partners. Together the projects will reach about 0.6 million hardest to reach children spread over 219 upazilas. The program is complemented by a technical assistance (TA) component providing knowledge management, capacity building and coordination. A consortium led by Human Dynamics, Austria, manages the TA. Following is a short description of four projects under SHARE

- 3.1.1 Education for Marginalized Children –Aloghar Project:** The Aloghar (Lighthouse) project is implemented by Caritas Bangladesh. The Education Centers of this project provide a conducive learning environment for disadvantaged and marginalized children. The project has a particular focus on the ethnic minority children of the most remote areas of 27 districts including Mymensingh, Rajshahi, Dinajpur and Chittagong Hill Tracts. The teachers are recruited from the same community to help children overcome language barriers. The project also uses multi-lingual teaching learning aids in the classroom. It provides education and financial support to children with special needs to ensure that no child in their catchment areas is excluded.

3.1.2 A Stimulating Learning Environment for Quality Education - SHIKHON II Project:

SHIKHON (Learning) II is implemented by Save the Children with national level NGOs - CODEC, RDRS Bangladesh and VERC. This project provides a stimulating learning environment in their schools through effective use of teaching learning aids and classroom management tools. The project prepares a profile of each child, which tracks his/her academic progress. This allows the teachers to know which children need special attention. These processes run smoothly due to an emphasis on coordination between teachers, school management committees and implementing NGOs.

3.1.3 Changing Lives of Urban Working Children - SUSTAIN Project:

Support Urban Slum Children to Access Inclusive Non-formal Education - SUSTAIN is implemented by a consortium of partners with Save the Children as the lead agency. The implementing partners of the project include OWDEB, SEEP, NariMatre, SUF and UCEP-Bangladesh. This project provides quality pre-primary and non-formal primary education for working children, children at risk of becoming child laborers and children living in slums in Dhaka and Chittagong City Corporation. Students also receive life skills training and career counseling. Parents and employers are informed about this process and therefore they allow students to continue their education.

3.1.4 A Multi Grade Teaching Learning Approach -UNIQUE II Project:

Unique Intervention for Quality Primary Education - UNIQUE II is implemented by a consortium of partners with Dhaka Ahsania Mission (DAM) as the lead agency. The implementing partners of the project include ASOD, CCDB, DORP, Padakhep MUK, SUROVI, VARD and YPSA. Plan

Bangladesh supports the project as the technical partner. UNIQUE II implements NFPE, pre-primary education and camps for low performing students in formal primary schools. This project uses a multi-grade teaching-learning approach in their Children Learning Centers (CLC). There is flexibility in class timings, learners' assessment, enrollment and promotion to a higher class. It has created sustainable community involvement through the formation of Centre Management Committees (CMC), Learning Resource Centers (LRC) and Community Action Groups (CAG). (Ibid. p-134-135).

3.11 Some added activities related to quality primary education in Bangladesh:

As the improvement of the learning outcomes is one of the major objectives of PEDP-3 and learning achievement of children is the ultimate outcome in the primary education sector, this program (PEDP-3) also initiates some special activities that are directly linked with teaching and learning process such as:

- Each Child Learns
- School and Classroom Assessment
- Curriculum Development
- Textbook Distribution
- ICT in Education
- Teacher Education and Development
- Alternative and Second Chance Education
- Pre-primary Education Provision
- Inclusive Education
- Education in Emergencies

However the main concern of quality primary education is related with the overall process of teaching and learning activities. Therefore it is important to see the present practice of it.

4. Teaching-Learning Practices:

The above segregated pieces of information could provide us few ideas about the present interventions that have been taken to improve the quality of primary education in Bangladesh. However, these are not actually implemented as per the recommendations of different research based evidences and the implementing authority itself has prepared these reports on primary education as per their own need or to meet their purposes and by using their own system and mechanism which does not necessarily claimed as bias less. Moreover, sometimes government organizations can enjoy little opportunities to express views on national issues particularly on statistical information. They cannot even harmonize sometimes among different components of education such as pedagogical and non-pedagogical aspects. Bangladesh government has undoubtedly taken many initiatives as I mentioned earlier to ensure quality primary education but so far we could see we find that comparatively less emphasis have been given on classroom teaching practice. Moreover, while we see the curriculum we also find ambiguities about different teaching-learning methods. Teachers and educational managers are less aware about the concept of progressive pedagogy as it is revealed in the teachers' training contents.

The issues which are very much related to the purpose of this study are actually the issues of pedagogical practices. Therefore, now it would be very much relevant and significant for this study to explore modern teaching learning methods (progressive pedagogical practice) at this time. It is firstly important to discover the theories of learning and the meaning of modern pedagogy and then to examine and contrast the theoretical concepts of teaching and its practical implications. It emphasizes on empirical research findings rather than only considering about what is teaching theoretically or what it should be. It also considers the evidences of effective teaching programs and teacher education. Some researchers' views and their findings consequently help identifying the key issues of teachers' classroom practice.

4.1 Progressive Pedagogy: Concepts and Practice

Pedagogical practice includes both teaching and learning. Teachers teach and learners learn. However, these two aspects are inter-related as well as are very complicated. Particularly nowadays teaching does not mean merely traditional pedagogical practicing while educational concepts and perspectives are incessantly changing. Often these are making new challenges for new teachers and bringing significant changes in their works. Paul and Nigel (1997:1) note, 'Teaching is more than a skilled activity or practical accomplishment. It is also a thoughtful activity which demands considerable intellectual engagement and reflective and self-critical analysis. Pollard (1997:5) argues, "The complicated nature of educational issues and the practical demands of classroom teaching ensure that a teacher's work is never finished. When practicalities, teaching competence, personal ideas and wider educational concerns are considered together, the job of rising to the challenges and reconciling the numerous requirements and possible conflicts often seems to be overwhelming". On the contrary, if teachers willingly accept teaching as their desired job and try to enjoy the delight of children's learning, I believe, it is not so complicated as it seems. Because it is actually an intellectual art to intellectual persons. In early years Hightet (1951: vii) focusing on the methods of teaching, strongly argued that, 'teaching is an art'. Some modern researchers also remark teaching as an art that teachers can develop by making decision and doing act. For instance, Kyriacou (1998:1) notes, "The art of successful teaching is thus crucially bound up with developing both decision making skills and action skills. ---. Developing your skills as a teacher therefore is much about developing and extending the type of decisions you make about your own teaching as it is about the successful execution of those decisions". Thus, I consider, although teaching seems a complicated job; teachers can make it easy if they accept it as a desired challenge and face it willingly. However, this necessarily needs understanding the educational theories and its implications.

Teaching, moreover, is a professional field, which requires the definite knowledge, skill and proper outlook; simultaneously this profession requires a professional compulsion and ethics. Teachers need to have introduced with teaching and its related components that will give them an elaborate idea about certain and definite methods and techniques of teaching and that will also expedite the function of teaching and learning.

As teaching and learning are unified, we need to have a clear view of both concepts. First I would like to cite briefly the following theories and research studies on learning.

4.2 Learning theories:

If we see the past, we find some renowned educational thinkers who provide invaluable theories on teaching and learning that may help us understanding modern pedagogy. Rusk and Scotland (1979) entitle them as ‘great educators’. They note, “There have been some deeply influential thinkers in educational history; faced with our present problems, we may still profit by reading and reflecting on their ideas” (p.2). Though many of these great educators influence almost the whole education system in the world, they were different in their thinking and working area. For instance, while Rousseau and Froebel chart the stages through which a child matures, then Locke and Pestalozzi describe the properties of an ideal educator. Rousseau and Locke agree that the best place for teaching is the home but disagree violently on what ought to be taught. Pestalozzi accepts much of Rousseau’s curriculum but transfers it to a classroom. Both Froebel and Montessori concentrated their attention on the learning process. Herbert developed ‘steps’ into lesson plans of courses in pedagogy. Rousseau and Pestalozzi were regarded revolutionaries conversely Dewey and Montessori were International Grand Master in their lifetime. Dewey was the last of the great educators. All the above great educators however, were more or less philosophers and their ideas are based on philosophical position and surprisingly a few of them have comparatively left a name as brilliant teachers (Rusk and Scotland, 1979).

Though the above prominent educational thinkers and their theories on pedagogy guide us in determining educational needs, it is important to note that most of these were based on the views and intuition of those thinkers rather than on hard research evidence. It, however, does not mean that we can remark this process as bad because little evidence exists either to support or to detract this (Kauchak and Eggen, 1989:6). But we need to see what empirical research evidences say about learning.

Many researchers emphasize on empirical studies in understanding learning and teaching. Gipps et al (2000:7-8), from research on learning theory, find that a significant change has occurred over the last 15 years to understand how learning happens. The traditional view of learning is that learners ‘absorb’ new material in some way. This has supported a traditional view of teaching in which the teacher transmits information (as new material or facts) and the learners absorb it. This approach is caricatured as ‘transmission’ model with the learner as an empty vessel or blank slate ready to receive information, the speed with which they absorb it being determined by their intelligence. Here learning is seen essentially as a passive process on the part of the learner. Gipps et al this obviously is a caricature, as even the most traditional of teachers and the most passive of learners will engage in question and answer to clarify material when the learner clearly does not understand.

Gipps et al (2000:7-8), based on studies of Driver, Guesne and Tiberghien (1985), Resnick (1989), Driver, Asoko, Leach, Moretimer and Scott (1994), Bruner and Haste (1987) and Vygotsky (1978) argue that research in cognitive psychology has shown learning as a more active process. This work suggest that we learning in terms of developing networks, with connections in many directions, not of an external map that is transposed directly into the student’s head. This suggests that learning is a process of knowledge construction, an organic process of reorganizing and restructuring as the students learn. If learning does occur, not by recording information, but by interpreting it, then teaching needs to be seen not as direct transfer of knowledge but as an intervention in an ongoing knowledge-construction process. According to this constructivist learning theory, students learn actively making sense of new knowledge, making meaning from it, and mapping it into their existing knowledge maps or schema in their brains. The social constructivist approach recognizes the importance of social setting of learning and focuses on the individual acquiring knowledge within the social setting and culture of the classroom.

Another theory of learning, the 'socio-cultural' builds on Vygotsky (1978) arguments about the importance of interaction with more knowledgeable others in learning, and the role of society in providing a framework for the child's learning; it therefore describes learning as essentially a social activity. Bruner and Haste (1987 in Gipps et al, 2000:8) says, "--- through --- social life, the child acquires a framework for interpreting experience and learns how negotiate meaning in a manner congruent with the requirements of the culture. 'Making sense' is a social process; it is an activity that is always situated in a cultural historical context". Gipps et al (2000:9) argue that according to the socio-culturist, meaning derived interactions is not exclusive to the person learning; all participants can gain meaning and develop as a result of the learning interaction, in other words that also learn when pupils are learning. Therefore, Cobb (1994 in Gipps et al, 2000:9) argues that most constructivist and socio-cultural theorists approach research on learning in different ways and disagree over whether learning, or coming to know, 'is located in the head or in the individual in social location. Gipps et al (2000:9) quote Vygotsky's (1978) description of socio-cultural theories as: Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people, and then inside the child. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. They therefore, conclude that both emphasize the crucial role of activity in learning, not just physical activity but thinking, talking, listening and watching as well as doing. Based on Burner's research (1996) they also say that good learners tend to have meta-cognitive strategies. It means learners monitor and regulate their own learning using strategies like self-questioning, in order to get the purpose of learning clear, searching for connections and conflicts with what is already known, and judging whether their understanding of material is sufficient. Here self-assessment and self-evaluation are important. Pupils need to be taught how to make their own evaluations rather than being completely depended on the teacher. There are much more theories on learning. For instance, Kyriacou (1986:34) quotes Gagne (1985) who suggests that there are five main types of pupil learning such as verbal information, intellectual skills, cognitive strategies, attitudes and motor skills. Jean Piaget introduced interactive process in learning, which still dominates school curricula, pedagogy, and forms of assessment and field of teacher education (Moore, 2000). Petty (1998:11) notes that learning is an active 'meaning making' process. Doing rather than listening helps it. Motivation is crucial for learning.

In 1999 Gardner has provided a new dimension on children's learning. He emphasizes on conceptualizing human intellect and presents evidence that human being possess a range of capacities and potentialities, which he calls 'multiple intelligences'. He has proposed the existence of eight intelligences (please see the appendixes) that a child possess largely influences the success of his or her learning. Therefore, teachers need to present their lessons in multiple ways so that different children with different intelligence can learn successfully.

4.3 Teaching theories:

There are numerous theories and studies on teaching as well. I refer some currently emphasized concepts on these.

'To be a teacher is a living life dedicated to a mission impossible. To begin to satisfy the complex demands loaded onto teachers by government, parents, employer, children and society at large is unthinkable Even if the demands were compatible and flexible it would take several lifetimes of schooling to achieve them and social change would make aspects of the tasks obsolete even before they were attempted. Yet despite this, the satisfaction of teaching can be immense. No other profession can experience the immediate joy of children's new learning, understanding and fulfillment or see the long term results of the commitment, enthusiasm and careers that are found in school'.

Eggesston (1992) made the above statement almost two decade ago (Eggesston in Dean 2000:24). Though the situation meanwhile has been changed and got new dimensions, I think, teachers' work remains still challenging.

To improve teaching practice Pollard (1997:72) emphasize on progressive pedagogy that refers to the reflective classroom teaching process and the way of teachers' reflective thinking. He compared progressive pedagogy in relation to traditional pedagogy as follows:

Table: 14 Differences between Progressive and Traditional Pedagogy

Progressive Pedagogy	Traditional Pedagogy
<ol style="list-style-type: none"> 1. Teacher as a guide to educational experiences (e.g. pupils participate in curriculum planning). 2. Active pupil role (e.g. learning predominantly by discovery techniques). 3. Intrinsic motivation (e.g. enjoyment and fulfillment emphasized, interests followed). 4. Integrated subject matter and flexible timetable. 5. Concerned with personal /social/ academic potential: accent on co-operative group work and creative expression. 6. Continuous informal forms of monitoring. 7. Teaching not confined to classroom base. 	<ol style="list-style-type: none"> 1. Teacher as distributor of knowledge (e.g. pupils have no say in curriculum planning). 2. Passive pupil role (e.g. accent on memory and practice and rote). 3. Extrinsic motivation (e.g. rewards and punishments used: points and penalties). 4. Separate subject matter and rigid timetable. 5. Concerned with academic standards: accent on competition and correct expression. 6. Periodic formal testing and assessments. 7. Teaching confined to classroom base.

Pollard (1997: 10-24) thinks, the meaning of reflective teaching stems from Dewey, who contrasted ‘routine action’ with ‘reflective action’. Routine action is guided by factors such as tradition, habit and authority and by institutional definitions and expectations. By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves a willingness to engage in constant self-appraisal and development. It also implies flexibility, rigorous analysis and social awareness. Dewey’s notion of reflective action, when developed and applied to teaching is very challenging. Pollard reviews its implication and identifies as six key characteristics.

1. Reflective teaching implies an active concern with aims and consequences as well as means and technical efficiency.
2. Reflective teaching is applied in a cyclical or spiraling process in which teachers monitor, evaluate and revise their own practice continuously.
3. Reflective teaching requires competence in methods of classroom enquiry to support the development of teaching competence.
4. Reflective teaching requires attitudes of open-mindedness, responsibility and wholeheartedness.
5. Reflective teaching is based on teacher judgment which is informed partly by self-reflection and partly by insights from educational disciplines.
6. Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues.

The above concepts of reflective teaching argued by Pollard are undoubtedly most valuable for teachers' practice however, are largely descriptive and theoretical. In practical situations teachers need more clear, realistic and direct instructions on teaching strategies. Loughran (1999), who organizes a diverse range of approaches to researching teaching notes, "The practice of teaching can be regarded as a living recommendation for showing what teaching is (or should be)" (p.19). Therefore, I think it is important to explore research-based evidence on effective teaching-learning processes.

4.4 Research trends in effective teaching and teacher training:

In the past, renowned educational thinkers provided invaluable theories on teaching and learning that helped in reforming the education systems in the world. However, it is true and important that most of the development in the field of education in that time have been based on the views and intuition of those prominent thinkers rather than on hard research evidence (Kauchak and Eggen, 1989:6).

Evidences (Kyriacou 1986, Kauchak and Eggen 1989) show that initially research on effective teaching focused on teacher characteristics such as personal qualities like neatness, sense of humor, sympathy and tact, open mindedness etc. rather than teachers' actions in the classrooms. It asked whether teachers' possession of these desirable traits resulted in increased learning. Initial research had problems mainly with methodology. The researchers seldom entered classrooms to see the differences of teachers' traits but merely assumed that a difference existed. Kyriacou (1986: 9) notes, 'over the years, thinking about effective teaching has been approached in a number of different ways. Until the 1960s research on effective teaching was largely dominated by attempts to identify attributes of teachers such as personality, traits, sex, age, knowledge and training. He quotes Cattell (1931) who asked 254 people to write ten most important traits of good teacher in different aspects and found five frequently reported qualities were:

1. Personality and will.
2. Intelligence.
3. Sympathy and tact.
4. Open mindedness, and
5. Sense of humor.

He argues such research on effective teaching almost completely ignore the real classroom activities. Based on McNamara (1980) he labels this 'black-box' research, which attempts to relate teacher attributes to educational outcomes. During the 60s research focused on global methods and attempted to link certain teaching techniques or orientations, such as inquiry or discovery with student outcomes. Kyriacou (1986:2-3) notes, 'The debate among researchers has largely reflected a quickening of

interest in effective teaching since the late 1960s. Research into effective teaching now largely focuses on exploring the inter-relationships between three main elements:

1. Teacher perceptions and strategies.
2. Pupil perceptions and strategies.
3. Characteristics of the learning task, activities and experience’.

He argues that three parallel debates (among teachers, teacher educators and researchers) make this a particularly existing time at which to explore the basis of effective teaching in schools.

Later research focused on larger variables such as school size, training level of teachers and aptitude or socio-economic status of students and tried to determine their effect on student achievement or attitude. It emphasized more on background of the student and curriculum than the teacher (Kauchak and Eggen, 1989:7).

Finally research on teaching focused on teachers’ action in the classroom to find a link between these actions and student learning. It marked a new paradigm. This time researchers went into classrooms took hundreds of hours’ video tapes and tried to determine differences between teachers in different samples. These studies had three important characteristics. These were as follows:

First, teachers were trained to display the specific behaviors,

Second, investigators observed the trained teachers were actually implementing the desired behavior in the classrooms, and

Finally, classes of trained and untrained teachers were compared (Kauchak and Eggen, 1989:8-9).

All the above discussions and evidences reveal the truth that there is actually no single or unique structure or way by which teachers’ work or performance can be justified or measured. For this reason, Paul and Nigel (1997:1) have required exposing, “There is no evidence to suggest that there is a single ‘best’ approach to teaching”. They also explain, ‘Teaching approaches will always need to be flexible, both with regard to the needs of particular classroom situations and the strengths and preferences of individual teacher. However, the notion of teaching strategies, a repertoire of types of approach supported by evidence on their consequences, provides a way in which research results can inform decisions about which strategies might be most fruitful in

particular circumstances'. Therefore, the various pedagogical concepts, quality education and its different aspects which are directly linked to teachers' activities discussed in this chapter obviously clarify and suggest some of the key issues of quality classroom practice. From the above discussion, the following quality indicators can be identified for measuring teachers' performance and as a researcher I would like to determine these for analyzing the classroom teaching practices of primary school teachers in Bangladesh as well.

1. Preparation of teachers
2. Use of time
3. Teaching and interaction
4. Interaction patterns in classroom
5. Managing interaction in classroom
6. Teacher-student relationship
7. Teacher and student ratio
8. Classroom seating arrangement
9. Students' involvement in learning process
10. Effective use of teaching aids and chalkboard
11. Use of question-answer method
12. Relating lessons to life experience
13. Diagnosis of children's problem
14. Remedial assistance
15. Classroom behavior management skills
16. Recognition of children's views
17. Individual and group activities
18. Group work and cooperative learning
19. Use of joyful learning techniques
20. Activity based learning
21. Teaching through demonstration
22. Multiple teaching and learning methods
23. Action research in teaching.

From the above discussions let us check the frequently used teaching-learning methods in Bangladesh.

5. Common teaching-learning methods followed in Bangladesh

There are some common teaching learning methods which are frequently used in primary education in Bangladesh to ensure the quality. These are as follows:

5.1 MWTL Method:

Gardner's Multiple Ways of Teaching-Learning or MWTL method is a very familiar way of teaching-learning process in Bangladesh. In the previous chapter (2.8) the researcher has already discussed about Howard Gardner's multiple intelligences. MWTL method is actually based on this. As per this method teachers need to present their lessons in multiple ways so that different children with different intelligence can learn successfully. There are mainly three activities which a teacher needs to follow. These are: (a) creating safe learning environment, (b) creating positive emotion towards the lesson and (c) using different steps of teaching. According to this method it is very important to ensure first safe learning environment for the children. If children are afraid to the teacher or feel uncomfortable due to his or her health problem then it would be very difficult for the teacher to make his or her concentration to the lesson. Teachers therefore need to create very safe learning environment for the children. He or she might ask the children about their health condition, breakfast, family environment or their mental condition with a very friendly attitude to create safe learning environment. The teacher then will create positive sentiment towards the lesson. He or she might ask children for singing a song relevant to the lesson or even he or she self might sing for creating positive emotion towards the lesson. Subsequently teacher will provide presentation of the lesson step by step in multiple ways as per different intelligences so that children could learn the lesson intensively in their own ways which they own and love as well.

5.2 Herbert's Method:

The very common and traditional way of teaching and learning in Bangladeshi primary and secondary schools is followed is teachers' lecture method which is mainly based on Herbert's 5 steps method. In course of time it has been transformed into 3 steps as per importance. These 3 steps are very crucial particularly in lesson planning for perfect classroom teaching. Most of the efficient teachers usually follow Herbert Method. The three steps are as follows: (1) preparation, (2) presentation and (3) evaluation. In the first step teacher needs to do some preparatory activities such as exchange of greeting, seating arrangement, checking students' prior knowledge etc. In the next step teacher presents his lesson. This step is therefore called presentation step. Actually this step could be considered as the main and the most important step in the whole teaching process. This step includes teacher's model reading, displaying the picture, chart, models, students' role play etc. The last step is known as evaluation step. In this step teacher asks questions, assesses students' performance, identifies less advanced students, provides remedial measures, assigns home works etc. Teacher finally leaves the classes with greetings.

5.3 IPT Method:

For English classes teachers need to follow Input-Practice-Task or IPT method in Bangladesh. In the first step of IPT method teacher provides some information to the student as input on the origin of the textbook. It includes model reading, showing charts or pictures, using flash cards etc. Input activities should be always selected on the basis of the text. In practice level teacher needs to provide some activities depending on the input level activities. It might include role play, pair work, group work etc. Finally in the task level teacher provides some tasks or new activities not from the input or practice activities but relevant to the previous activities. In addition to this teacher might provide some more supplementary activities such as bingo games, Kim's games etc. in IPT method.

5.4 CLT Method:

Concentrated Language Teaching or CLT is a new method of teaching particularly for language subject. For any language four basic skills are essential to achieve. These are listening, speaking, reading and writing. In Bangla language teachers need to concentrate on these basic language skills. For the early year's children this method suggests to use the sequence of sentence-word- alphabet rather the sequence of alphabet-word- sentence.

5.5 DTM Method:

Diagnostic Teaching Method or DTM is one of the modern teaching methods in the current world. Bangladesh Reading Association initially introduces this method in Bangladesh. Teachers would in this method first diagnose children's capabilities and teach them accordingly by using modern technologies like mobile devices to teach their children effectively.

5.6 ECL:

'Each child learns' (ECL) is a newly introduced method that aims to ensure quality learning for each children. It has been introduced in Bangladesh in 2011 under the activities of PEDP-3 as a pilot program. In this method a teacher first needs to identify the learning needs of the children of a particular class through base line survey. Then he or she will divide the students into three groups as per their ability to learn. Teacher will re-arrange the seating system of the class as per different groups he or she made and assign them to do some activities of their own lesson. Students will learn by using different learning materials available in the corner of the classroom with the assistance of the teacher as well as with the assistance or in collaboration with other peer students. Teacher will keep records of the students' performance and will prepare fortnightly lesson plan as per this method. This method aims or tries to ensure activity based learning (ABL).

The above evidences and theories on effective teaching-learning process show the ambiguity of explanations of how exactly learning happens. **It leads to conclude that learning happens in different ways.**

6. Developing a Framework of Quality

Indicators of Pedagogy:

Kyricou (1998:5) notes, “One of the major problems in trying to identify a list of essential teaching skills is that teaching skills vary from very broad and general skills. ---. Fortunately, over the years there has been a wealth of writing about and use of lists of essential teaching skills, both by those involved in teacher education and by educational researchers. A consideration of such writing indicates that fairly typical list of essential teaching skills can be identified”. However, different writers and researchers describe and explain the ways, styles and techniques of effective teaching in different views. Most of them have tried to find effectiveness in teaching and learning in their own understanding. Dean (2000:52) notes that every teacher has a personal style. She argues that a great deal of research has looked at effective teaching and learning but effectiveness is still a very personal affair. A teacher can do all the things suggested by research and still not succeed, or this or her own way and succeed very well. Effectiveness is not only a matter of working in accepted ways but also a matter of personality and personal style. She also points out that teaching style results partly from teacher’s personality, partly from his or her experience, partly from his or her philosophy and values and partly from the context within which she or he is working (p.25). Alexander (1995 in Gipps et al, 2000:5) notes, “The effective teacher has a range of organizational strategies and teaching techniques --- (and) selects from this pedagogical repertoire according to the unique practical needs and circumstances of his or her professional situation rather than the dictates of educational fashion, ideology or habit”. Moyles (1992: 32) identifies the laudable characteristics of effective teachers from a number of sources in both Britain and USA. These are as follows:

1. Creating a suitable atmosphere for learning which is positive and consistent,
2. Thorough planning and preparation of curricular frameworks and progression,
3. Using a variety of methods of whole class, group and individual teaching,
4. Systematic organization of resources and materials,
5. Having a classroom organized for curriculum needs,
6. Having well-established classroom routines,
7. Varied presentation of tasks and activities,
8. Lively teaching personality,

9. Making efficient use of time,
10. Establishing high standards of presentation of self and classroom,
11. Animated and clear presentation of tasks with good pacing and flow,
12. Clarity of learning intentions and sharing these with children to evaluate themselves as learners,
13. Giving helpful feedback to children on their learning and helping children to evaluate themselves as learners,
14. Encouraging children to be self-sufficient and learn for its intrinsic motivation,
15. Having high expectation of all children as regards both activities and behavior,
16. Matching learning to children's need as using observation and assessment to inform planning,
17. Synthesizing and analyzing teaching and learning theories and classroom practices, and
18. Regular evaluation of teaching and learning environment.

Although the above characteristics are important for successful teachers, I think these are widely vague terms and cannot clearly specify teachers' particular activities in the classroom. It is significant to identify what exactly teachers need to do in the classrooms and it should be based on empirical researches findings. If we look for these we find Askew et al, 1997; Brophy, 1990; Borich, 2000; Cullingford, 1995; Gipps et al, 2000; Kyriacou, 1992, 1986, 1998; Wragg, 1993 and others.

Borich (2000:8) points out that approximately 10 teacher behaviors measured by classroom assessment and standardized test contribute effective teaching. Five of these have been consistently supported by research studies over the past three decades (Brophy, 1989; Brophy & Good, 1986; Dunkin & Biddle, 1974; Rosenshine, 1971; Teddlie & Stringfield, 1993; Walberg, 1986). He calls these 'key behaviours'. Another five he notes appear logically related to effective teaching and calls 'helping behaviours'. These are:

Key behaviors:

1. Lesson clarity.
2. Instructional variety.
3. Teacher task orientation.
4. Engagement in the learning process.
5. Student success rate.

Helping behaviors:

1. Using student ideas and contributions.
2. Structuring.
3. Questioning.
4. Probing.
5. Teacher affect.

Borich (2000:8) notes that effective teachers make their points understandable, explain concepts clearly so their students are able to follow in a logical step by step order and have an oral delivery that is clear, audible and free of distracting mannerisms. On the other hand less effective teachers use vague, ambiguous or indefinite language, use overly complicated sentences and give directions that often results in student requests for clarification. Kyriacou (1998:8) lists essential teaching skills as: planning and preparation, lesson presentation, lesson management, classroom climate, discipline, assessing pupils, reflection and evaluation.

Gipps et al (2000:5) say, “We know from research that teachers tend to operate with a broad range of teaching approaches but we have little understanding of what range of strategies individual teachers use; how they know or decide which technique to bring into play and when; while assessment and feedback, which are key aspects of teaching, are rarely looked at as an integral part of teaching process. It seemed to us that urging teachers to use a range of approaches with no guidance on what might be appropriate in different circumstances was not particularly helpful”.

In the above studies most of the writers and researchers emphasize on teachers’ views in effective teaching while a few have emphasized on children’s view in this regard. But in modern pedagogy children’s view, I, as a researcher, consider, can be an important factor for determining teachers’ role in classroom because they are the crucial in the entire education system.

Cullingford (1995:19) emphasize on children views in teaching. He reviews a study of children asking them to identify the skills of teacher they most admired. They mentioned a variety of them: firmness, for example, fairness and consistency. But the greatest virtue that they found in teachers was the ability to explain, to clarify issues,

and demonstrate how to understand them, these explaining included factors such as patience and not humiliating the children. Wragg (1993 in Dean, 2000:36) studied children's view of teachers and found that they tended to prefer teachers who are slightly strict, but not over-severe or permissive, are fair in their use of rewards and punishments, treat them as individuals, are interesting and provide a variety of stimulating work, are friendly and good-humored, but not sarcastic and explain things clearly. Other researches also find significant children's views on teaching and learning such as Hebditch, (1990).

From the theoretical discussion and empirical research evidences and from my own experience I have stumbled on some major areas of teaching activities or pedagogical practices, which I think are most applicable in the context of Bangladeshi education system. These are:

Table: 15 A framework of quality indicators of pedagogy

Indicators	Name of the researchers who recommended and date
1. Teacher's prior preparation for the lesson	1. Dean, 2000; Alexander et al, 1992; Kyriacou, 1986, 1998; Borich, 1997; Kourilsky and Quaranta, 1987; Dillon et al, 1997).
2. Child-centric approach and group works	2. Fishman and McCarthy, 1998; Dillon et al, 1997; Dean, 2000; Tizard and Hughes, 1984; Kerry, 1981; Alexander et al, 1992
3. Use of teaching aids and its appropriateness	3. Gipps et al, 2000
4. Use of question-answering approach	4. Dean, 2000; Pollard, 1997; Morgan and Saxton, 1991; Galton et al, 1980; Perrot, 1980; Sotto, 1994;

<p>5. Developing literacy, numeracy and other skills</p> <p>6. Teacher's behavior and classroom management</p> <p>7. Appreciating and encouraging the children</p> <p>8. Identifying of less advanced children and children with problems and providing remedial assistance</p>	<p>Waterhouse,1983; Brophy and Good, 1986</p> <p>5. Dean, 2000; Zemelman, 1998</p> <p>6. Kyriacou, 1986; Dean, 2000; Brophy, 1990</p> <p>7. Dean, 2000; Docking, 1996</p> <p>8. Dean, 2000; Docking, 1996</p>
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The above teaching –learning activities are described below in details:

6.1 Teacher's prior preparation for the lesson:

Preparation of facilitators (teachers) can ensure the success of the program. In teaching, preparation comprises teacher's mental preparation and some other formal activities such as, specification of the objectives, selection of techniques and strategies to be followed, collection of instruments to be used and so on. Lesson plan can help teacher to perform effective teaching. Kourilsky and Quaranta (1987:26) note, 'armed with a through working knowledge of goal and objective writing, pre-assessment, task analysis and principles of learning, the teacher puts this knowledge into operation when designing written instructional plans'. Dean (2000:79) argues that one of the main tasks of the teacher is to organize the work of classroom so that the learning is as effective as possible. She goes on to say that the decisions the teacher make about how she or he organize will depend to a large extent on her or his beliefs about: how far she or he wants to work to be child-centered; her or his teaching intentions and any constrains which affect her or him; her or his professional style of teaching and the learning styles of her or his children; how she or he see the children's ability and her or his view of their previous experience, and the relationship she or he

wants to develop with her or his children. Alexander et al (1992 in Dean, 2000: 79) also suggest, “ it is important for teachers to organize their classrooms so that they have the opportunity to interact with their pupils; to offer explanation which develop thinking, to encourage speculation and hypothesis through sensitive questioning, to create, above all, a climate of interest and purpose”. On the contrary, some people may argue that planning however is not so much important as it seems and it is really difficult to execute to plan effectively in the classroom. But there is hardly evidence that can prove it. Conversely, there are sufficient evidences that show the positive impact in children’s achievement where teachers plan their teaching. For instance, Alexander et al (1992 in Dean, 2000:75) note, ‘research studies show that relatively low gains in pupil understanding in classrooms where teachers structure the day largely in terms of individual teaching’. Moreover, another study (PSPMP, 2001:22) on effective teaching in Bangladesh, found a large gap between ‘curriculum in document’ and ‘curriculum in practice’. Perhaps it happened due to the lack of teachers planning. A progressive pedagogy must emphasize on teacher’s concentration about the criteria or competencies that will be achieved by the learners. Teachers must need to follow the pre-specified competencies in presenting their lessons. They can ensure this by preparing lesson plan regularly.

6.2 Child-centric approach and group works:

Lively learning is possible when children do work together in groups in a joyful environment. Child’s involvement is significantly one of the maxims of modern pedagogy. In learning process it makes the learning easier, more effective and sustainable. The progressive teacher should let the students do what they want to do. Therefore, teachers need to integrate the student with the curriculum. Dewey (in Fishman and McCarthy, 1998:23) says, in fact, knowing how to build individual student interest and their unique disposition is the key to effective education. Dewey criticized the classrooms where students feel boredom, lose interest and decide that they have nothing to contribute. Dewey was absolutely against it, which he called ‘sugar-coated pedagogy’. Teachers should really need to care about students, they need to understand curriculum and to understand how to employ it to fulfill students’ requirements. Monk (in Dillon et al, 1997:110-111) argues, “You can lead a horse to water but you cannot make it drink. You can take the horse to the fountain; you

cannot provide it with a 'drinking opportunity'. But ultimately it is the horse that must drink. You cannot drink for the horse. You would only expect to produce to athletes by helping them to run, jump and throw, why do some new teachers abandon this common sense when they go into the classroom"? He also notes that the learner carries out learning. Nobody expect to become a competent teacher solely by reading his or her way through the text. They expect to have to try their hand at planning, organizing and managing classroom activities for their students. Planning student activity is the key to helping students being successful in their learning. Athletes build muscles by exercise and practice. Students have to practice skills and rehearse their knowledge.

All these may seem broadly theoretical however if we examine these from a neurological point of view, we find that to build the synaptic connections in the neural networks of our brains we have to engage in activity, either mental or physical, to cause the neural networks to process and thereby selectively strengthen different patterns of neural connections (Dillon et al, 1997:111).

The above theories and arguments are perhaps vastly applicable for them who are advance or older learners but it may not be relevant and very effective to the young children. Therefore, I think, it will be better to examine whether there are other specific process that will be proved more effective and helpful for the young learners.

Tizard and Hughes (1984 in Dean, 2000:68) suggest, "The kind of dialogue that seems to help the child is not that currently favoured by many teachers in which adult poses a series of questions. It is rather one in which the adult listens to the child's questions and comments, helps to clarify her ideas, and feeds her with the information she asks for". Their suggestion definitely emphasizes on children's involvement and child-centric teaching method. Kerry (1981 in Dean, 2000:69) also notes that to succeed at discussion teachers need to be genuinely interested in the topic, keen to involve pupils and accept their ideas, confident and relaxed.

One of the main strategies of child-centric method, I think, is group works. The above arguments do not specify that. However, Alexander et al (1992 in Dean, 2000:75) emphasize on group works in classroom. They note, 'grouping pupils within the class enables resources to be shared, fosters the social development which primary schools rightly believe to be an essential part of their task and above all provides for pupils to interact with each other and with their teacher'. But group works will not be effective if teachers do not ensure all children's participation. The above evidences suggest that

child-oriented teaching approach as well as group and individual works are very significant to different types of children in promoting their learning.

6.3 Use of teaching aids and its appropriateness:

Successful use of teaching aids such as pictures, charts etc. play a significant role in effective teaching. Teachers need to demonstrate relevant pictures or real things to make the lesson attractive and clear to the children. Gipps et al (200:45) in their study on twenty four expert teachers' teaching practice found demonstrating as an effective method. They note, "Demonstrating was a practical way of illustrating something in order to make it really clear to children. Demonstration was usually used to show children how to tackle a task, how to use an item of equipment (or how not to use it), how to make a construction of some kind or how to record something". They found a teacher who reported, "I can't really do anything without visual clue". They also note, "Real things were, in fact, a feature of most our classrooms objects often on hand for the use of children and teachers. At times, in an attempt to add to a child's learning, teachers sought out pictures in books to illustrate what they were talking about and brought them into their interactions with the children at the precise moment they were needed. ---. Videos were used both as stimulus to a new topic and at instances over a term to help children consolidate learning" (p.64). Some people might alternatively think that teaching aids are less important for advanced learners learning but hardly evidence exists on it.

6.4 Questioning and answering approach:

In teaching, the question-answer method has clear advantages over the lecture method; especially it is more effective in the primary school level. It provides two way communications while lecturing is one-way. It also helps to stimulate thinking. Pollard (1997: 254) notes that asking questions provides immediate feedback on how participants are thinking and on what they know and it accounts for a high proportion of teacher talk. Dean (2000:65) states, 'Questioning is a very important part of the process of teaching. It is not only a way of assessing whether children have learned the material under discussion but a way of stimulation thinking'. However, success of this method depends on its proper usage. Morgan and Saxton (1991:80) list the characteristics of good questioning and conclude, "The art of good questioning involves not only the ability to make and deliver good questions, it also involves

active listening, thoughtful answers and, of equal importance, time to think. The key to good questioning is quality, not quantity”.

However, the above arguments regarding questioning seem theoretical and do not clearly specify the design of effective questioning. Therefore, it is important to see that what other writers and researchers suggest about it.

Dean (2000:65-66) based on different researches (Galton et al, 1980; Perrot, 1980; Sotto, 1994; Waterhouse, 1983; Brophy and Good, 1986) suggest that teachers need to use a variety of questions, which stimulate thinking in a variety of ways. Kyriacou (1986 in Dean, 2000:66) argues that teachers need to consider the type of thinking which questions are designed to promote. He notes four key aspects of questioning. These are:

- Quality- the clarity and appropriateness of the questions for their intended purpose.
- Targeting- the way teachers select pupils to answer questions, matching them to pupils.
- Interaction- techniques used by teachers to deliver questions and respond to pupils eye contact, manner and tone of voice, use of pauses to give pupils thinking time, use of prompting, encouragement of elaborate answers.
- Feedback to pupils- the effect on pupils’ questioning-answering, question is high risk because it is public and involves judgments about the answers; importance of encouragement.

Though the above research evidences intellectually clarify the ways to design questioning approach in effective teaching, these do not clarify provide the directions regarding teachers’ stance or tendency in selecting the children particularly those are less advanced.

On the other hand, some writers are very much careful about teachers’ tendency of selecting children for questioning and its impact. Dean (2000:67) notes, ‘teachers need to be aware of the way they select children to answer questions. There is a tendency to select to answer children who sit within and inverted triangle with the teacher as its apex and to miss children who sit outside the area. There is also a natural tendency to ask those who are likely to have an answer and to omit those who

are slower. This is partly because teachers do not want to embarrass slow-learning children and hold up the rest of the class because they are slow to answer, but inferences will be drawn from this and it is polite to include questions that such children will be able to answer and give them a chance to show this’.

But Dean does not emphasize on how teachers can provide remedial assistance to less advanced children who are unable to reply the questions, conversely Kauchak and Eggen (1989: 101) note that questioning is used to instruct and motivate learners and to diagnose their learning. Learning and motivation are improved when teachers prompt students who are unable to answer. For providing effective teaching teachers must remember to follow the above justifications in effective questioning.

6.5 Developing literacy, numeracy and other skills:

Generally different countries follow their own strategies to develop children’s literacy, numeracy and other skills which we can see in their National Curricula. However, these are the basic skills that children must need to achieve. About language skills in the UK context Dean (2000:102) argues, ‘Children start school with very varied language experience. Some will use Standard English most of the time; others may use a local dialect or speak a different language at home. There will also be some children who speak very little even though they may be quite talkative at home. Teachers of young children will also have some children whose articulation is not clear. The task with all these children is to extend their use of language’. She also notes, ‘Teachers are very likely to feel that children who speak a local dialect are less intelligent than those who speak Standard English. This may not necessarily be the case. Working-class children tend to be stereotyped by teachers and the language experience they have tends to be underestimated’ (p.103). However, the above arguments are widely vague and theoretical. These do not give any realistic evidence of developing literacy skills.

On the other hand, Zemelman et al (1998:32) argue, “Research shows that children tend to use learning strategies in the manner in which the strategies have been taught’. They also note, “Teachers should read widely along with their students ---. Teachers who are good models help ensure that schools don’t just graduate students who can read, but people who do read”. Teachers therefore require following approaches and methods according to the situations and suitability of the individual subjects and skills.

6.6 Teacher's behavior and classroom management:

Teacher's behavior and classroom management skills are the key issues in good teaching. Kyriacou (1986:6) notes, 'At the heart of effective teaching must be the ability of the teacher to create the right emotional climate and tone for the lesson, which will enable pupils to engage appropriately in the mental attitude required for learning to take place satisfactorily. --- An effective classroom climate is one which the teacher's authority to organize and manage the learning activities is accepted by pupils, there is mutual respect and good rapport and the atmosphere is one purposefulness and confidence in learning'.

Though Kyriacou emphasizes on classroom climate, he does not clearly identified what type of variation in general teachers do perform in their teaching and how their attitude impacts on children's learning or in broad sense on children's future life. This however, we find in others' writings such as Mortimore et al, 1988; Dean, 2000 and others.

Mortimore et al (1988 in Pollard, 1996:97-98) showed variations in the expectations and behaviour of teachers in respect of pupil's age, social class, sex, ethnicity and ability. Based on researches such as; Goodacre, 1968; Barker, 1970; Dusek and Joseph, 1983, they conclude that some teachers have different expectations of pupils from different social class backgrounds irrespective of children's performance. There is considerable evidence of differences in teacher action towards and judgments of girls and boys. However, teachers may well be completely unaware of their own behaviors that encourage and sustain stereotyping and that subsequently, may have an effect upon the academic progress and behavioral development of girls and boys. Analysis show that teachers communicated more at an individual level with boys than with girls. This was found true of both female and male teachers.

However the arguments made by Mortimore et al do not specifically express how teachers need to communicate with their children, how they can manage and control the classroom. It is important to find whether teachers' gesture and posture or eye contact impact on their management skills.

Dean (2000:86) notes that control in the classroom depends a good deal language, both teachers' behavior and their reading of the way children react. It helps if teachers are aware of their non-verbal communication and of the signals, which the children give them. Many of these are used in everyday life without people being aware that

they are reading non-verbal signals. She also quotes Neill and Caswell (1993) who suggest, 'Non-verbal communication includes face to face interaction, actual behavior and signals, such as dress and room arrangement which you or the children may "set up" before you meet each other, also facial expression, gaze, head and body posture, hand movements, interpersonal distance and spacing, intonation and pace of speech'. Teachers with good humor can make learning interesting and joyful. Dean (2000:88) says that children react well when teachers make eye contact with them and react attentively to eye contact when they tell teachers something. Smiling helps to create a relaxed atmosphere and also shows that teachers like them. She goes on to say, 'as teacher you demonstrate dominance when you stand above a child who is sitting. To create a more equal situation you may crouch down beside a child. A raised chin also indicates dominance. Standing with hands on hips tends to be threatening'. Although she quotes Neill and Caswell (1993) who found that children perceived it as 'irritable' or 'impatient'. They also found that 'folding the arms gives the same impression as refusing to budge, but is less threatening because the arms now form a barrier in front of the body. Pacing to and fro is distracting. You can use these postures to meet particular situation'.

They also studied hand gestures and suggest that 'lack of gestures indicate lack of involvement with and mastery of the ideas being communicated and thus gives a clear signal to the class that you are not an expert of your subject'. Dean (2000:88) emphasize on the teachers' tone of voice. She notes that teachers need to sound relaxed and natural if they want to create a relaxed atmosphere. A quiet voice is more effective than a loud one and any teacher who has experienced losing his or her voice and going on teaching will know that the children will often react to this by speaking very quietly also. Dean (2000:85) argues that if teaching and learning is to be effective the teacher must be in control of what happens in the classroom. The ability to do this in ways, which still leave children able, to take initiatives and work independently takes time to acquire and the teacher has to discover her or his personal style.

However, retaining children's concentration throughout a class and keeping them engaged in learning activities requires special skills. It is very difficult particularly in primary school level than higher level. It requires teachers' confidence. Docking (1996:33) identifies some points to communicate teachers' confidence and enthusiasm as: prepare the way to formulate essential instructions and explanations, project voice but avoid shouting, practice modulating voice to convey interest, warmth and confidence, develop strategies for gaining everyone's attention, be sensitive to message

conveyed by posture, expression, eye contact and head movements. The above arguments are definitely significant to determining teachers' behavior in the classroom however, question remains whether teachers possess these attributes naturally or fostered by others.

6.7 Appreciating and encouraging the children:

Teachers' encouragement helps children to build their faith and self-confidence. Dean (2000:59) emphasize on motivation for learning. She argues, "An important part of teacher's role is to motivate children to learn. ---. Children need to recognize of the teacher and their peers. Praise is important in motivating children but it must be carefully matched to the situation and not indiscriminate". Teachers therefore, need to give emphasis on it and to be careful about it.

6.8 Identifying of less advanced children and children with special needs and providing remedial assistance:

In the whole class teaching or group works it is important to look after all the children in the classroom. Teachers must need to identify the children who are less advanced and with problems. Docking (1992 in Dean, 2000: 90) lists a number of ways in which teachers see the troublesome pupil. They may attribute the child's behavior to his or her bad motives and intentions. This allows them to exempt themselves from any blame and convey the message to the child that he or she needs to take the first step. Another approach is to blame the home for the child's behavior. This again exempts you from looking to see whether your own behavior is contributing to the situation. Behavior in school is certainly affected by school factors as well as home factors and these need examining.

From the above discussion it is obvious that teaching and learning are miscellaneous activities and it is very difficult to prescribe particular rules for particular teachers to follow in classrooms. These eventually lead to conclude that there is actually no single format of effective teaching. Different conditions might change teachers' role differently. May be for this reason Gipps et al (2000:4) argue, "Teaching is a diverse, complex activity with no clear 'rules' except that the teacher should teach and the child should learn. So how do we make sense of such a diverse activity- how do we

‘unpack’ it? What advice do we give to new teachers to help them become good classroom teachers?” Dean (2000:76) also based on different studies (Galton, 1989; Galton and Patrick, 1990) concludes that the teacher needs to use a mixture of approaches, using direct teaching when it is appropriate, remembering that this is one of the opportunities she or he has to have contact with all the children. On other occasions it may be better to work with groups of children or individuals depending on the work she or he is doing.

7. Implication of the chapter:

First this chapter discusses different quality issues in the context of primary education in Bangladesh and then explores the running interventions to ensure of it. Tremendous interventions have been taken but the focus was not professional and proper on teachers’ activities. Theories and practices on teaching and learning are given less importance in Bangladesh from the policy level. However interventions towards quality primary education are effortless without emphasizing teaching and learning practices. Therefore, this chapter has discussed theories of teaching and learning process elaborately. But only theories can do nothing if the other quality components are missed which leads to conclude a new dilemmato have a holistic manner of teaching and learning process to enhance quality primary education.

Thus this chapter establish the base of conducting the study **‘Current Scenario of Primary Education in Bangladesh; Its Impact on Quality Primary Education’** through stumbling and outlining eight major areas of teaching learning activities.

Chapter Three

Plan and Procedure of the study

1.Planning

1.1 Introduction:

This chapter presents various issues regarding the plan and procedure of the study. It explains the strategies that have been carried out in this study as per research questions and the theoretical framework. It describes the plan, the methodology, the sampling criteria etc. which has been adopted to pursue the objectives of the study appropriately. This chapter also covers exclusively the way of document analysis, detail explanation of classroom observation, interview procedure, study area, development of research tools, piloting the tools, constraints and limitations of the study and ethical guidelines. In a nutshell, the elaborate description of the whole research procedure is presented in this chapter.

1.2 Planning:

Before starting a study it is important to plan everything very carefully and in a very realistic way. Plan usually leads to thinking, re-thinking and exploring the easiest ways to fulfill the target and achieve the goal. The one of the main principles of planning is ‘to ensure the maximum use of minimum resources’ that the researcher had to remember in every step of conducting this study. This study, therefore, has been completed smoothly on the basis of a well-planned and systematic approach of investigation.

This study has been finished without any sponsorship or financing from any authority. The researcher has completed this study merely as a student. Although he was also working in an educational organization (superintendent of primary teachers’ training institute) during the study time, he had few scopes to work as the study was linked to his official job but simultaneously he had also some big challenges and constraints to handle in the study. In spite of these the researcher think that he had a good plan to conduct the study.

The background of the study was his previous work which had been done during his MS degree (equivalent to M Phil degree) under the University of London. Actually as a superintendent of a primary teachers' training institute he was attending a workshop at NAPE where first he met with his honorable supervisor Dr. Prof. Md. Abdul Halim and for his inspiration the researcher started to think doing the study. The researcher is really very grateful to him for his insistent support.

The proposal and synopsis that I, as a researcher, first prepared and submitted to the University of Dhaka had been unfortunately rejected by asking to bring some changes in it. I modified my proposal and synopsis after consultation with my supervisor and submitted again and accepted. I had prepared a tentative timeline to complete the task. I had tried to relate the time with my official activities. I had completed my initial activities such as document analysis, book reviews, preparing of conceptual framework etc. within the stipulated timeline and then prepared the observation checklist and questionnaire for interview. I had decided to collect data in March to June because the teachers of primary training institutes were in practice teaching in that time. However, I was not unfortunately succeed everywhere in my planning and time-line. I had to change my plan several times. However I had tried and finally this study had been completed. The next paragraphs presents the detail procedures that I had been taken time to time for conducting the study possible.

1.3 Methodology:

Appropriate methodology is utmost essential, important and inevitable for conducting a successful research study which the researcher strongly believe. Therefore, the researcher has analyzed and explored different methods of social research designs for conducting this study. The researcher has tried to apply most appropriate, empirical and systematic ways to find out the truth. Emphasis has been given on scientific ways rather than arbitrary methods in this study. Different concerning research seminars and workshops have helped me to understand and explore research methodologies. Particularly PhD research seminars at IOE, University of London as well as at IER,

University of Dhaka have helped me a lot in this regard. I had also a lot of opportunities to attend a series of PhD and other seminars at University of London, UK and I fortunately had attended at many of them. I had experienced that for particularly social and educational research one or two specific methods always does not work properly. The execution of research methods extensively depends on the experience and proficiency of the researcher. However, during conducting a social research, the researcher usually enjoys the opportunity to having new experiences constantly.

Multiple methods of collecting data sources have been used in this study to compile information rather than one method. Therefore, both the qualitative and the quantitative approach of research methods had been used in this study to have the most precise information. It is important to mention here that social research needs nothing but truly investigation in a systematic way to find out the fact from its root. Therefore, the real world researchers always emphasize on exploring and innovating the new ways which could be sometimes in a usual way and sometimes in an unusual way however always following the ethical guidelines. In this study the researcher in most times has used very formal ways and sometimes non-formal or informal way for collecting the data. The researcher thus has experienced and gathered a lot of information from the formal and non-formal observation and interview approaches.

Data has been collected through both primary and secondary sources. Primary sources such as, direct observation of classroom teaching, footage the classroom teaching practices by using camcorder, in depth interviewing with assistant teachers and head teachers of primary schools, AUEOs, UEOs, PTI and URC instructors, PTI superintendents and DPEOs. Secondary sources of data collection also have been used such as collecting data by exploring a wide range of relevant documents, books, journals, research papers as well as internet etc. The researcher has been explored and reviewed a lot of such documents in order to collect data as secondary sources.

1.4 Document review and analysis:

Documents are defined as ‘reports of events’ (Curter, 1966 in Hossain, 1994: 25) recorded for the purpose of transmitting information. To contrast between teachers presently observed behavior in the classroom and what exactly expects according to the different aspects of quality education, it is important to critically analyze the relevant documents. As a researcher I also believe that the relevant documents can help the researcher to gain proper knowledge of the research topic and concept. Therefore, this study has been conducted by using multiple sources of evidence and maintained a chain of evidences. A vast number of relevant documents and literature have been explored and reviewed in this regard.

The literature and documents have been reviewed sequentially and significantly. In most cases the literature has been selected from the renowned past to relevant last as well as the latest and up-dated versions of those. The research evidences also have been explored from the theoretical to empirical as well as relevant past to relevant last. In all cases almost latest and up-dated information have been cited. All the references have been quoted in every possible respective places with page number, authors name and date which shows the sequences and relevancies of the literature.

Several appropriate documents such as different pedagogical books, research papers, views of renowned educators, texts of C-in-Ed and DPED curriculum, teachers’ guides, text books of primary school and other related organizational records. KPI and PSQL indicators developed by Directorate of Primary Education and Ministry of Primary and Mass Education Bangladesh for measuring quality primary education etc. are analyzed and used. Periodicals, reports, journals, government reports, research papers, and books related to quality primary education have been carefully reviewed and examined. The researcher has also explored internet and expectantly obtained a remarkable number of relevant documents which have inevitably facilitated in collecting important information and have enriched this study adequately.

A long list of documents which has been used for this study has been enclosed under the Bibliography chapter. If we see the theoretical framework of this study which has been developed on the basis of the literature review and which comprises many

documents, research studies and different reports we could find the enormous range of relevant literature and research documents that have been needed and explored for conducting this study and simultaneously those will help us to realize the depth of the main theme of this study. This will also help to understand the significance of document analysis for conducting such an empirical and comprehensive research study.

Basically three types of documents were needed to conduct this study if we classified; (1) Documents on quality education issues, (2) Documents on teaching learning process and teacher education issues and (3) Documents on educational and social research issues.

(1) Documents on quality education comprises many prominent literature and research findings which have been used in this study. Some of the principal literature and documents among those include different mainstream research papers on quality primary education such as ‘Education in Developing Asia, The Quality of Education: Dimensions and Strategies’, ‘Findings Report on Primary School Performance Monitoring Project’, ‘Bangladesh Education Sector Review Reports by The World Bank’, ‘Education Watch and Campaign for Popular Education (CAMPE) published series of reports like ‘ Hope not Competency (1999)’ and ‘A Question of Quality; State of Primary Education in Bangladesh (2001)’, ‘New Vision Old Challenges: State of Pre-primary Education in Bangladesh (2013)’ to ‘Moving from MDG to SDG: Accelerate Progress for Quality Primary Education ((2015). Save the Children published ‘Shikkha Chitro: relevance of basic quality education for children (1999)’, NAPE published ‘Gobeshona Protibedon’ (Research Report) (2012), Research Study on Quality Education by PSPMP project (2001), DPE published ‘Mid Term Final Report of PEDP-3 (2015)’, Baseline Report of PEDP-2 (2006), Annual Sector Performance Reports (ASPR) from 2010 to 2016, IER, University of Dhaka published ‘Teacher’s World: Journal of Education and Research (2008 to 2012) etc.

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(2) Documents on teaching learning process and teacher education include a lot of well-known books and research papers. Among them some were: one of the

most renowned publishers of UK, Cassell, London published, 'The Realities of Teachers' Work', 'The Effective Teacher', 'Reflective Teaching in the Primary School', 'Readings of Reflective Teaching in the Primary School', 'Reflective Teaching in the Primary School: A Handbook for the Classroom', 'Primary Teaching Skills' etc. another famous publishers of UK and USA, Routledge, London and New York published, 'Primary Teachers At Work', 'Improving Children's learning: Effective teaching in the primary school', 'What Makes a Good Primary School Teacher? Expert classroom strategies', 'Teaching and Learning Pedagogy, Curriculum and Culture: Key issues in teaching and learning', 'Policy and Practice in Primary Education: Local initiative, national agenda' etc. Teachers College Columbia University. New York published 'John Dewey and the Challenge of Classroom Practice', David Fulton Publishers Ltd. London published, 'Managing Behaviour in the Primary School', Open University Press, Buckingham published 'Becoming a Teacher: Issues in Secondary Teaching', Prentice-Hall, Inc. New Jersey published 'Reflective Teaching: The Study of Your Constructivist Practice', Methuen and Co. Ltd. London published 'The Art of Teaching', University Press of America, Lanham published 'Traditional Culture and Modern Systems: Administering Primary Education in Bangladesh', Allyn and Bacon, Boston published 'Learning and Teaching: Research based Methods', Scott, Foresman and Company, London published 'Effective Teaching: Principles and Practice', Basil Blackwell, Oxford published 'Effective Teaching in Schools', Stanley Thornes (Publishers) Ltd. Cheltenham, published 'Essential Teaching Skills', David Fulton Publishers, London published 'Effective Primary Teaching: research based classroom strategies', and BSTD (Bangladesh Society for Training and Development), Dhaka published 'Teachers Training in Primary Education Sub-sector of Bangladesh', 'Impact of Human Rights and Legal Education Training of BRAC', 'Need and Importance of Training: Assessment of Training Needs and Training Strategies in Different Organizations with Special Emphasis in Banks', 'Teachers Training in Primary Education Sub-sector of Bangladesh', 'PTU of Foundation Training Course with Special Reference to BCS Agriculture, Fisheries and Livestock Cadre Officials', 'Impact of Human Rights and Legal Education Training of BRAC' etc.

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(3) Documents on educational and social research also include a lot of famous books on this issue. It includes one of the most world famous publisher Blackwell publishing, London published 'Real World Research', Routledge Falmer, London and New York published 'Research Methods in Education', Thousand Oaks, Sage Publications, Inc. published 'Handbook of Qualitative Research', BERA (British Educational Research Association), London published 'Ethical Guidelines for Educational Research', , London Taylor & Francis Group, London published 'Researching Teaching: Methodologies and Practices for Understanding Pedagogy', Book Syndicate, Dhaka published 'A Handbook of Research' and 'A H Development Publishing House, Dhaka published 'Research Methods in Social Sciences' etc.

1.5 Attention on Plagiarism:

It is very significant for every author and researchers to be honest about his or her own writings and others writings. It is also gentleman courtesy to acknowledge the other authors for taking help from their writings by seeking proper permission from the original authors or publishers and in most cases at least providing or mentioning their names and publications as references. If we quote or paraphrase another author's work without mentioning a reference to it, would be a great offence and would be plagiarism. Plagiarism does not only mean cheating, it is also ignoring other authors and not realizing the importance to include a reference to their works or theories. The researcher was always aware of it. In this study the researcher have used many quotations from different authors and have done some paraphrasing for avoiding long discussions in some cases where it was necessary but obviously with proper referencing. The researcher also has acknowledged all of those known and unknown authors for their brilliant productions.

1.6 Referencing Method:

In any kind of written paper it is important to cite the source used in it. Particularly in research study it is inevitably important to include where and how the piece of information have been found. Referencing does not mean simply to inform the readers

only the source from where it has come but rather it also explains what we think it means.

There are different referencing systems which are followed in different countries for providing references in different research papers and journals such as APA, MLA, Harvard, Vancouver, Chicago etc. However, APA is very familiar and primarily used in the USA as well as the Harvard Referencing System is very much familiar and followed extensively in different research papers and studies in different countries including UK and Australia. As the researcher himself has done his master's degree from the University of London, UK, he was habituated to use Harvard Referencing System very much. However, as per the publication information of 'Teacher's World: Journal of Education and Research' published by IER, University of Dhaka, it seems to the researcher that the APA¹ referencing system is more familiar and popular at the University of Dhaka. Therefore, in this study the APA referencing system has been followed instead of the Harvard System Referencing System although there is a lot of similarity between these two most familiar referencing systems.

¹APA (American Psychological Association) is an author and date based referencing system where emphasis has been given to the author and the date of a piece of work to uniquely identify it. This system originated in 1929, when a group of psychologists, anthropologists and business managers convened and sought to establish a simple set of procedures, or style rules, that would codify the many components of scientific writing to increase the ease of reading comprehension. As with other editorial styles, APA style consists of rules or guidelines that a publisher observes to ensure clear and consistent presentation of written material. It concerns uniform use of such elements as selection of headings, tone and length, punctuation and abbreviations, presentation of numbers and statistics, construction of tables and figures, citation of references and many other elements that are a part of a manuscript. (Source: Official APA website).

2.Direct Classroom Observation:

Direct classroom observation method has been used in this study. Observation means viewing or seeing intensively and carefully. According to Ahmed (2010: 105), observation may be defined as systematic viewing of a specific phenomenon in its proper setting for the specific purpose of gathering data for a particular study. Observation as a method includes both seeing and hearing. It is accompanied by perceiving as well. It implies the use of eyes rather than ears and voice. It is watching other person's behavior as if actually happens without controlling it. Observation is also defined as a plane methodical watching that involves constraints to improve accuracy. Gardner has defined it as "selection, provocation, recording and encoding of that set of behavior and setting concerning organisms in site, which are consistent with empirical aims" (Gardner, 1968 cited in Ahmed, 2010: 105). All observations are not scientific observation. Observation becomes scientific when it serves a formulated research purpose, is planned deliberately, is recorded systematically and is subjected to checks and controls on validity and reliability (Ibid, p-105). Hence in this study the method of observation is considered as most appropriate to understand the classroom teaching behavior of primary school teachers.

The method of observation serves a variety of research objectives. Zikmund (1988) has mentioned that six kinds of contents or dimensions can be observed by following observation method. These are: (1) Physical actions, (2) Verbal behavior, (3) Expressive behavior, (4) Spatial relations, (5) Temporal patterns and (6) Verbal records (Zikmund cited in Ahmed, 2010:105). The objective of this study is to find out the current scenario of primary classroom teaching practices, consequently intensive observation of classroom teaching of different categories of primary school teachers such as trained and untrained, male and female as well as urban and rural, which was necessarily very significant. This type of direct observation helps the observer justifies teachers' different dimensions which have been mentioned. For

these various reasons, direct classroom observation method of data collection has been followed in this study.

2.1 Classroom Observation by using Camcorder:

Ahmed (2010:105) has explored that scientific observation differs from other methods of data collection in many ways. He characterizes observation such as: (1) Observation is always direct while other method could be direct or indirect, (2) Field observation takes place in a natural setting, (3) Observation tend to be less structured, (4) Behavior is observed in natural surroundings, (5) It enables understanding significant events affecting social relationship of the participates, (6) It determines reality from the perspective of observed person himself and (7) It identifies regularities and recurrences in social life. Black and Champion (1976, in Ahmed, 2010:106) have mentioned that this method is more appropriate for studying life style or sub-cultures, practices, episodes, encounters, relationships, groups, organizations, settlements and roles etc. In this study primary teachers' classroom teaching practices have been observed directly as well as by using camcorder which is very much scientific and modern. Video recorded data provides us opportunities to observe the same teaching practices several times. It also helps us analyzing the data more accurately.

Primarily it was decided to follow only direct observation method; however, the first presentation of this research study seminar at IER, University of Dhaka on 19 May 2011, participants have suggested using most modern equipment such as video recorder for observing classroom teaching. I as a researcher also consider this suggestion is invaluable in this regard. Therefore, for getting more authentic information and for having perfect analysis it was decided to observe direct classroom teaching practice simultaneously it was also decided to observe classroom practices by using video camcorder. In this study thus video camcorder was used to some extent. However, as a researcher while I found that some good teachers were not in

fact performing better in front of camera, though some other who were not actually better but were acting better in front of the camera and it made me to decide not to record all the classroom activities by using camcorder. Beside this many teachers were not willing to stand in front of camera.

2.2 Observation Checklist:

All observations have been conducted through using the same observation check-list. The researcher has used a very well-organized structured checklist for observing the classroom activities of different teachers. The same worksheet (checklist) has been used for all observed participants (teachers). Observation checklist contains and covers all the different, crucial and relevant aspects (eight) of teaching-learning process as determined for this study. The worksheets (include eight domains or independent variables) were such as:

1. Worksheet related to teachers' prior preparation
2. Worksheet related to child-centric approach and group works
3. Worksheet related to developing literacy, numeracy, other skills and achievement
4. Worksheet related to use of teaching aids and its appropriateness
5. Worksheet related to questioning-answering approach and assessment process
6. Worksheet related to teacher's subject knowledge, behavior and classroom management
7. Worksheet related to appreciating and encouraging the children
8. Worksheet related to identifying of less advanced children and children with special need

There were different parameters to categorize the observation findings. These parameters were very useful to identify the differences of findings. The same cluster of parameters or ratio scale had been used for each of the test items. This type of parameters simplified and helped easy interpretation and analysis of findings.

Table: 16 Parameters of interval or ratio scale

Sl.	Parameters (interval or ratio scale)	Remarks
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1.	a) Excellent	Moreover, there were scopes to write down more or additional comments (if needed) against each of the test items.
2.	b) Very good	
3.	c) Good	
4.	d) Not bad	
5.	e) Bad	
6.	f) Not at all	

It is significant to mention here that the observation checklist have been prepared in such a way as it could provide the researcher many more additional information beyond the test items and parameters cited in the checklists. These types of additional information also help to figure up the qualitative findings and effective analysis any qualitative study.

Table: 17 Parameters of percentage scale

Words (Parameters)	Refers	Percentage (Ratio Scale)
Excellent	Indicates excellent performance towards perfection	Above 90%
Very good	Indicates outstanding performance	80% to 90%
Good	Indicates comparatively better performance	60% to 80%
Not bad	Indicates moderately good but needs improvement	40% to 60%
Bad	Indicates not good and needs major improvement	25% to 40%
Not at all	Indicates bad and below standard	25% or below

For direct classroom observation a well-organized checklist had been used which contained sixty four (64) test items under eight (08) main domains. The eight domains (Independent variables), the number of test items (Dependent variables) and result parameters(Interval or ratio scale) were as follows;

Table: 18 Test items and parameters on teacher’s prior preparation with eight (08) questions

Sl.	Test items	Parameters
1.	How is the overall preparation of the teacher for the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How the teacher has ensured appropriate classroom seating arrangement?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How much does the teacher have good approach to the students at the beginning of the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How the teacher has created safe learning environment?	a) Excellent b) Very good c) Good d) Not bad

		<ul style="list-style-type: none"> e) Bad f) Not at all
5.	How the teacher has written the lesson plan (methodologically)?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
6.	How does the lesson plan describe the method and the contents of the lesson?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How is the attitude of the teacher towards his or her dress as a teacher?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How the teacher has created positive emotion at the beginning of his or her lesson?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 19 Test items and parameters on child-centric approach with eight (08) questions

Sl.	Test items	Parameters
1.	How is the overall child-centric activities done by the teacher for the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How is the standard of group work done by the teacher for the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How is the quality of the pair work done by the teacher for the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How is the effectiveness of the individual work done by the teacher for the class?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

5.	How is the success of the whole class work (plenary session) done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
6.	How is the activeness of the most children in the classroom while the teacher provides lesson (including instructions) for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How is the overall interaction and students' opportunities to talk with teacher in the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How is the students (children) feelings (comfortably and happiness) while the teacher provides his or her lesson?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 20 Test items and parameters on developing literacy, numeracy and other skills with eight (08) questions

Sl.	Test items	Parameters
1.	How has the teacher organized creative activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How has the teacher planned innovative activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How is the standard of the language used by the teacher (such as providing clear instructions with clear voice and pronunciation or model reading in the language class)?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How has the teacher created relation between the lesson and the children's lives?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How has the teacher prepared activities which are	a) Excellent

	related to logical and mathematical intelligences?	<ul style="list-style-type: none"> b) Very good c) Good d) Not bad e) Bad f) Not at all
6.	How much livelihood class has the teacher provided?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How has the teacher succeed in checking the learning outcomes?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How has the teacher succeed in achieving the Learning outcomes?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 21 Test items and parameters on Use of teaching aids and its appropriateness with eight (08) questions

Sl.	Test items	Parameters
1.	How has the teacher used teaching aids in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How is the appropriateness (in size, weight, visibility etc.) of the teaching aids used in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How much is the relevancy of the teaching aids with the lesson?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How much is the relevancy of the teaching aids in accordance with the age of the children?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How have the teaching aids demonstrated by the teacher in the classroom?	a) Excellent b) Very good c) Good

		<ul style="list-style-type: none"> d) Not bad e) Bad f) Not at all
6.	How much have the children benefited of helped by the teaching aids used by the teacher in the classroom (you think)?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How has the teacher closed the teaching aids after it has been used (in time and in a appropriated way) in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How has the teacher used modern teaching aids (equipment) such as computer, multi-media, mobile phone and DVD player in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 22 Test items and parameters on Questioning and answering approach with eight (08) questions

Sl.	Test items	Parameters
1.	How has the teacher organized assessment activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How has the teacher planned formative assessment activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How has the teacher organized summative assessment process in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How has the teacher asked questions (the way of asking) to the children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How much has questions relevant to the lesson used by the teacher in the classroom?	a) Excellent b) Very good c) Good d) Not bad

		<ul style="list-style-type: none"> e) Bad f) Not at all
6.	How much multi-dimensional have the questions asked by the teacher in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How has the children answered the questions asked by the teacher in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How much opportunities have the children cherished in asking further relevant questions to their teacher in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 23 Test items and parameters on Teacher’s subject knowledge, behavior and classroom management with eight (08) questions

Sl.	Test items	Parameters
1.	How is the teacher’s depth of subject knowledge for conducting a lesson in the classroom (you think?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How is the teacher’s level of confidence for presenting a well-planned lesson in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How is the facial expression of the teacher (such as smiling or aggressive etc.) inside the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How is the teacher’s movement and position (standing or seating or leaning against the table or walking etc.) in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How is the quality of teacher’s voice and intonation to the children (clear and loud) for communicating with the children?	a) Excellent b) Very good c) Good d) Not bad

		<ul style="list-style-type: none"> e) Bad f) Not at all
6.	How is the excellence of relationship between the teacher and student in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How much democratic role has the teacher played to the children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How is the quality of teacher's overall classroom management including time management?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 24 Test items and parameters on Appreciating and encouraging the children with eight (08) questions

Sl.	Test items	Parameters
1.	How has the teacher appreciated the children for their better performance in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How much has the children been encouraged (being honored) by the teacher in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How has the teacher provided incentives (gift or others) to the children for their better performance?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How has the teacher created relation between one children to another children in the classroom (asking other students to praise the good one etc.)?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How has the teacher re-act with the children (smiling and looking fresh or annoying) while inter-acting with them?	a) Excellent b) Very good c) Good

		<ul style="list-style-type: none"> d) Not bad e) Bad f) Not at all
6.	How has the teacher treated with the backward students or students with special needs?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How has the teacher disciplined the undisciplined children (such as by use diplomacy or by providing corporal punishment)?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How has the teacher performed with the children in all-purpose to achieve his or her ultimate goal in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

Table: 25 Test items and parameters on Identifying of less advanced children and children with special needs with eight (08) questions

Sl.	Test items	Parameters
1.	How has the teacher taken care of all the children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
2.	How has the teacher identified less-advanced children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
3,	How has the teacher identified children with special needs (minor disable children) in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
4.	How has the teacher identified talented (brilliant) children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
5.	How has the teacher offered special attention to the less-advanced children in the classroom?	a) Excellent b) Very good c) Good d) Not bad

		e) Bad f) Not at all
6.	How has the teacher arranged for remedial measures to the less-advanced children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
7.	How has the teacher approached over-all to the less-advanced children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
8.	How has the teacher succeed in achieving the Learning outcomes?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all

2.3 Field Notes:

Taking field notes during observation is another most important task for gathering information in a real world research. In this study the researcher had taken field notes in both of the times, during observations and during interviews. This was actually additional task which the researcher did simultaneously along with the checklist and questionnaire.

The ways in which the researcher took notes during observation and interview was very much as per his own decision was developed over time which made him more experienced in observing and interviewing. At the end of the day the researcher finalized the records as soon as possible so that important facts and opportunities for interpreting might not be lost. He used descriptive words to document what he had observed however he was always conscious on focusing the main research questions. During observation as well as interviewing, the researcher was thinking about the underlying meaning of what he was observing and recording his thoughts and ideas accordingly. It helped him to ask next questions or seek more clarification from the respondents. The researcher has tried best to present the meaning of which were observed and interviewed from the perspectives of the respondents. Sometimes he has described direct comments or quotes of the respondents as exact what was recorded in the field notes.

3. Interview:

In this study interview method has been followed to get more and adequate information of classroom teaching practice and relevant other issues. Interviewing is one of the major methods of data collection in a research study. Ahmed (2010:111) has defined interviewing as a two-way systematic conversation between an investigator and an informant indicated for obtaining information relevant to a specific study. It involves not only conversation but also learning from the respondent's gestures, facial expressions and pauses and his environment. In this context Rash Ahuja (2001 cited in Ahmed 2010:111) also mentions, 'As a research tool or as a method of data collection, interview is different from general interviewing with regard to its preparation, construction and execution'. P.V. Young (1953 cited in Ahmed 2010:112) says, 'The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger'. Gardover (cited in Ahmed 2010:112) has defined interview as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on the content specified by the research objectives of description and explanation. Ahmed (2010:116) suggests three things need to be analyzed with regard to the interviewer. These are: (1) Tasks, (2) Qualities:

Honesty, Interest, Accuracy, Adaptability, Temperament, Intelligence, Education and (3) Training.

In most of the cases the individual researchers as well as some other research organizations such as CAMPE gives emphasis on input and output indicators of quality education. But the most important, that means the teaching- learning process has been given less importance and where a few researchers emphasize on it, they also have unfortunately ignored the real issues of teachers work.

Some researchers who has given emphasis on teaching learning process, teaching aids and methodology used by the teachers etc. for quality education. Their main focus was on the elements of quality teaching. However, in this study first time I have explored that these were not actually the key issues. The key issue related to the teachers work for quality education is actually related to the teachers' ethical obligations which could make them sincere, punctual, and reliable as well as motivated to provide good lessons. It was only the interview method through which those type of information could be revealed. Interview method could create scopes to find the inner information of the respondents such as what was in their mind, why teachers will provide good lessons in the classrooms in the government primary schools where they are getting salaries without doing their duties is the main question to many of the teachers etc.

Interview therefore seems to me a great instrument for collecting data as well as very authentic information in the context of Bangladesh as the people of this country are very much frank to deliberate information without hesitation regarding their actual activities. Usually we know that seeing is better than hearing but this study helps to change my thinking. I realized that the things are happening here in a very different way. When a teacher will play good role or act like a good teacher in front the school inspector instead of real professionalism, it will be difficult for the inspector to distinguish the real and the fake. However, during interview they usually expose their real intentions and thus this process reveals the real picture. During inspection or observation a teacher will never use mobile phone or face book in the classroom in presence of the inspectors or observers but the reality is that it happens regularly. Therefore interview I think is the best method for data collection (particularly this type of data) in Bangladesh. Moreover, while a high official visits schools teachers

will never be seated and will never punish the students but in a real situation in most cases it does not happen.

In this study the researcher therefore has followed in-depth interview method for having a clear concept about what teachers have done in the classroom and what they think about classroom-teaching. Simultaneously the researcher also has asked questions to the related persons about teachers' activities and performance. Thus the following persons were interviewed.

- In-depth interview with Assistant Teachers particularly whose classroom have been observed (20 male + 20 female total = 40)
- Interview with related Head Teachers (5 male + 5 female = total 10)
- Interview with AUEOs (5 male + 5 female = total 10)
- Interview with UEOs (5 male + 5 female = total 10)
- Interview with URC Instructors (5 male + 5 female = total 10)
- Interview with PTI Instructors (5 male + 5 female = total 10)
- Interview with DPEOs (3 male + 2 female = total 5)
- Interview with PTI supers (3 male + 2 female = total 5)

All types of interviews were followed by five (05) sets of semi-structured questionnaires which were prepared for the study according to the theoretical framework of quality education and developed with the consultation of the teacher educators and experts in the related field. Here, it is important to mention that there were many similar questions in the questionnaires which have been followed for interviewing the above different personnel. The semi-structured questionnaire has been also piloted and modified before used in this regard.

3.1 Semi-structured questionnaire for interview:

Five (05) sets of different and individual semi-structured questionnaires had been used for different interviewees such as for the (1) Asst. Teachers, (2) Head Teachers, (3) AUEOs, (4) UEOs, URC and PTI instructors, (5) DPEOs and PTI supers this study. Each of the questionnaire comprises around forty (40) questions under five (05) main domains and each domains comprises around eight (08) questions (more or less in few cases). Five domains were same for all sets of questionnaire however the questions were in different ways for different type of interviewees. Although there were also similarities in many cases of the different sets of questionnaires. Most of the questions were flexible and open ended so that interviewees could add some more information beyond the semi-structured questionnaire.

Actually the principal objective of the semi-structure questionnaire was to figure out all the interview data in a similar and structured way for easy interpretation and analysis however for getting exact and original fact and information, in most cases flexible and open ended questions had been arranged in the semi-structured questionnaires. The five domains and questions were as based on the following benchmarks.

3.2 Benchmarks for design the questions for semi-structured interview questionnaire:

Table: 26 Benchmarks for design the questions for semi-structured interview questionnaire

Five (05) Principal Domains	Sl.	Norms of Questions (Flexible and open ended)
1. Perception concerning teacher's preparation	1.	Questions on the importance of teacher's preparation; how the interviewee think about the importance of teacher's preparation or not.
	2.	Questions on the teacher's practice of taking preparation; whether the interviewee thinks that teachers usually take preparation or not before presenting a lesson.
	3.	Questions on the importance of teacher's lesson plan; how the interviewee acknowledge the importance of lesson plan or not.
	4.	Questions on the importance of teacher's practice of using lesson plan; how the interviewee think that teachers usually use lesson plan or not.
	5.	Questions on the regular implementation of lesson plan; whether the interviewee is willing to regular implementation of lesson plan in his own school, sub-cluster, jurisdiction or not.
	6.	Questions on the trained teacher's preparation; whether the interviewee think that the trained teachers are more prepared or not.
	7.	Questions on the un-trained teacher's preparation; whether the interviewee think that the un-trained teachers are more prepared or not.
	8.	Questions on the male and female teacher's preparation; whether the interviewee think that the male teachers are more prepared than the female or not.

2. Perception concerning teacher's presentation	9.	Questions on the approaches of teacher's presentation; how the interviewee think about the teacher's presentation approaches.
	10.	Questions on the interviewee's professional qualifications; whether the interviewee's have professional degree such as C-in-Ed, Dip-in-Ed, B Ed etc. degree or not.
	11.	Questions on common presentation approaches that most teachers usually follow; how the interviewee thinks about the presentation approaches that most teachers follow.
	12.	Questions on teacher-centric versus child-centric presentation approaches; how the interviewee think about the appropriate approaches that most teachers should follow.
	13.	Questions on the importance of teaching aids; how the interviewee think about the teaching aids that most teachers should follow.
	14.	Questions on the use of teaching aids; how the interviewee thinks about the actual use of teaching aids that most teachers usually do.
	15.	Questions on different subjects and different presentation approaches; how the interviewees think about the importance of different approaches for different subjects.
	16.	Questions on selecting appropriate presentation approaches for specific subjects; how the interviewees think about the appropriate approaches for Bengali, English, Math and Science that most teachers should follow.
3. Perception	17.	Questions on significance of good classroom management; how the interviewee thinks about the importance of classroom management system.
	18.	Questions on classroom management techniques; how the interviewee thinks about the common

concerning teacher's classroom management		classroom management techniques that most teachers should follow.
	19.	Questions on classroom management versus whole-class work; how the interviewee thinks about the role of whole-class work in classroom management that most teachers should follow.
	20.	Questions on classroom management versus group- work; how the interviewee thinks about the role of group-work in classroom management that most teachers should follow.
	21.	Questions on teachers' attitude in classroom management; how the interviewee think about the teachers' common attitude found in most classrooms.
	22.	Questions on teachers' behavior in classroom management; how the interviewee think about the teachers' common behavior found in most classrooms.
	23.	Questions on teachers' dress and body language in classroom management; how the interviewee thinks about the impact of teachers' dress and body language in classroom management.
	24.	Questions regarding different suggestions for classroom management; how the interviewee could provide their views and suggestions on good classroom management.
	25.	Questions on significance of students' assessment; how the interviewee think about the importance of children's assessment and evaluation in the classroom.
	26.	Questions on students' regular assessment; how the interviewee thinks about the children's regular assessment and evaluation in the classroom that teachers should do.
	27.	Questions on students' formative and summative

<p>4. Perception concerning students' assessment and evaluation</p>		<p>assessment; how the interviewee thinks about the formative and summative assessment in the classroom.</p>
	28.	<p>Questions on appreciating and encouraging the students for good performance; how the interviewee think about appreciating and encouraging the children for their performance in the classroom and what most teachers usually do.</p>
	29.	<p>Questions on identifying the less advanced students; how the interviewee thinks about the role of the teacher regarding the less advanced children in the classroom.</p>
	30.	<p>Questions on remedial measure for the less advanced students; how the interviewee thinks about the remedial measures provided by the teachers to the less advanced children in the classroom.</p>
	31.	<p>Questions on recognizing the students with special needs; how the interviewee thinks about the role of the teacher concerning the children with special needs (minor disable children) in the classroom.</p>
	32.	<p>Questions on remedial measure for the students with special needs; how the interviewee thinks the remedial measures provided by the teachers to the children with special needs in the classroom.</p>
	<p>5. Perception concerning quality primary</p>	33.
34.		<p>Questions on achieving the quality education; how the interviewee thinks about achieving the quality of primary education.</p>
35.		<p>Questions on the present situation of quality education in Bangladesh; how the interviewee thinks about present situation of the quality of primary education in Bangladesh.</p>

education	36.	Questions on the role of existing teachers' training program in achieving the quality education; how the interviewee evaluate the existing teachers' training program in achieving the quality of primary education.
	37.	Questions on recommendations to improve the existing teachers' training program in achieving the quality education; how the interviewee suggest to improve the quality of existing teachers' training program in achieving the quality of primary education.
	38.	Questions on the performance of trained versus un-trained teachers in achieving the quality education; how the interviewee thinks about the performance of trained and un-trained teachers in achieving the quality of primary education.
	39.	Questions on the performance of male versus female teachers in achieving the quality education; how the interviewee thinks about the performance of male and female teachers in achieving the quality of primary education.
	40.	Questions on suggestions to improve the over-all quality of primary education in Bangladesh; how the interviewee thinks to improve the quality of primary education in Bangladesh.

3.3 Interview Techniques:

The following techniques had been adopted to gather a wide range of relevant information as per the objectives of the study.

- Interviews have been taken formally as well as informally
- The researcher has used semi-structured questionnaire
- Different sets of questionnaires have been used for different types of interviewees
- Different sets of questionnaires contained some common questions for all relevant participants
- Questions have been asked sometimes beyond the semi-structured questionnaire
- Interview findings have been interpreted quantitatively as well as qualitatively
- For quantifying the findings some common parameters (ratio scale) have been used such as

Table: 27 Parameters of nominal scale and ratio scale of interview words

Wording (Nominal Scale)	Meaning	Percentage (Ratio scale)
All participants think	All of the participants think	100% think
Most participants think	All most all participants think	Above 70% think
Many participants think	Majority of the participants think	Above 50% think
Half of the participants think	Exactly half of the participants think	50% think
Some participants think	Not majority of the participants think	Below 50% think
Few participants think	A small number of participant think	Below 40% think
A few participants think	Minimum of the participant think	Below 30% think
A very few participants think	Least of the participants think	Below 20% think
None of the participant think	None of the participant at all think	0% think

3.4 Interpretation of Interview Data:

For interpreting the exact interview data, a very clear and detailed description method have been used in this study. Data have been provided with detailed description in association with some tables and graphs in this study. It has been seemed to the researcher really very difficult to clarify the qualitative data such as interview data by using tables and graphs for quantifying and making the analysis easy in this study. In spite of this, as the interview has been taken by using semi-structured questionnaire, some tables and graphs has been used to some extent as per the interview questionnaires. However, for original interpretation it is very significant to read the qualitative description along with the tables and graphs that contain the quantitative data. The researcher therefore think that it is also very important to relate the qualitative description which has been extracted from the field notes along with the tables and graphs for better understanding of the interview findings.

In this study, for elaborate discussion and smooth clarification of the interview data, detailed description method has been used along with related tables and graphs. The way of presentation has been used sequentially as per the semi-structured questionnaire and the researcher has made bridge between the qualitative description and the tables and graphs to find the relation and variation of the findings.

4. Development of Tools:

It is important to use specifying instruments for conducting a successful research study and establish the reliability and validity of test instruments. Therefore in this study, the following instruments were developed, tested and used for gathering data.

- Observation checklist
- Semi-structured questionnaires for interviewing.

Direct classroom observation checklist and interview questionnaire were prepared according to the conceptual framework of teaching-learning process and quality education. These are developed with the consultation of teacher educators and experts in the related field of different universities and organizations including IER, University of Dhaka, IED, BRAC University, NAPE and DPE.

4.1 Development of Observation Checklist:

This is a form on which observations of teachers' classroom practices have been observed and recorded. The key areas of teaching-learning which have been observed have been selected carefully by focusing on the nature and objectives of the study. They were been grouped into appropriate categories under specific domains and listed in the checklist in such a way so that the observer could observe the teacher's classroom activities sequentially. The parameters were also structured with possible alternatives. Detailed features of the observation checklist have been discussed earlier. Therefore, now it is important to focus on the way of developing the interview questionnaires.

4.2 Development of Interview Questionnaire:

Interview questionnaires are the most frequently used data collection method in educational and evaluation research. It helps to gather more information about the thinking and the real attitude of the interviewees. Particularly in the context of Bangladesh interview questionnaire seem to me a great tool for having original information as the people here are very much frank in discussion and delivering authentic information rather than artificial or diplomatic manner. Firstly one set of common semi-structured questionnaire (flexible, free responsive and open ended) for interview had been prepared by the researcher himself as per the objectives of the study, however for the diversified respondents (Head teachers, AUEOs, UEOs, URC and PTI instructors, DPEOs and PTI supers) it was needed to prepare the questions in some sort of different ways for different type of interviewees. Although there were also similarities in many cases of the different sets of questionnaires. Therefore, totally eight sets of semi-structured interview questionnaire has been prepared for eight (08) categories of respondents. However, eight sets of questionnaire was a huge task and it was needed to minimize those and reduce the sets as some of the respondents were from almost same categories such as UEOs, URC and PTI instructors were in a similar group and DPEOs and PTI supers were in a similar group. Therefore, for these two groups two sets and for other three individual respondents' three sets, totally five sets of semi-structured interview questionnaire have been finally prepared. All the sets were pre-tested and modified before administration. Detailed features of the semi-structured interview questionnaire have been discussed earlier. Now it is important to discuss about how the above tools were pre-tested, triangulated, modified and finalized.

4.3 Triangulation of the tools:

It is significant to pre-test, triangulate and modify the tools before using it to collect data. Preparing and checking the research tools is however, a very difficult task for any researcher particularly for conducting an empirical social study. In this study the researcher also faced a lot of straggles in this regard. Checking the tools by using different viewpoints is usually named as triangulation. Reviewing or triangulation of the research tools is actually most essential part for a real and effective research study.

The next paragraphs provide the detail procedure of the preparing, pretesting and modifying of the tools.

According to the eight (08) principal areas of teaching and learning first the researcher himself prepared an observation checklist. Under every key area of teaching and learning the researcher has segregated several activities. Thus first the researcher made a list of 78 sub activities of teaching learning process and submitted to the panel that consist with his experienced colleagues which includes assistant superintendent, instructors, URC instructors and experimental school teachers working as instructors in attachment of the primary teachers' training institute. As the researcher himself firstly prepared the observation checklist as well as the questionnaires for interview, he asked his colleagues to see and check those. They did it and suggested to cut some questions and add some more questions instead of those. Therefore, in that situation the researcher requested them to prepare some more checklists and questionnaires as per their own views and experiences. Thus ultimately five (05) sets of observation checklists and semi-structured interview questionnaires for the teachers have been initially prepared. From the five sets of checklists and five sets of interview questionnaires, finally one set of checklist and one set of interview questionnaire have been justified where the common questions were integrated and edited where needed.

In the initially prepared five sets of observation checklists, the total number of questions was 395 and the average numbers of questions were 79 under eight principal domains of teaching and learning process. After justification and modification one final set of observation checklist had been developed with 64 questions under eight domains.

In the same way eight sets of semi-structured interview questionnaire had been initially developed and then reduced into five sets. The total numbers of questions were 210 under five principal domains of teaching-learning process and quality primary education. After justification and modification the total numbers of questions were around 200 in five sets of different questionnaires with around 40 questions in each set.

The observation checklist and questionnaire for interview have been reviewed and criticized for triangulation and modification according to the need of the study. The existing academic staff and faculty members that mean teacher educators (Instructors) of Faridpur PTI and all of them have had either B Ed or M Ed or both degrees as well as long experiences in teaching were requested to prepare checklists for observing a lesson of a teacher of a primary school and questionnaires for interview. Accordingly they have done it by using their own education, aptitude and experiences and submitted to me. Simultaneously I have arranged a one day workshop at Faridpur PTI (primary teachers training institute) on 10 July 2011. In the workshop 14 teacher educators including assistant superintendent, instructors, URC instructors and experimental school teachers working as instructors in attachment of the institute were present. The whole study procedure has been discussed in the workshop and then the researcher asked them to assist and finalize checklists and questionnaires for interview in order to get maximum authentic information for the study. Thus we have prepared checklists and questionnaires for interview individually and in groups from our own backgrounds and long experiences in this field. As the researcher I myself also have taken actively participation in the workshop and finally prepared a modified checklist by participating all together. Different modern pedagogical aspects as well as learning outcomes of C-in-Ed course have been considered significantly in this context. It was also informed to all the members of this small research team that the prepared checklist and questionnaire for interview has been used as an instrument or tool for this study or any other purposes.

In the same way I have also requested to some prominent primary school teachers and NAPE faculties to help me by developing a checklist for observing a classroom teaching. Five primary school teachers and three of the NAPE faculties have responded willingly on this request. They have thus prepared checklist and helped the researcher in this regard. Furthermore, the researcher have sent a sample checklist for observing classroom teaching practice in Bangladeshi primary school through e-mail to different educationist of different organizations such as PTIs and URCs for their valuable suggestions on it. Few of them have replied and enhanced as well as modified this checklist.

The researcher, in addition, discussed and exchanged views regarding this study, its methodology and checklist with other educational experts such as Director, IED, BRAC University, Senior Specialists and Specialists of NAPE, educational consultants of UNICEF and other concerning personnel of DPE which has helped the researcher to verify and testify the checklist and questionnaire of this study. Moreover, the researcher was constantly supervised by his guide and supervisor in this regard. His valuable suggestions and recommendations were always with the researcher's whole activities.

4.4 Piloting of the tools:

Piloting of the instruments is essential for any type of research study as it could create opportunities to standardize the research tools as well as it could ensure the quality of research findings. As a consequence, the researcher was very much conscious and enthusiastic for piloting the tools before starting the field work.

Once the researcher has finished designing his observation checklist and semi-structured interview questionnaires he has selected 10 respondents from the target group including trained and untrained, male and female, young and older primary school teachers whom were available at that time to pretest it. The researcher asked them to shape the checklist and interview questionnaire by asking each other. They accordingly asked and answered exactly what comes into their mind and the researcher took notes on everything they said such as 'it is not clear to me', 'why is asking that', 'it is difficult to answer' etc. The researcher has made thus improvements of the tools based on the pretest results.

As a researcher and simultaneously working as a superintendent of a Primary Teachers Training Institute, the researcher had a lot of opportunities to use the instruments developed for this research in a very real situation. In one hand the researcher himself followed these during my official duties while he was working as an external and internal examiner of C-in-Ed board examinations in different

teachers' training institutes, on the other hand the researcher himself and his colleagues had opportunities to follow and check these test items in a very real environment during teachers' practice teaching in different schools. The researcher had provided the research tools to his colleagues and requested them to use and check these and report to him whether these worked properly or not. During practice teaching of C-in-Ed training course thus the researcher himself and his colleagues successfully followed all the above mentioned instruments which had been developed for this study. Hopefully almost all the instruments were user friendly and effective with a few exceptions. In some cases, particularly in filling up the observation checklist the researcher was facing few problems such as how much the degree of quality of any type of individual teaching activity could be recorded without any parameter because there was no parameter in the initial observation checklists. The researcher again discussed about it with his colleagues whom he invited in the previous workshop during reviewing (triangulation) of test items (instruments). After a long discussion the researcher revised the observation checklist with parameters against every activity in such a way that could be quantifiable as well as could provide us the idea about the standard of the individual activity. The researcher was very much conscious about the number of parameters which he put against every activity in such a way that could be analyzed easily. For observing each unit of individual teaching activity he put in most cases six (06) options and it was effective for the perfect observation because he split out the units of every individual teaching activity into some sub activities before.

For semi-structured questionnaire of interview, the researcher found it really difficult and funny because discussion should not be limited while it would be frank rather than to be mechanical. And to reveal a real view and attitude between an interviewer and an interviewee it is actually important to create such an environment where both of them could talk frankly without bothering the limitation or frame. However, semi-structure questionnaire could guide the interviewer to keep the discussion in the right track within the time limitation. Therefore, the researcher actually was a bit flexible than others during reviewing the semi-structure questionnaire of interview.

4.5 Observers and Interviewers:

In most cases the researcher himself have took part in observation (direct classroom observation and video observation) and interviewing the Assistant Teachers, Head Teachers, AUEOs, UEOs, URC and PTI instructors, DPEOs and PTI supers. In some cases the researcher's colleagues whom were mainly teacher-educators (PTI and URC Instructors) and well experienced in teaching and learning were engaged in observation and interviewing. Most of them have had B Ed and M Ed degrees and vast experiences as teachers as well as teacher-educators. Sometimes the researcher and his colleague worked together. All the observers and interviewers of this study tried to follow the same guidelines, schedules, checklists for systematic and bias less data collection. They have also extremely tried to focus on the specific objectives of this study and to collect data in an impartial and unprejudiced manner. All the members of this small research team were sincere and dedicated in their work. They have tried to perform their duties in such an approach where they have always kept in their mind all the good qualities that a good observer, an interviewer as well as a good researcher carries.

6. Sampling Procedure:

As the main focus of this study was the quality of primary school teachers' classroom practice and related issues therefore emphasis has been given to select the observational participants and interviewees for it. Sampling procedure thus has been taken with very much careful and rational ways as per the objectives of the study.

About sampling procedure Ahmed (2010:77) has mentioned, 'a section of the population selected from the latter in such a way that they are representative of the universe called a sample. A single number of a population is referred to as a population element. When some of the elements are selected with the intention of finding out something about the population from which they are taken, that group of elements is referred as a sample'. He has also pointed out the characteristics and techniques of good sampling such as representativeness, accuracy, carefulness, reasonable size, independence, adequacy, homogeneity, economy (It saves time and money because there are some budgetary constraints), reliability, biasness, detailed study, scientific base and greater suitability in most situations. Therefore, for having better and accurate information I as a researcher have tried my best to follow all the above sampling criteria in this study. However, the basis of selecting data and the techniques of data collection, the sampling method inevitably has been prioritized as per the demand of this study and accurately planned.

5.1 Sampling plan:

To achieve appropriate information in a research study it is important to use proper sampling plan. To fulfillment of the demand of this study it was decided to make a perfect sampling plan. The researcher thus made a sampling plan with the consultation of the related personnel and researchers. Ahmed (2010:78) mentions, 'the main principle behind sampling is that we seek knowledge about the total units by observing a few units and extend our inference about the sample to the entire

population'. He indicates five important principles of sampling such as (1) Sample units must be chosen in a systematic and objective manner, (2) Sample units must be clearly defined and easily identifiable, (3) Sample unit must be independent of each other, (4) Same units of sample should be used throughout the study and (5) The selection process should be based on sound criteria and should avoid errors, bias and distortions. As a researcher I also kept all the above principles in my mind and plan the sampling method in this study. The following paragraphs explain the criteria of sampling methods.

Purposive and random sampling:

In this study the researcher intended to follow purposive as well as random sampling method. Because, in this sampling, the researcher could able to purposely choose respondent who, in his judgment about some appropriate characteristic required of the sample numbers are thought to be relevant to the research topic and are easily available to him. For example, as a researcher I wanted to study about the works of primary school teachers. I knew that categorically there are 24 types of primary school teachers. Therefore, I needed to prefer same numbers of teachers from each group for achieving appropriate result. However, according to the ratio or proportionally, the GPS (Government Primary School) are in large number and it is running as the mainstream school for providing primary education in Bangladesh and almost two-third of the total primary school teachers are working in different government primary schools in Bangladesh (Please see the table: 01). So that it was needed to take in account for having the accurate result. Moreover, this study also needed to find out the differences of teaching practices between the trained and untrained teachers as well as male and female teachers. Actually, for the above reasons, this study according to its nature demanded purposive sampling. On the other hand the schools had been selected randomly. Again for the interview purpose, the selection of respondents was purposive. The head teachers, AUEOs, UEOs, URC and PTI instructors, DPEOs and PTI superintendents, who were direct involve with primary education system at the field level, were selected for interview in order to have their most relevant and accurate views on teaching-learning activities and surrounding quality issues. Therefore the criteria were under purposive sampling process.

Stratified random sampling:

The sampling method used in this study can be also considered a bit quota sampling or stratified random sampling. As this was a form of convenient sampling involving selection of different quota, groups of accessible sampling units by traits such as sex or gender that means male and female teachers, age, trained and untrained teachers, graduate and post graduate teachers etc. In this study quotas were particularly stratified by such variables as gender and training. Stratified random sampling ensures representation of all relevant sub groups of the population. It is thus statistically more efficient. About stratified random sampling Ahmed (2010:88) cites that this is the form of sampling in which the population is divided into a number of strata or sub-groups and a sample is drawn from each stratum. These sub-samples make up the final sample of the study. He also defined it as “The method involving dividing the population in homogeneous strata and then selecting simple random samples from each of the stratum”. In this study the researcher had tried to follow the above stratified method. The same number of trained and untrained teachers as well as same number of male and female teachers here had been selected. However, all of them are almost from the same homogeneous stratum. This is therefore could be identified as stratified random sampling method. For the interview purpose the same thing happened. The sampling procedure in this study ensured representation of all relevant sub groups of the population such as assistant teachers, head teachers, AUEOs, UEOs, URC and PTI instructors, DPEOs and PTI superintendents. The respondents were from separate sub-groups and homogeneous strata and had been selected simple random samples from each of the stratum.

Proportionate stratified random sampling:

In this study I, as the researcher, decided to have sample of 40 teachers and determined 50% of the teachers were male that means among 40 teachers 20 teachers were male and other 50% of teachers were female that means among 40 teachers 20 teachers were female. In the same way 50% of teachers were trained and 50% of teachers were untrained had been selected. Therefore, the sampling method used in this study also can be called as proportionate stratified random sampling. About

proportionate stratified random sampling, Ahmed (2010:90) points out, “This sampling involves drawing a sample from each stratum in proportion to the latter’s share in the total population”. He also points out four advantages of proportionate stratified random sampling such as: (1) The representativeness of sample, (2) Higher statistical efficiency, (3) Easy to carry out and (4) Self-weighting sample. For interview purpose the respondents were proportionately stratified such as 40 assistant teachers (20 male & 20 female), 10 head teachers (5 male &5 female), 10 AUEOs (5 male &5 female), 10 UEOs (5 male &5 female), 10 URC Instructors (5 male &5 female), 10 PTI Instructors (5 male &5 female), 5 PTI Superintendents (3 male &2 female) and 5 DPEOs. (3 male & 2 female).

5.2 Sampling area:

Initially it was decided to conduct this study within comparatively a bit elaborate and large area so that this research could ensure the national level representativeness. However, the limitations were everywhere. Moreover, the first planning was highly ambitious and unrealistic. For the academic study it was difficult to conduct such a gigantic work. Anyhow I realized the reality and reduce the scale. However, the areas I first choose was still a big challenge for me. These were in the following eleven districts of Bangladesh such as Faridpur, Gazipur, Mymensingh, Gopalganj, Khulna, Magura, Narail, Rajshahi, Comilla, Dinajpur, Rangpur and Sylhet. But on first presentation of this research study proposal at IER, the researcher had got many more suggestions regarding the whole process of this research study including the sample size. Participants of the seminar suggested that observation should be conducted in-depth and sample size should be reduced. I think it was very much rational and helpful. Therefore, I had to reconsider to decide about the study area of this research study. Hence, it had been decided that the study area would be small but the observation and data collection would be in depth for achieving more accurate information. Finally eight districts from seven divisions of Bangladesh were selected for collecting data through observation. These districts were as follows;

Table: 28 List of sampling area

Sl.	Administrative Divisions	Selected Districts	Selected Upazilas	Remark
1	Dhaka	Mymensingh	MymensinghSadar	
		Faridpur	FaridpurSadar	
2	Chittagong	Chandpur	Hazigonj	
3	Rajshahi	Rajshahi	RajshahiSadar	
4	Rangpur	Dinajpur	DinajpurSadar	
5	Sylhet	Sylhet	SylhetSadar	
6	Khunla	Jessore	JessoreSadar	
7	Barishal	Barishal	BarishalSadar	

In this research study the sadar upazila (district headquarter) of each district is representing the whole district except Chandpur. In Chandpur district, it was Hazigonj upazila instead of sadar. Schools and teachers were selected randomly from each upazila of each district. Among these three schools, in most cases one had been selected from urban and two had been selected from rural area of the sadar upazila. Here, urban schools means the schools which are situated within the area of paurasava (municipality) and the rural schools means the schools which are situated outside the pourasava (municipality). All the selected schools were government primary schools (GPS).

It is generally assumed that the quality and performance of the teachers as well as the students of urban schools are better than the rural schools; therefore initially it was decided to select 60% of urban schools and 40% of rural schools in this study as the purpose of this study is to find out the teaching quality of the selected teachers. However, the real situation was not so because most of the teachers working in primary schools within the pourasava (municipality) were female in gender and a very few of the teachers were male in gender. In spite of this when I have looked for male teachers within the pourasava I have found few male teachers whom are comparatively older in age due to the existing transfer rules of primary school teachers. However, in the rural primary schools the scenario I found was the opposite. Therefore, I had to decide to observe one-third teachers from urban and two-third teachers from rural primary schools. Although that was not also possible for me to

keep myself rigid due to the realities. Among the 40 assistant teachers 25 were from the rural schools and 15 were from urban schools.

The total numbers of selected teachers were 40. Among them 20 were female and the other 20 were male in gender. In the same way 20 trained and the other 20 untrained. It was decided to select equal number of trained and untrained as well as male and female teachers from urban and rural schools from each district however; due to the real situation it was not possible to maintain these criteria everywhere.

For the interview purpose the sampling areas were the same as those were for observation. The main reason behind that was nothing but the limitation and the reality. Among the interview respondents such as 40 assistant teachers (20 male & 20 female), 10 head teachers (5 male &5 female), 10 AUEOs (5 male &5 female), 10 UEOs (5 male &5 female), 10 URC Instructors (5 male &5 female), 10 PTI Instructors (5 male &5 female), 5 PTI Superintendents (3 male &2 female) and 5 DPEOs.(3 male & 2 female) were from the same geographical areas.

5.3 Samples for Observation:

The following table shows the selected area and numbers of teachers for observation:

Table: 29 Samples for observation

Name of the Districts	Total Number of Asst. Teacher	Trained Male	Trained Female	Untrained Male	Untrained Female	Remarks
Mymensingh	6	2	1	1	2	4 rural +2 urban
Faridpur	6	1	2	2	1	6 rural
Jessore	4	1	1	1	1	4 urban
Barishal	6	1	1	2	2	2 rural + 4 urban
Sylhet	4	1	1	1	1	4 rural
Rajshahi	6	2	2	1	1	4 rural + 2 urban
Dinajpur	4	1	1	1	1	3 rural + 1 urban
Chandpur	4	1	1	1	1	2 rural+2 urban
Total No	40	10	10	10	10	

3.8 Samples for Interview:

The following table shows the selected area and numbers of participants for interview:

Table: 30 Samples for interview

	Asst. Teacher	Head Teacher	AUEO	UEO	URC Ins.	PTI Ins.	DPEO	PTI Super
Mymensingh	6	2	2	1	2	2	1	
Faridpur	6	2	2	1	1	2	1	
Jessore	4	1	2	2	2	1		1
Barishal	6	1	1	1	1	1	1	1 (F)
Sylhet	4	1	1	1	1	1		1 (F)
Rajshahi	6	1	0	1	2	1	1(F)	
Dinajpur	4	1	1	2	0	1	1(F)	1
Chandpur	4	1	1	1	1	1		1
Total No	40	10	10	10	10	10	5	5

5.5 Time Schedule of data collection

Abedin, Z states, 'A researcher should make clear time reference of his data. Otherwise the explanations would be confused and misleading. For example, if the data collected in 1992 are analyzed in 2010 without any reference to the specific year, the analysis would be misunderstood by the readers. So, it is necessary to refer to the period for which the data are true and valid'. (P-42).

In this study the data collection from the field was started in January 2013 and finished in April 2014 in 27 schools in 8 sadar upazilas and municipalities of 8 districts. These were as follows:

Table: 31 Time Diary of Classroom Observation:

Sl.	Date and time	Name of schools	Location	Remark
1.	January 2013	Asmatpur Govt. Primary School.	Upazila: Sadar District: Mymensingh	Rural
2.	January 2013	Akua Govt. Primary School.	Upazila: Sadar District: Mymensingh	Urban
3.	January 2013	Char-Durgapur Govt. Primary School.	Upazila: Sadar District: Mymensingh	Rural
4.	January 2013	Char-Madhobdia Govt. Primary School.	Upazila: Sadar District: Faridpur	Rural
5.	February 2013	Dhuldir-Hat Govt. Primary School.	Upazila: Sadar District: Faridpur	Rural
6.	February 2013	Shibrampur Govt. Primary School.	Upazila: Sadar District: Faridpur	Rural
7.	March 2013	PTI Experimental School	Upazila: Sadar District: Jessore	Urban
8.	March 2013	Chachra Govt. Primary School.	Upazila: Sadar District: Jessore	Urban
9.	March 2013	Karbala Govt. Primary School.	Upazila: Sadar District: Jessore	Urban
10.	April 2013	KishorMazlish Govt. Primary School.	Upazila: Sadar District: Barishal	Urban
11.	April 2013	JaguaRupatoli Govt. Primary School.	Upazila: Sadar District: Barishal	Urban

12.	April 2013	Purbo-Rupatoli Govt. Primary School.	Upazila: Sadar District: Barishal	Urban
13.	April 2013	Kashipur Govt. Primary School.	Upazila: Sadar District: Barishal	Rural
14.	April 2013	Moiar- Char Govt. Primary School.	Upazila: Sadar District: Sylhet	Rural
15.	April 2013	Akhalia Govt. Primary School.	Upazila: Sadar District: Sylhet	Rural
16.	April 2013	Tuker-Bazar Govt. Primary School.	Upazila: Sadar District: Sylhet	Rural
17.	May 2013	Mollapara Govt. Primary School.	City Corporation District: Rajshahi	Urban
18.	May 2013	Terokhadia Govt. Primary School.	City Corporation District: Rajshahi	Rural
19.	May 2013	Nagarpara Govt. Primary School.	City Corporation District: Rajshahi	Rural
20.	May 2013	Kashiadanga Govt. Primary School.	City Corporation District: Rajshahi	Rural
21.	May 2014	Baro-Bongram Govt. Primary School.	City Corporation District: Rajshahi	Rural
22.	March 2014	Kosba Govt. Primary School.	Upazila: Sadar District: Dinajpur	Rural
23.	March 2014	Boroil Govt. Primary School.	Upazila: Sadar District: Dinajpur	Rural
24.	March 2014	Pool-Hat Govt. Primary School.	Upazila: Sadar District: Dinajpur	Rural
25.	April 2014	PTI Experimental School	Upazila: Hazigonj District: Chandpur	Urban
26.	April 2014	Warruk Govt. Primary School.	Upazila: Hazigonj District: Chandpur	Rural
27.	April 2014	Hazigonj Pilot Model Govt. Primary School.	Upazila: Hazigonj District: Chandpur	Urban

3.8.2 Time Schedule of Interviews:

The time-table of interview with the Teachers, Students, Head teachers, AUEOs, UEOs, URC and PTI instructors, DPEOs and PTI supers was almost the same as the above mentioned time-table of direct classroom observation without few exceptions.

Table: 32 Time Schedule of Interviews

	Time-table	Asst. Teacher	Head Teacher	AUEO	UEO	URC Ins.	PTI Ins.	DPEO	PTI Super
Mymensingh	January 2013	6	2	2	1	2	2	1	
Faridpur	February 2013	6	2	2	1	1	2	1	
Jessore	March 2013	4	1	2	2	2	1		1
Barishal	April 2013	6	1	1	1	1	1	1	1 (F)
Sylhet	April 2013	4	1	1	1	1	1		1 (F)
Rajshahi	May 2013	6	1	0	1	2	1	1(F)	
Dinajpur	March 2014	4	1	1	2	0	1	1(F)	1
Chandpur	April 2014	4	1	1	1	1	1		1
Total No		40	10	10	10	10	10	5	5

6.Limitations of the Study:

As the researcher being a government employee and simultaneously a research student I had to face some specific limitations. The main challenges were as follows:

6.1 Seeking permission:

The first constraint as a research student the researcher had to face was getting permission from my authority. As a superintendent of a primary teachers' training institute I had to needed permission from my higher authority, the ministry (MOPME) through proper channel (DG, DPE) for doing PhD. The authority took long time to provide me permission and made a lot of hazards.

6.2 Time constraint:

Time management in conducting a research is very important but very difficult to maintain. As a researcher the biggest challenge I had to face was time management. I had to straggle a lot in this regard. In the first phase of this study while I was working as a superintendent of Faridpur PTI, the research work was running smoothly but in the middle of the study the authority transferred me to Mymensingh PTI which hindered my normal speed to conduct this study. I had tried to relate it with my official activities but failed. First time, I realized the importance of study leave for conducting an in-depth study like PhD research particularly for a government employee like me. Anyhow I had to manage the time. Again within a very short time authority transferred me from Mymensingh to Dhaka by providing promotion as an Assistant Director which also hinders this study. However, finally I have completed this work.

6.3 Small Scale:

This study has been aimed mainly to fulfill the academic purpose of my Ph.D. course and no funding agency has been sponsored this study. This study therefore has been conducted in a very moderate scale as per the requirements which might seems irepresentativeness for presenting a holistic scenario of primary classrooms in the

country however; this study necessarily tries to ensure the representativeness of primary classrooms in a very reasonable way as the sampling criteria has been used perfectly. Despite of this as a researcher I have had some constraints in collecting data.

6.4 Sampling constraints:

In this study, the research field was different districts of Bangladesh however; one of the main constraints that the researcher had primarily faced during collecting data was regarding fulfilling the demands as per the scheduled sampling criteria. While the researcher proceeded to observe teachers' classroom practice according to the sampling criteria of this study he surprisingly found that almost 95% of the teachers working in primary schools within the pourasava (municipality) were female in gender and only about 5% of the teachers were male in gender. In spite of this when the researcher had to look for male teachers within the pourasava, he found few male teachers whom were comparatively older in age due to the existing transfer rules of primary school teachers. However, in the rural primary schools the scenario found was the opposite. Therefore, this study needed to change its strategies little bit to have most accurate information.

6.5 Respondents unwillingness:

Another point is very important to mention here that while teachers were selected to observe their classes they were ready to provide the classroom practice but when I asked to record their classroom activities by using video camera they were not willing to stand in front of camera. As a consequence it was not possible to record all teachers' classroom activities by using video camera. However, as a researcher I strongly believe that it had hardly any impact on the overall observation procedure.

7.Data analysis:

The collected data was organized and analyzed in a systematic way. There are several common methods for analyzing quantitative and qualitative data.

For analyzing a lot of quantitative data a computer based program SPSS (Statistical Package for Social Science) can be used. However, in data analysis, we know that the nominal, interval and ratio data are generally straightforward and transparent. In this research a small range of quantitative data (nominal, interval and ratio data) had been gathered. Therefore it has been examined simply by using descriptive statistics such as by showing tables and graphs along with elaborate descriptions.

In this research, in fact it was not so important to use this type of scales to interpret such a small range of quantitative data rather to interpret elaborately the qualitative data by using descriptive model or in a summative scale. However, the researcher interprets the items of the observation checklist and semi-structured interview questionnaire by using the **Likert Scale**².The range and interpretation of the **Likert Scale** shown below

²Likert scale is named after its originator, RensisLikert and a benefit of this scale is that questions used are usually easy to understand and so to consistent answers. A disadvantage is that only a few options are offered, with which respondents may not fully agree. As with any other measurement, the options should be a carefully selected set of questions or statements that act together to give a useful and coherent picture, in this study which has been done. However, there is also debate as to what a true Likert scale is and what a 'Likert-type' scale is. Likert's original scale (in his PhD thesis) was bipolar, with five points running from one extreme one to another, through a neutral central position, ranging from 'strongly agree' to strongly 'disagree'. However, some people do not like taking extreme choices and they may also prefer to be thought of as moderate rather than extremist. They thus are much likely to choose the extreme options. This is therefore a good argument to offer seven choices rather than five. The Likert scale is also called the 'summative scale' as the result of a questionnaire is often achieved by summing numerical assignments to the responses given. (Source: Likert, R.1932).

Table-33: The Six-point Likert Scale

Scale	Range	Interpretation
6	Above 90%	Excellent
5	80% to 90%	Very good
4	60% to 80%	Good
3	40% to 60%	Not bad
2	25% to 40%	Bad
1	25% or below	Not at all

Table-34: The Seven-point Likert Scale

Scale	Range	Interpretation
7	100% think	All participants think
6	Above 70% think	Most participants think
5	Above 50% think	Many participants think
4	50% think	Half of the participants think
3	Below 50% think	Some participants think
2	Below 30% think	Few participants think
1	Below 20% think	A very few participants think

8. Reliability and Validity:

Reliability and Validity of a research will be established through continued engagement with the subject matter and allowing the participants to validate that the reported findings that represent their experiences. Therefore, the researcher should allow the participants to validate it by illustrating the whole research process as

clearly as possible. In this study the researcher has tried his best to expose all ins and outs of this empirical study as clearly as possible and he is very much open to allow all participants, stakeholders and others who will be interested to validate the findings.

9. Ethical guidelines:

All types of data have been collected in an unprejudiced manner and all ethical guidelines have been tried to follow in this regard. The British Educational Research Association (BERA) has adopted a set of ethical guidelines in 1992 which are very significant and internationally accepted. This study has strictly tried to follow these guidelines.

9.1 Participants:

The participants of the direct classroom observation were the assistant teachers of government primary schools and the students were part of the context but not the subject of the research. For interview the participants were mainly officials of primary education department. Anyhow all of the participants and respondents were treated fairly, sensitively, with dignity and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, cultural identity, faith, political belief or any other significant difference.

9.2 Seeking Consent:

For conducting this study permission has been pursued from different related persons and authorities. Every teacher has been asked for his or her consent before observing and recording his or her classroom teaching. Head Teachers of concern primary schools also have been asked for their permission before recording the schools and its classrooms. After recording the schools and classroom activities, the videos have been

shown to them as well and they have given verbally permission to use these as a source of data for this study.

3.12.3 Right to withdraw:

In this study it is recognized and informed to all the participants and respondents that they have the right to withdraw them from the research for any or no reason, and at any time. The researcher is always ready to accept the participants' decision to withdraw however, requests to inform the researcher earlier as soon as possible if any one wish to withdraw his or her participation.

Chapter Four

**Data Presentation, Analysis and
Interpretation**

1. Data Presentation

1.1 Introduction

This chapter aims to present the findings of this study. First it is important to mention that the results of this study actually do not aim to prove anything. Results or findings only can confirm or reject the hypothesis underpinning any the research study. The systematic presentation of findings however could help to understand the statement from within, to break it into fragments and to view the research problems from various perspectives.

There are two common ways of presenting the findings; (1) summing up the findings and present a synopsis of the key results followed by detailed explanations and (2) present a result and then explains it, before presenting the next result, then explaining it, and so on. In this study I would like to prefer the first option at least for two reasons such as (a) the areas of this study were comparatively a bit large and the volume to the results were also large and (b) this process could create opportunities to correlates between the different variables which also seems very significant for this study.

The main **objective** of this study was to explore the **current situation of classroom teaching practices in primary schools in Bangladesh** on the basis of some pre-determined **quality indicators**. The three principal queries of the study were regarding:

- **The quality of classroom teaching practice of primary school teachers in Bangladesh,**
- **The differences between the teaching practices of trained and untrained and**
- **The differences between male and female primary school teachers.**

There were some additional queries such as (a) to explore the quality of teachers' training programs and its difficulties and (b) to explore the quality of relevant factors such as monitoring and feedback system.

1.2 Summing up the findings:

It was completely an academic study. The researcher conducted it on the basis of that. The findings also have been interpreted here in the mode of an academic discussion. First I have tried to summing up the key findings. The researcher has also tried to organize it in a logical manner following the methodology section so that it could be easy understandable. It initially highlights the major findings. The major findings were as follows.

Table: 35 Extract from Document Analysis

Documents that had been analyzed in this study very clearly demonstrated the following results:

- **Enormous interventions** had taken in order to ensure quality primary education in the last decade.
- A huge amount of **money has been spent**.
- Most of the **interventions were implemented haphazardly**.
- Many of them were linked with **outside activities of the real classrooms** as per IPO, KPI, and PSQL indicators.
- **Less importance on teaching-learning activities** particularly on teachers' work had been given.
- **A lot of teachers had been received training** such as long-term C-in-Ed/DPED and short-term subject-based and sub-cluster trainings each year.
- However, **the teachers used a very few of the training concepts in the real classroom situations**.
- For measurement the implementation of those trainings, **the only tool was the total number of teachers whom were receiving those trainings** each year.
- There were **no noteworthy harmonization arrangements between those interventions**.
- **No remarkable research had been done** on those interventions.
- **No feedback process** had been applied.

1.3 Extract from Classroom Observation

The observation findings revealed that there were some important, acute and crucial differences between the teaching practices of trained and untrained as well as the male and female teachers. However the differences between the trained and un-trained teachers were not so significant. In some cases **un-trained teachers were found in a better position** than those of the trained teachers. The progressive sides of both the trained and un-trained teachers found were as follows.

Table: 36 Major observation findings between trained and untrained teaches

Trained teachers were found:	Un-trained teachers were found:
<ul style="list-style-type: none"> • A bit well-prepared than un-trained teachers, • Forward-looking in using child-centric and group work approaches than un-trained, • Forward-thinking in developing literacy, numeracy and other skills than un-trained teachers, • Forward-looking in using teaching-aids, • Innovative in questioning and answering approaches, • Had better subject-knowledge and good in management, • Better in appreciating and encouraging the children • Better in identifying the less advanced children and children with special needs than those of the un-trained teachers. 	<ul style="list-style-type: none"> • More active in ensuring children's pair-works than that of the trained teachers, • Advanced in providing the children more opportunities for asking questions, • Shown more democratic approaches to the children in the classrooms and • Shown mild behavior to the children.

In some cases there were found **no difference among the teaching practices of trained and untrained teachers.**

Table: 37 No difference between trained and untrained teachers

Both trained and un-trained teachers were found:
<ul style="list-style-type: none"> • Both trained and un-trained teachers emphasized on whole class works, • Created comfortable situations for the children, • Shown equal performance in providing model reading in literature classes, • Shown good relation with the children, • Presented smiling attitude to the children and • Shown equally annoyed attitude to the children

Surprisingly **none of the trained or un-trained teachers were found providing gifts or prizes to the children nor applying any corporal punishments to the children.**

Table: 38 Differences found between the practice of male and female:

Male Teachers	Female Teachers
<ul style="list-style-type: none"> • Male teachers were found better in ensuring proper seating arrangement in the classroom • Male trained were found better in using child-centric approach than the female. • Male teachers were found better in creating opportunities for the children to talk with the teacher. • Male were found better in time management. • Male were more confident than female in the classroom. 	<ul style="list-style-type: none"> • Female teachers were found a bit well prepared for providing lessons than the male teachers. • Female were found well-dressed in the classrooms than male teachers. • Female trained teachers were found a bit better in creating safe learning environment and in encouraging the children towards the lesson. • Female were found better than male in appreciating, encouraging

<ul style="list-style-type: none"> • Male trained teachers were found more careful about all the children in the classroom and identified potential children. 	<p>and asking others students to praise good students.</p> <ul style="list-style-type: none"> • In few cases un-trained female teachers were found a bit more careful about the children of the classroom.
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Table: 39 No differences found between male and female:

<ul style="list-style-type: none"> • Male and female both were found same in good beginning approach and lesson planning. • Male and female were found same in doing individual work and whole class work and make the children activated. • Same in using teaching-aids.
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1.5 Some highlighted findings from interview:

Table: 40 some highlighted findings from interview

Some highlighted findings
<ul style="list-style-type: none">• During inspection or observation teachers never use mobile phone or face book in the classes but it happens regularly.• When officials visit schools teachers never seat on the chair and punish the students but in real situations it happens regularly.• 85% trained teachers stated, teachers needed to prepare short lesson plans and 15% trained teachers stated that trained teachers did not need to prepare lesson plan as they regularly taken the same classes and same subjects.• Sometimes Head and senior teachers discouraged trained teachers not to prepare lesson plans nor follow the methods they received from training.• UEOs and AUEOs usually inspect primary schools as their routine work but not necessarily the classrooms.• Most UEOs stated that where head teacher was good the teaching quality and the overall school quality was good.• PTI instructors commented that teachers usually did not take minimum preparation, even did not see the textbooks before presenting a lesson. They also remarked that only 8% -9% teachers used lesson plans in their classes.• Most DPEOs were first unwilling to expose their views on teachers' activities but on request revealed negative feelings on it. They remarked that most primary school teachers were powerful and politically influenced, did not bother preparing lesson plan and taking proper classes.• Most of the teachers stated that they preferred to use MWTL and IPT method in their teaching.• Most URC instructors stated that teachers generally followed traditional lecture method in their classes and did not use teaching aids due to the lack of their sincerity.• Many PTI instructors commented that students with special needs were

not always getting proper attention in primary schools. They stated that sometimes students with special needs were discouraged to come to schools with other students. And even sometimes teachers and other students criticized them for coming to school which impacted badly and compelled them to think that they were different to some extent and not capable to cope with other mainstream students. Sometimes teachers commented badly to them like, 'It's a new botheration to us'.

- Most PTI instructors stated that the quality of primary education would be declined while the registered primary schools would be transformed into nationalized schools.
- Many PTI instructors criticized that the existing teachers' training program (DPED, C-in Ed) was not capable enough to meet the quality. The internship period of 4th term of DPED course is only paper work based activities where instructors' role was insignificant. PTI instructors even could not observe the teachers' performance at that level.
- Both most trained and untrained as well as male and female teachers, many of the Head teachers, AUEOS, UEOs, PTI and URC instructors, DPEOs and PTI supers stated that the 60% quota custom for female candidates in the current appointment system needs to reconsider and it should be discontinued immediately

1.6 Extra findings from both Observation & Interview:

Table: 41 Extra findings from both Observation & Interview

Extra findings:
<ul style="list-style-type: none">• Curriculum influenced teachers' practice• Teachers' training contents were found unfavorable to teachers and educators.• School contact hours were used ineffectively.• Primary school infrastructure, classroom condition and the surrounding environment had impacts on teachers' practice.• UEOs and AUOs emphasized on administrative aspects rather than academic aspects during their regular visits in schools.• Teachers were found moderately supportive for the inspectors rather than students.• In some cases good teachers were being de-motivated by bad teachers (administratively influenced teachers).• Male teachers were overloaded with extra school activities where female teachers were proportionately more than them.• While all teachers were female, students sometimes needed to do some indoor and outdoor duties during school time.• Female teachers were found more stressed than male teachers concerning their personal and family problems that effects on their classroom practice.• Male teachers were found engaged in many other businesses rather than teaching.• Female teachers were found more enthusiastic in gossiping than male teachers during school hour.• Female teachers needed more leave than male teachers• Some teachers had not job satisfaction and found frustrated that impacted badly on their teaching practice:• Lack of sincerities found in most level of teachers and officers.

2.Detailed findings of observation:

From the direct classroom observations several findings have been finally revealed as per the research questions. The findings of the observation according to the eight principal domains of teaching-learning process are given below.

Finding-1: Teacher's prior preparation

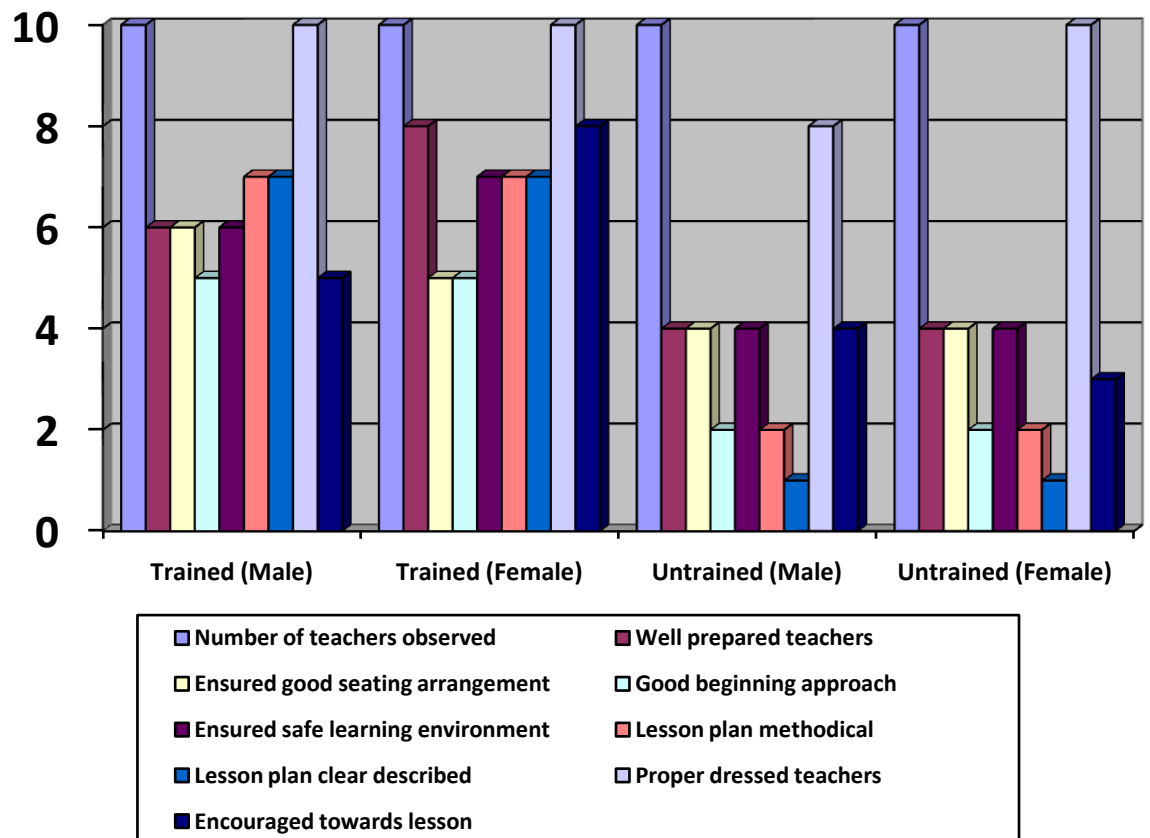


Table:42 Observation findings on Teacher’s preparation

Category	Number of teachers observed	Teacher was well prepared	Ensured good seating arrangement	Good beginning approach	Ensured safe learning environment	Lesson plan methodical	Lesson plan clear described	Proper dressed teachers	Encouraged towards lesson
Trained (Male)	10	6	6	5	6	7	7	10	5
Trained (Female)	10	8	5	5	7	7	7	10	8
Untrained (Male)	10	4	4	2	4	2	1	8	4
Untrained (Female)	10	4	4	2	4	2	1	10	3
Total	40	24	19	14	21	18	16	38	20

Interpretation and analysis of finding-1:

Teachers of primary schools usually take nominal prior preparation for their classes however they do not actually have good preparation for good teachings.

It was found during observation that 24 teachers out of 40 had nominal preparation for their respective classes. It means 60% of the teachers have preparation for the class. Among 24, 14 teachers were trained (8 female and 6 male) and 10 were untrained (6 female and 4 male).

Trained teachers usually follow the latest method what they have learnt from their training in preparing lesson plan such as Herbert’s method, MWTL. whereas

untrained teachers follow their respective head teachers' instructions in preparing lesson plan.

The overall preparation of 8 teachers for the class I found moderately well as per my observation checklist.. A few of them had actually very good preparation for their classes. The first thing that the teachers needed for their preparation was in fact to know their children's demand and children's expectations.

Record keeping system at school level is very poor. Teachers usually do not do baseline survey to know the students present performances for preparing their lesson plan but they claim that they were aware enough about their students' category without doing any prior assessment (baseline survey).

Among 40 teachers only 19 teachers ensured appropriate classroom seating arrangement for the children. Trained teachers were in better than untrained in this case and male teacher were more conscious than the female in this regard. 11 trained teachers among 20 ensured good seating arrangement and 8 untrained among 20 untrained teachers ensured good seating arrangement for their children in the classroom. 6 trained male teachers and 5 female trained teachers did it. Among untrained teachers the number of male and female teachers was same (4 male & 4 female) in ensuring classroom seating arrangement in their classes.

50% of the trained teachers and only 20% of the untrained teachers had good beginning approach at the beginning of their classroom activities. Among the trained and untrained teachers who had good beginning the number of male and the female teachers were same.

Among 40 teachers only 21 teachers have ensured safe learning environment for the children. Trained teachers were found better than untrained in this case and female teacher were more conscious than the male in this regard. 13 trained teachers among 20 have ensured safe learning environment and 8 untrained among 20 untrained teachers ensured safe learning environment for their children in the classroom. 6 trained male teachers and 7 female trained teachers did it. Among untrained teachers the number was 4 for both male and female.

14 trained teachers (7 male and 7 female) had methodical lesson plan among 20 and only 4 untrained teachers (2 male and 2 female) among 20 had it. 14 trained teachers (7 male and 7 female) also had clearly described lesson plan among 20 and only 2 untrained teachers (1 male and 1 female) among 20 had it.

All trained teachers (20 out of 20) were well dressed. Male and female both of the trained teachers were dressed with formal dress relevant to Bangladeshi culture. All untrained female had formal dress however 8 untrained male teachers had formal dress. 2 untrained male teachers were with jeans and T-shirt which was not suitable as a teacher as per Bangladeshi culture.

5 trained male teachers among 10 and 8 female trained teachers among 10 encouraged children towards the lesson during their classroom practice. On the other hand 4 male among 10 and 3 female untrained teachers among 10 encouraged children towards the lesson during their classroom practice.

Finding-2: Child-centric approach and group works

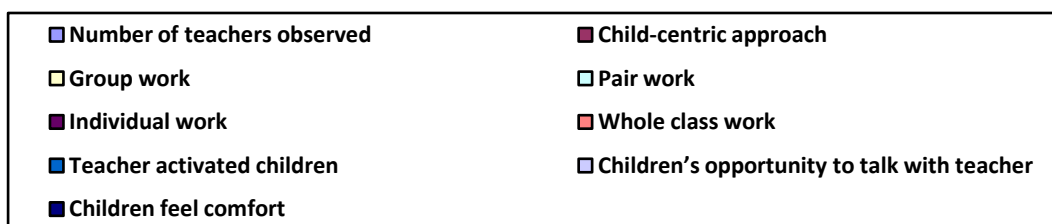
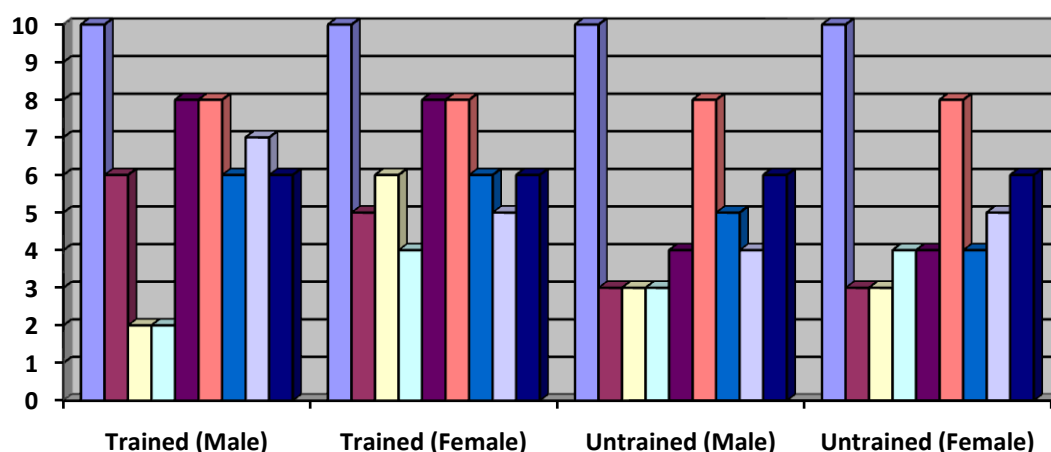


Table-43: Observation findings on Child-centric approach and group works

Category	Number of teachers observed	Child-centric approach	Group work	Pair work	Individual work	Whole class work	Teacher activated children	Children's opportunity to talk with teacher	Children feel comfort
Trained (Male)	10	6	2	2	8	8	6	7	6
Trained (Female)	10	5	6	4	8	8	6	5	6
Untrained (Male)	10	3	3	3	4	8	5	4	6
Untrained (Female)	10	3	3	4	4	8	4	5	6
Total	40	17	14	13	24	32	21	21	24

Interpretation and analysis of finding-2:

6 trained male teachers among 10 and 5 female trained teachers among 10 followed child-centric approach during their classroom practice. On the other hand only 3 male among 10 and 3 female untrained teachers among 10 followed child-centric approach during their classroom practice.

Only 2 trained male teachers among 10 and 6 female trained teachers among 10 followed group work during their classroom practice. On the other hand 3 male among 10 and 3 female untrained teachers among 10 followed group work during their classroom practice.

2 trained male teachers among 10 and 4 female trained teachers among 10 arranged pair work for the children during their classroom practice. On the other hand only 3 male among 10 and 4 female untrained teachers among 10 followed pair work during their classroom practice.

8 trained male teachers among 10 and 8 female trained teachers among 10 provided individual work during their classroom practice. On the other hand only 4 male among 10 and 4 female untrained teachers among 10 provided individual work during their classroom practice.

The scenario of whole class work approach was similar for trained and untrained as well as male and female teachers. 8 trained male teachers among 10 and 8 female trained teachers among 10 followed whole class work approach during their classroom practice. Similarly 8 male among 10 and 8 female untrained teachers among 10 followed whole class work approach during their classroom practice.

6 trained male teachers among 10 and 6 female trained teachers among 10 activated children during their classroom practice. On the other hand 5 male among 10 and 4 female untrained teachers among 10 made their children active during their classroom practice.

In 7 trained male teachers class among 10 and in 5 female trained teachers class among 10 children had opportunity to talk with their teachers. In 4 male among 10 and 5 female untrained teachers among 10 teachers classroom children had opportunity to talk with teachers.

The picture of children's satisfaction in the classroom was similar for trained and untrained as well as male and female teachers. In 6 trained male teachers' class among 10 and in 6 female trained teachers' class among 10 children seemed feel comfortable. In 6 male among 10 and 6 female untrained teachers among 10 teachers classroom children also seemed feel comfortable. One point is found that the male children feel more comfort with male teacher in asking questions and female children feel more comfort with female teachers in asking questions in classroom environment. However, both male and female children get more answers from male teachers rather than female teachers as per their requirements.

Finding-3: Developing literacy, numeracy and other skills:

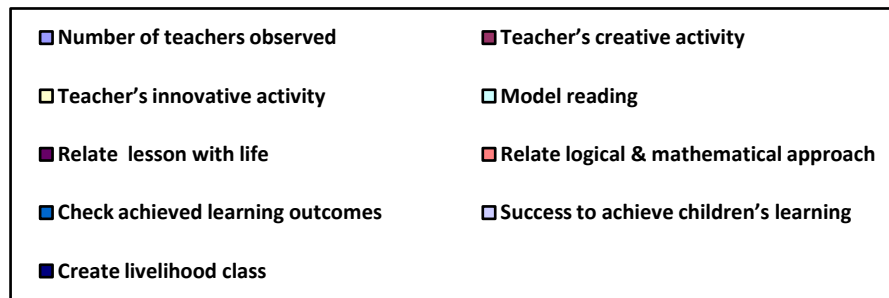
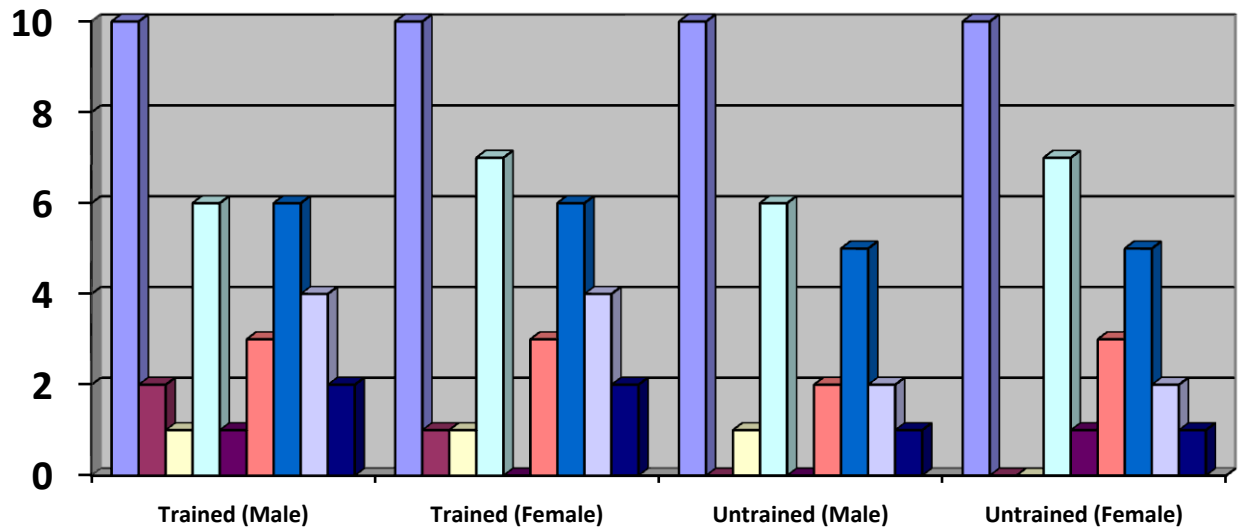


Table-44: Observation findings on Developing literacy, numeracy and other skills:

Category	Number of teachers observed	Teacher's creative activity	Teacher's innovative activity	Model reading (when required)	Relate lesson with life	Relate logical & mathematical approach	Check achieved learning outcomes	Success to achieve children's learning	Create livelihood class
Trained (Male)	10	2	1	6	1	3	6	4	2
Trained (Female)	10	1	1	7	0	3	6	4	2
Untrained (Male)	10	0	1	6	0	2	5	2	1
Untrained (Female)	10	0	0	7	1	3	5	2	1
Total	40	3	3	26	2	11	22	12	6

Interpretation and analysis of finding-3:

Only 2 trained male teachers among 10 and 1 female trained teacher among 10 provided some sort of creative activities during their classroom practice. On the other hand none of male among 10 and none of female untrained teachers among 10 shown creative activities during their classroom practice.

1 trained male, 1 trained female and 1 untrained male teacher provided some sort of innovative activities during their classroom practice. Although there is a very little

difference between creative and innovative activities, some teachers tried to do something new for the children to make the lesson easy and interesting related to the lesson and beyond the lesson which I considered as creative and innovative work respectively. Most of the teachers actually were practicing very traditional method and techniques in their classes I found.

Many of the trained and untrained teachers provided model reading in literature classes however all that model readings actually were not standard (model) to me. Anyhow they have tried to read loudly. 6 trained male teachers among 10 and 7 female trained teachers among 10 followed model reading approach during their classrooms particularly Bangla and English classes. 6 male among 10 and 7 female untrained teachers among 10 provided model reading during their classroom practice.

A very few number of teachers actually have tried to relate their lesson to the real life. Only 1 trained male teacher among 10 and 1 female untrained teacher among 10 provided have tried to relate their lesson to the real life during their classroom practice.

In 3 trained male teachers class among 10 and in 3 female trained teachers' class among 10 children had opportunity to get logical and mathematical concept. As per MWTL method teachers need to relate their lesson with different intelligences such as logical and mathematical intelligence. In 2 male among 10 and 3 female untrained teachers among 10 teachers classroom children had opportunity to relate their lesson with logical and mathematical intelligence.

Only 2 trained male teachers among 10 and 1 female trained teacher among 10 provided some sort of creative activities during their classroom practice. On the other hand none of male among 10 and none of female untrained teachers among 10 shown creative activities during their classroom practice.

In 4 trained male teachers class among 10 and in 4 female trained teachers' class among 10 children had achieved the learning outcomes. In only 2 male among 10 and 2 female untrained teachers among 10 teachers classroom children had achieved the learning outcomes.

Only 2 trained male teachers among 10 and 2 female trained teacher among 10 have created livelihood classes during their practice. On the other hand only 1 male among 10 and 1 female untrained teachers among 10 shown have created livelihood classes during their practice.

Finding-4: Use of teaching-aids and its appropriateness:

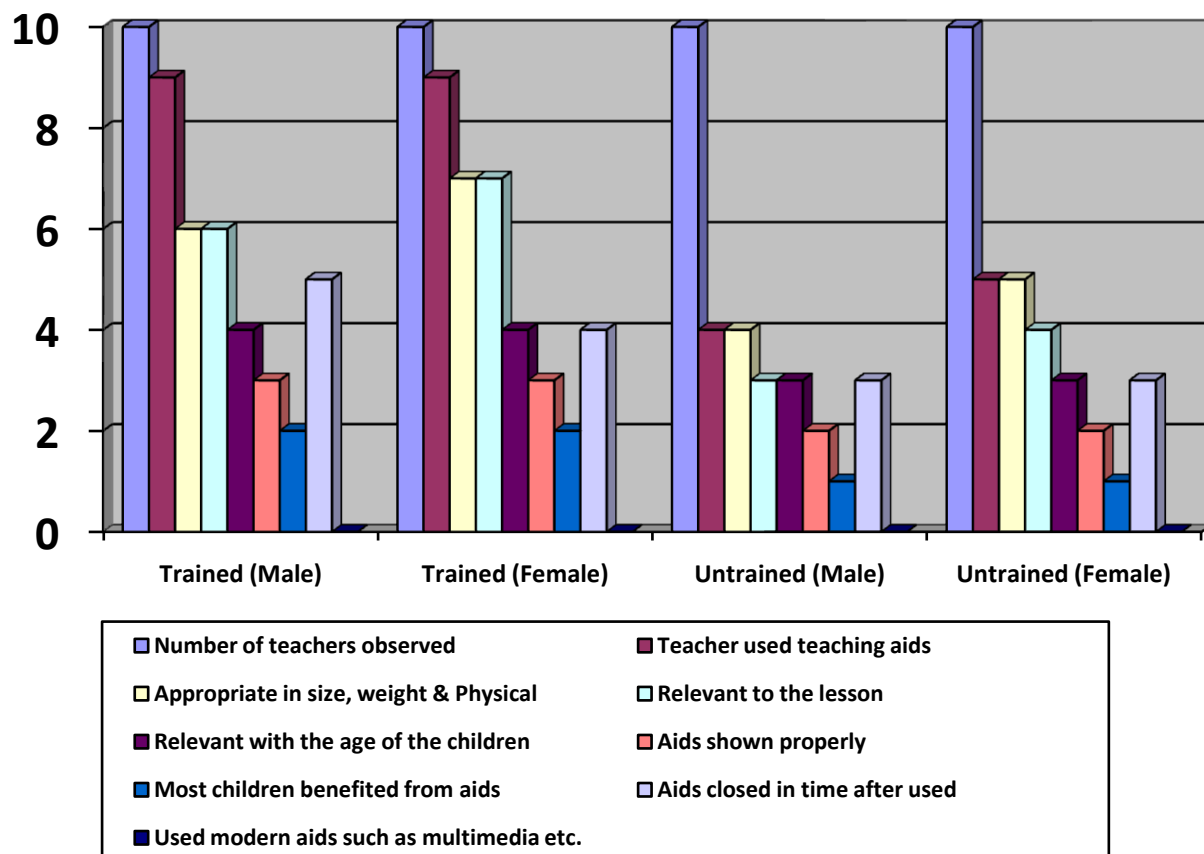


Table-45: Observation findings on Use of teaching-aids and its appropriateness:

Category	Number of teachers observed	Teacher used teaching aids	Appropriate in size, weight & Physical	Relevant to the lesson	Relevant with the age of the children	Aids shown properly	Most children benefited from aids	Aids closed in time after used	Used modern aids such as multimedia etc.
Trained (Male)	10	9	6	6	4	3	2	5	0
Trained (Female)	10	9	7	7	4	3	2	4	0
Untrained (Male)	10	4	2	3	3	2	1	3	0
Untrained (Female)	10	5	3	4	3	2	1	3	0
Total	40	27	22	20	14	10	10	15	0

Interpretation and analysis of finding-4:

Most of the trained teachers used teaching aids during their classroom practices. 9 trained male teachers among 10 and 9 female trained teacher among 10 have used teaching aids during their classroom practice. On the other hand 4 male among 10 and 5 female untrained teachers among 10 have used teaching aids during their classroom practice.

6 trained male teachers among 10 and 7 female trained teachers among 10 used teaching aids which were appropriate in size and weight during their classroom practice. On the other hand only 2 male among 10 and 3 female untrained teachers among 10 have used teaching aids which were appropriate in size and weight during their classroom practice.

6 trained male teachers among 10 and 7 female trained teachers among 10 have used teaching aids which were relevant to the lesson during their classroom practice. On the other hand 3 male among 10 and 4 female untrained teachers among 10 have used teaching aids which were relevant to the lesson during their classroom practice.

4 trained male teachers among 10 and 4 female trained teachers among 10 used teaching aids which were relevant to the age of the children during their classroom practice. On the other hand 3 male among 10 and 3 female untrained teachers among 10 used teaching aids which were relevant to the age of the children during their classroom practice.

3 trained male teachers among 10 and 3 female trained teachers among 10 had shown the teaching aids properly during their classroom practice. On the other hand, 2 male among 10 and 2 female untrained teachers among 10 shown teaching aids properly during their classroom practice.

Only in 2 trained male teachers' class among 10 and in 2 female trained teachers' class among 10 children seem apparently have been benefited from the used teaching aids. In only 1 male among 10 and 1 female among 10 untrained teachers classroom children apparently have been benefited from the teaching aids used.

5 trained male teachers among 10 and 4 female trained teachers among 10 closed their teaching aids in time after use during classroom practice. On the other hand 3 male among 10 and 3 female untrained teachers among 10 closed their teaching aids in time during classroom practice.

None of the trained and untrained male as well as female teachers among 40 used modern equipment or aids such as multi-media etc. in their classes during my observation.

Finding-5: Questioning-answering approach

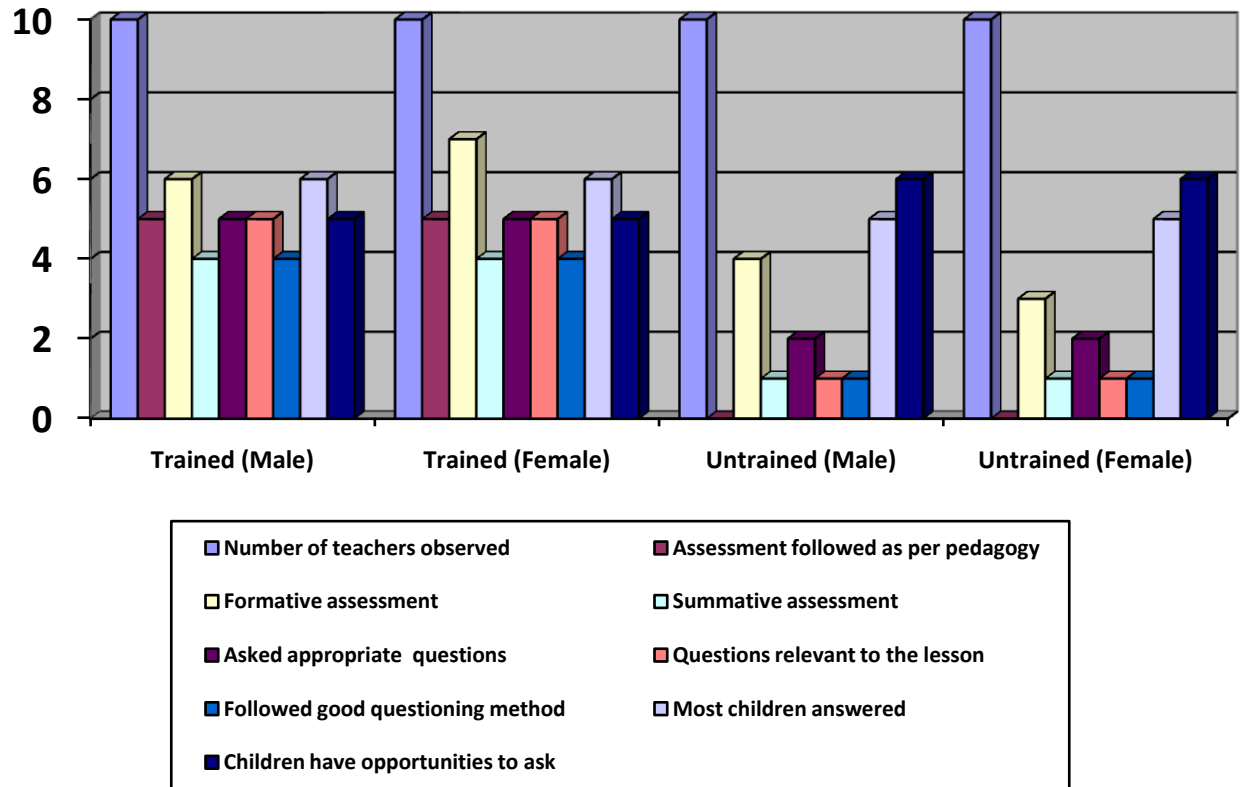


Table-46: Observation findings on Questioning-answering approach

Category	Number of teachers observed	Assessment followed as per pedagogy	Formative assessment	Summative assessment	Asked appropriate questions	Questions relevant to the lesson	Followed good questioning method	Most children answered	Children have opportunities to ask
Trained (Male)	10	5	6	4	5	5	4	6	5
Trained (Female)	10	5	7	4	5	5	4	6	5
Untrained (Male)	10	0	4	1	2	1	1	5	6
Untrained (Female)	10	0	3	1	2	1	1	5	6
Total	40	10	20	11	14	16	14	25	22

Interpretation and analysis of finding-5:

Questioning is an essential part of formative and summative assessment. Teachers were found very much aware of asking questions however the smartness of questioning sometimes interrupts the targeted achievements. 50% of male as well as female trained teachers have followed assessment as per pedagogy while others (male and female trained teachers) have not followed the pedagogical approach. On the contrary none of the untrained teachers (both male and female) followed questioning as per pedagogical approach.

6 trained male teachers among 10 and 7 female trained teachers among 10 have followed formative assessment during their classroom practice. On the other hand 4

male among 10 and 3 female untrained teachers among 10 have followed formative assessment during their classroom practice.

4 trained male teachers among 10 and 4 female trained teachers among 10 conducted summative assessment during their classroom practice. On the other hand only 1 male among 10 and 1 female untrained teacher among 10 applied summative assessment during their classroom practice. Here only class test orally or written after providing a particular lesson has been considered as summative assessment.

5 trained male teachers among 10 and 5 female trained teachers among 10 asked so far appropriate questions during their classroom practice. On the other hand only 2 male among 10 and 2 female untrained teachers among 10 asked appropriate questions during their classroom practice.

Questions were directly relevant to the lesson in 5 trained male teachers' classes among 10 and in 5 female trained teachers' classes among 10 during their classroom practice. On the other hand only 1 male among 10 and 1 female untrained teacher among 10 have asked questions directly relevant to the lesson during their classroom practice.

4 trained male teachers among 10 and 4 female trained teachers among 10 followed good questioning method during their classroom practice. On the other hand only 1 male among 10 and 1 female untrained teacher among 10 have followed good questioning method during their classroom practice.

In 6 trained male teachers' class among 10 and in 6 female trained teachers' class among 10 most children have answered the asked questions. In 5 male among 10 and 5 female untrained teachers among 10 teachers classroom most of the children have answered the asked questions.

Children had more opportunities to talk and discuss in untrained teachers rather than trained teachers' classroom. In 5 trained male teachers class among 10 and in 5 female trained teachers' class among 10 children had opportunities to talk and discuss. In 6 male among 10 and 6 female untrained teachers among 10 teachers classroom children had opportunities to talk and discuss.

Finding-6: Teachers subject knowledge, behavior and management:

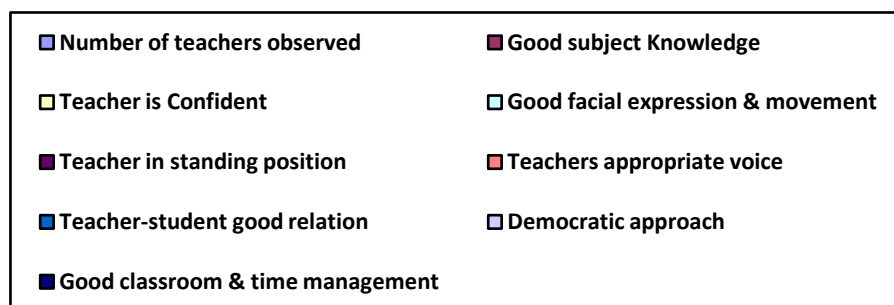
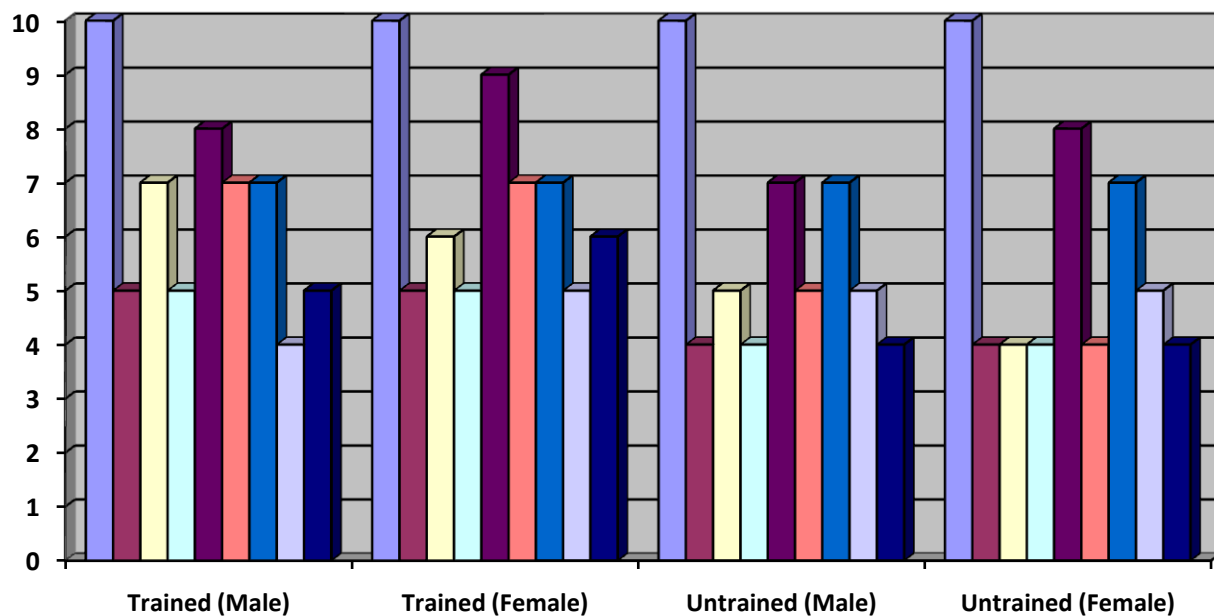


Table-47: Observation findings on Teachers subject knowledge, behavior and management:

Category	Number of teachers observed	Good subject Knowledge	Teacher is Confident	Good facial expression & movement	Teacher in standing position	Teachers appropriate voice	Teacher-student good relation	Democratic approach	Good classroom & time management
Trained (Male)	10	5	7	5	8	7	7	4	5
Trained (Female)	10	5	6	5	9	7	7	5	6
Untrained (Male)	10	4	5	4	7	5	7	5	4
Untrained (Female)	10	4	4	4	8	4	7	5	4
Total	40	18	22	18	32	23	28	19	19

Interpretation and analysis of finding-6:

Teachers of primary schools were generally going with lacking of good subject knowledge. The difference of subject knowledge between trained and untrained teachers is not very significant. 50% trained male and female teachers observed have good subject knowledge while 40% untrained male and female teachers have good subject knowledge. 5 trained male teachers among 10 and 5 female trained teachers among 10 have found good subject knowledge during observation of their classroom practice. On the other hand 4 male among 10 and 4 female untrained teachers among 10 have found good subject knowledge during observation of their classroom practice.

Trained teachers were more confident than untrained teachers as well as male teachers were found a bit more confident than female teachers. 7 trained male teachers among 10 and 6 female trained teachers among 10 have found enough confident about their subject during observation of their classroom practice. On the other hand 5 male among 10 and 4 female untrained teachers among 10 have found enough confident about their subject during observation of their classroom practice.

Facial expression of trained male and female teachers found better than untrained male and female teachers however, the gap was not very significant. 5 trained male teachers among 10 and 5 female trained teachers among 10 have found good facial expression and physical movement during observation of their classroom practice. On the other hand 4 male among 10 and 4 female untrained teachers among 10 have found good facial expression and physical movement during observation of their classroom practice.

Most of the trained and untrained as well as male and female teachers were found in standing position during their classroom practices. Female trained and untrained teachers were found more aware of this. 8 trained male teachers among 10 and 9 female trained teachers among 10 have found in standing position during observation of their classroom practice. In contrast 7 male among 10 and 8 female untrained teachers among 10 have found in standing position during observation of their classroom practice.

The vocal sound or voice tone of the trained teachers is found more appropriate and suitable than the untrained teachers. This is also found almost same for male and female teachers in this case. 7 trained male teachers out of 10 and 7 female trained teachers among 10 have found appropriate and suitable voice during observation of their classroom practice. On the other hand 5 male among 10 and 4 female untrained teachers among 10 have found appropriate and suitable voice during observation of their classroom practice.

The scenario of the relationship between teacher and student is found almost same among the trained and untrained teachers. The overall relationship I found is good enough however not up to the mark. 7 trained male teachers out of 10 and 7 female trained teachers among 10 have found good relationship between the teacher and student during observation of their classroom practice. On the other hand 7 male among 10 and 7 female untrained teachers among 10 have found good relationship between the teacher and student during observation of their classroom practice.

Teachers of both groups trained and untrained as well as male and female were found nominal or moderately democratic in classrooms. 4 trained male teachers out of 10 and 5 female trained teachers among 10 have found moderately democratic during observation of their classroom practice. On the other hand 7 male among 10 and 5 female untrained teachers among 10 have found moderately democratic during observation of their classroom practice.

Trained teachers were a bit good in classroom management as well as in time management. 5 trained male teachers out of 10 and 6 female trained teachers among 10 have found good in classroom management as well as in time management during observation of their practice. On the other hand 4 male among 10 and 4 female untrained teachers among 10 have found good in classroom management as well as in time management observation of their regular practice. However, sometimes teacher student ratio impacts on classroom management. The overall teacher student ration observed in this study was approximately 1:50.

Finding-7: Appreciating and encouraging the children

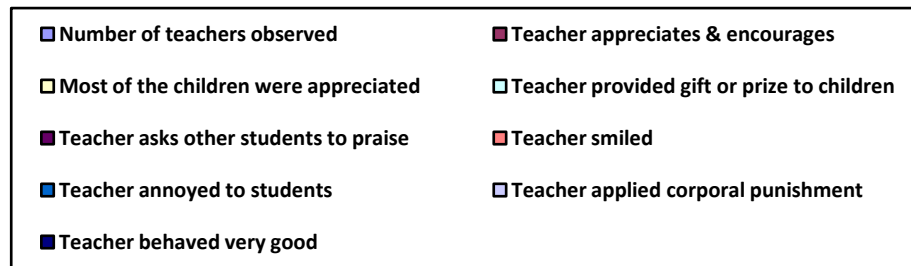
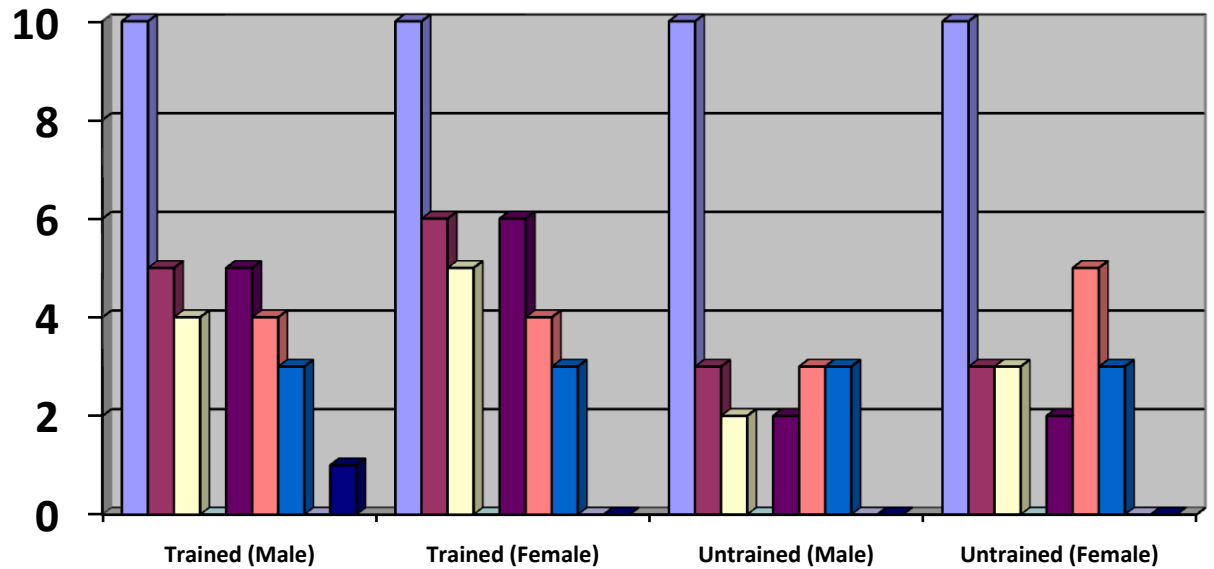


Table-48: Observation findings on Appreciating and encouraging the children

Category	Number of teachers observed	Teacher appreciates & encourages	Most of the children were appreciated	Teacher provided gift or prize to children	Teacher asks other students to praise	Teacher smiled	Teacher annoyed to students	Teacher applied corporal punishment	Teacher behaved very good
Trained (Male)	10	5	4	0	5	4	3	0	1
Trained (Female)	10	6	5	0	6	4	3	0	0
Untrained (Male)	10	3	2	0	2	3	3	0	0
Untrained (Female)	10	3	3	0	2	5	3	0	0
Total	40	17	15	0	11	16	12	0	1

Interpretation and analysis of finding-7:

Trained female teachers have found appreciated their children more than trained male and untrained teachers (both male and female) have found appreciated their children a bit less. 5 trained male teachers out of 10 and 6 female trained teachers among 10 have found appreciated their children during observation of their classroom practice. On the contrary 3 male untrained teachers among 10 and 3 female untrained teachers among 10 have found appreciated their children during observation their classroom practice.

Children have been appreciated by teachers as well as other students in 4 trained male teachers' classrooms out of 10 and 5 female trained teachers' classroom among 10. On the other hand 2 male untrained among 10 and 3 female untrained teachers among 10 have found created opportunities for others to appreciate children during observation of their classroom practice.

None of the trained and untrained as well as male and female teachers has found or observed provided any type of gift or prize to their children during classroom teaching.

Trained teachers have been found to ask other students to praise the better one for his or her good performance in the classroom. However few untrained teachers found to ask other students to praise. 5 trained male teachers out of 10 and 6 female trained teachers among 10 have found asked their children to give a big hand to the better one for his or her better performance during observation of their classroom practice. On the contrary 2 male untrained teachers among 10 and 2 female untrained teachers among 10 have found asked appreciating their children to the better performing students during observation their classroom practice.

Both of the trained and untrained as well as male and female were found nominal or moderate in smiling during their classroom practices. 4 trained male teachers out of 10 and 4 female trained teachers among 10 have found moderately smiling faces and mild in behavior during observation of their classroom practice. On the other hand 3 male among 10 and 5 female untrained teachers among 10 have found moderate in smiling during observation of their classroom practice.

30% of the trained male and female as well as untrained male and female teachers have been found a little bit annoyed to their children during classroom teaching. However none of the observed teachers male and female, trained and untrained has applied corporal punishment to their children.

Only one trained male teacher I have found exceptionally good in behavior to his children in the classroom. He has taken every possible care to behave equally to every children of his classroom.

Finding-8: Identifying of less advanced and children with problems:

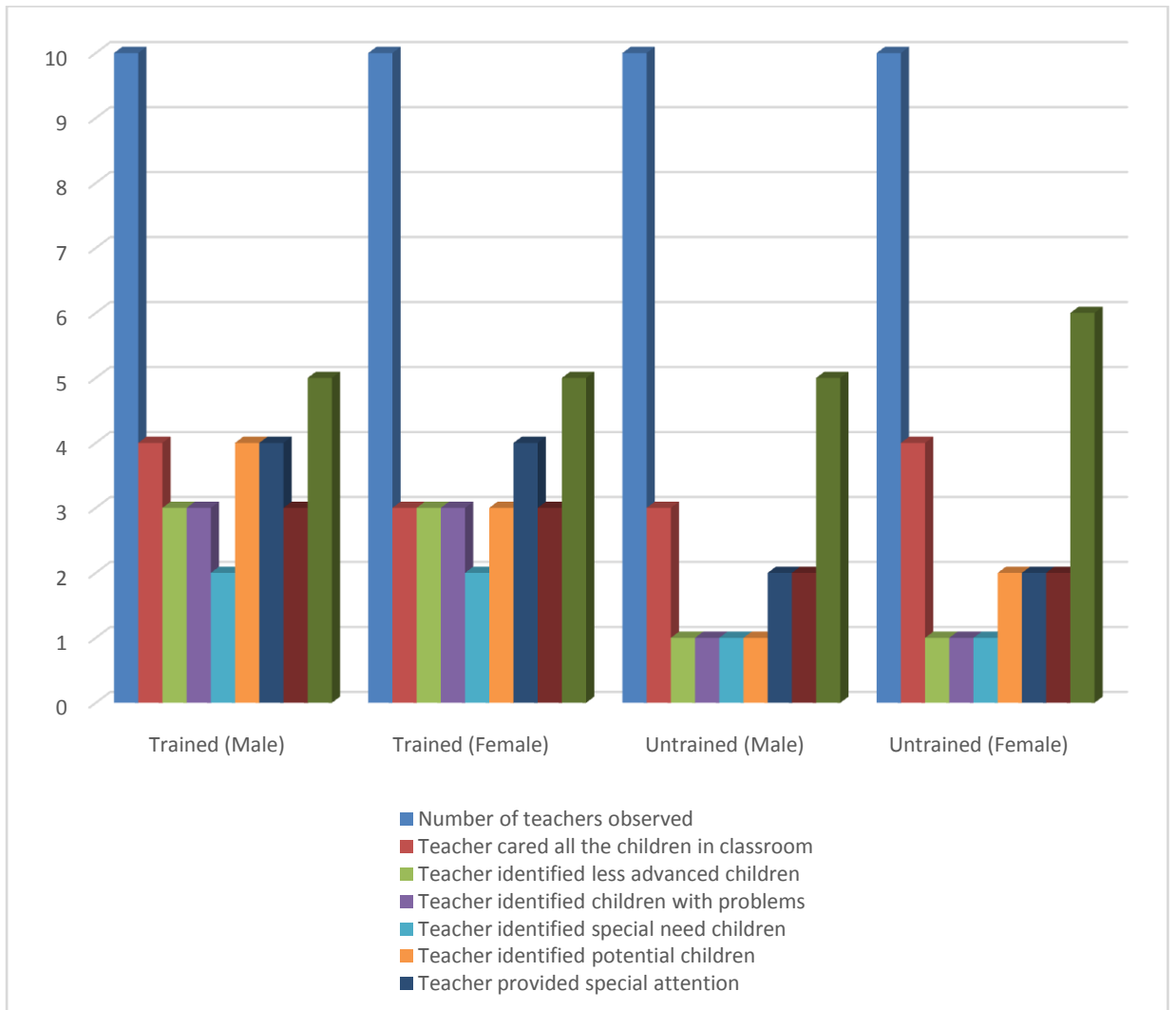


Table-49: Observation findings on Identifying of less advanced children and children with problems:

Category	Number of teachers observed	Teacher cared all the children in classroom	Teacher identified less advanced children	Teacher identified children with problems	Teacher identified special need children	Teacher identified potential children	Teacher provided special attention	Teacher provided remedial measures	Teacher with mild behavior
Trained (Male)	10	4	3	3	2	4	4	3	5
Trained (Female)	10	3	3	3	2	3	4	3	5
Untrained (Male)	10	3	1	1	1	1	2	2	5
Untrained (Female)	10	4	1	1	1	2	2	2	6
Total	40	14	8	8	6	10	12	10	21

Interpretation and analysis of finding-8:

Teachers were found not adequately careful about their children in the classroom. Trained male teachers were found a bit more careful than trained female teachers on the other hand untrained female were found a bit more careful than the untrained male teachers. 4 trained male teachers out of 10 and 3 female trained teachers among 10 have found moderately careful to their children during observation of their classroom practice. On the other hand 3 male among 10 and 4 female untrained teachers among

10 have found moderate in caring their children during observation of their classroom practice.

Trained teachers were more careful about identifying less advanced children than untrained teachers. However the overall picture of identifying less advanced children is not satisfactory. Only 3 trained male teachers among 10 and 3 female trained teachers among 10 have identified less advanced children during their classroom practice. On the other hand only one male among 10 and one female untrained teacher among 10 have identified less advanced children during their classroom practice.

The same picture has been found about identifying children with problem (children with learning disabilities). There were children who have learning disabilities and they were not attentive in classroom activities however create disturbs in the classroom. Trained teachers were a bit more careful about identifying children with problem than untrained teachers. However the overall picture of identifying children with problem is not satisfactory. Only 3 trained male teachers among 10 and 3 female trained teachers among 10 have identified children with problem during their classroom practice. On the other hand only one male among 10 and one female untrained teacher among 10 have identified children with problem during their classroom practice.

There were some children who were mild physical disable such as handicap, poor eyesight, short of hearing, problems in speech, metal handicap etc. and need some sort of special attention for their better performance. Teachers were found less careful about these types of children with special need. Only 2 trained male teachers among 10 and 2 female trained teachers among 10 have identified children with special need during their classroom practice. On the other hand only one male among 10 and one female untrained teacher among 10 have identified children with special need during their classroom practice.

Overall some of the trained and untrained teachers were found interested in identifying talented and potential children that means children who were very much attentive and intellectually strong during their practice. 4 trained male teachers out of 10 and 3 female trained teachers among 10 have identified potential children during observation of their classroom practice. On the contrary 1 male untrained teacher among 10 and 2 female untrained teachers among 10 have identified the better performing students during observation their classroom practice.

4 trained male teachers out of 10 and 4 female trained teachers among 10 have provided special attention to the ethnic minorities and tribal children during their classroom practice. On the contrary 2 male untrained teacher among 10 and 2 female untrained teachers among 10 have provided special attention to the ethnic minorities and tribal children during their classroom practice.

3 trained male teachers out of 10 and 3 female trained teachers among 10 have provided remedial measure to the less advanced children during their classroom practice. On the contrary 2 male untrained teacher among 10 and 2 female untrained teachers among 10 have provided remedial measure to the less advanced children during their classroom practice.

Almost 50% to trained and untrained teachers have shown mild behavior in the classroom during their teaching practice however female untrained teachers were a bit more. 5 trained male teachers out of 10 and 5 female trained teachers among 10 have had mild behavior to the children during their classroom practice. And 5 male untrained teacher among 10 and 5 female untrained teachers among 10 have provided mild behave to the children during their classroom practice.

2. Detailed findings of Interview:

It seems really more difficult to clarify the qualitative data such as interview data by using tables for quantifying and making the analysis easy to understand. In spite of this, as the interview has been taken by using semi-structured questionnaire, some tables has been used to some extent as per the interview questionnaires. However, for original interpretation it is very significant to read the qualitative description along with the tables that contain the quantitative data. The researcher therefore humbly requests to all of its readers to relate the tables along with the qualitative interpretation for better understanding of the interview findings.

Finding-1: Perception regarding teachers' preparation

Table: 50 Interview findings of perception regarding teachers' preparation: Assistant Teachers view:

Category	Number of teachers replied	Teacher's preparation is very important	Usually take preparation before	Acknowledge the importance of lesson	Prepare lesson plan or lesson note (short	State that trained teachers were more	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more
Trained (Male)	10	10	5	8	2	9	1	8	2
Trained (Female)	10	10	6	9	4	9	1	7	3
Untrained (Male)	10	10	3	5	0	10	0	9	1
Untrained (Female)	10	10	4	5	0	10	0	9	1
Total	40	40	18	27	6	38	2	33	7

Interpretation:

All teachers among 20 trained and 20 untrained (100%) state that that teachers should have good prior preparation before presenting a lesson. However, most of them generally do not take prior preparation before presenting lesson due to huge class load and overburdened class routine in primary schools. Sometimes teachers need to take extra classes while any of their colleagues is absent.

Among 10 trained male teachers 5 claim that they usually take moderate preparation before present a lesson while 6 trained female among 10 claims that they take good preparation before provide a lesson in the classroom. On the other hand, 5 male and 5 female among 20 untrained teachers claim with a slight hesitation that they occasionally take moderate preparation before present a lesson. I realized that the reason of their hesitation was nothing but they were confused whether later I would ask the ways of their preparation which could be unknown or botheration to them as they were untrained.

About lesson preparation teachers have different views. Most trained teachers (17 out of 20) that means 85% of the trained teachers state that that teachers need to prepare short lesson plan before present in the classroom and that should be methodological. 30% trained teachers' state that that trained teachers do not need to prepare lesson plan regularly as they were habituated to use methodological presentation as they regularly takes the same subjects of same classes.

60% of untrained teachers' state that teachers need to prepare lesson plan before present in the classroom, however, it needs not to be very formal. 40% untrained teachers' state that that teachers do not need to prepare lesson plan regularly but they have to read the textbooks very carefully before taking the classes. All the untrained teachers however, realize that training is important for better teaching. They also acknowledge that trained teachers were more prepared than untrained teachers.

About the perception of male and female teachers regarding the preparation of the teachers is almost same. However, female teachers were a bit more optimistic about preparing lesson plans. 8 among 10 trained female teachers show interest in using lesson plan. A few of trained male teachers show interest in using lesson plans.

In fact, while I observed and checked the lesson plan in most cases I found a backdated register book which they call lesson plan register. The space for date is

blank or sometimes written by pencil. Teachers use every year the same lesson plan register. While an inspector or visitor visits the class they use that register. During interview I asked about it and they felt shame. I realized the fact and also felt hesitate to ask more about this type of lesson plans.

Even though among 10 trained male teachers only 2 assertion honestly that they prepare lesson plan before present a lesson while 4 trained female among 10 claim that they prepare lesson plan before provide a lesson in the classroom. On the other hand none of the male and female among 20 untrained teachers claim that they prepare lesson plan before present a lesson.

A significant number of trained teachers (14 out of 20) state that that trained teachers do not need to prepare lesson plan regularly as they were habituated to use methodological presentation as they regularly takes the same subjects of same classes.

Among 10 trained male teachers 8 claim that male teachers were usually more prepared than female teachers while 7 trained female among 10 also claim the same view. On the other hand, 9 male and 9 female among 20 untrained teachers claim with a slight uncertainty that male teachers were usually more prepared than the female teachers.

Few teachers (among 20 trained teachers 2 male and 3 female and among 20 untrained teachers 1 male and 1 female) claim that female teachers were more prepared than male teachers.

Some of the trained teachers (6 out of 20) expose with a bit hesitation that sometimes Head teachers and senior teachers actually discourage them not to prepare lesson plans nor follow the methods that they have learned from their training.

**Table: 51 Interview findings of perception regarding teachers' preparation:
Head teachers view:**

Category	Number of head teachers replied	Teacher's preparation is very important	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	Silent regarding the implementation of L P	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
Head teachers (Male)	5	5	4	2	4	5	0	4	1
Head teachers (Female)	5	5	5	3	3	5	0	3	2
Total	10	10	9	5	7	10	0	7	3

Interpretation:

Head teachers view regarding lesson plan is very clear but they said that actually it was not possible to execute the use of lesson plan in each of the classes. They state that that lesson plan is the utmost important issue, however, what teachers were doing and what the head teachers' role, what the head teachers were doing, they cannot explain.

All the male and female head teachers acknowledge the importance of teachers' preparation before presenting a lesson. Most of them (9 among 10) also agree regarding the importance of lesson plan but they suggest to prepare and supply centrally prescribed short type of lesson plans from DPE to their schools.

However, few of them were sincerely willing to implement the regular use of lesson plans in their own schools. Surprisingly, 7 among 10 head teachers were apparently silent regarding the implementation of the lesson plan in their own schools. 3 head teachers were willing to implement the use of lesson plan but their assistant teachers were not supportive in this regard they said.

All the male and female head teachers remark that trained teachers were actually more prepared than the untrained teachers and naturally it should be like this otherwise there would be no importance of training. I realized that head teachers were very much diplomatic in replying such type of questions. They were very much optimistic to the trainings as well as to their higher authorities and very much careful before providing negative comments.

Many of the head teachers (4 male and 3 female), comment that the male teachers were more prepared in providing good lessons in the classrooms. Some of them (1 male and 2 female) however replied the opposite.

Table: 52 Interview findings of perception regarding teachers' preparation: AUEOs view:

Category	Number of AUEOs replied	Teacher's preparation is very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
AUEOs (Male)	5	5	2	5	3	3	2	4	1
AUEOs (Female)	5	5	3	5	3	3	2	3	2
Total	10	10	6	10	6	6	0	7	3

Interpretation:

AUEOs usually inspect classrooms as their routine work and 100% of them (10 out of 10) acknowledge the importance of teachers' prior preparation as well as the importance of lesson plan. However, in their interview they frankly speaks that they usually see the classroom activities but actually do not check the teachers whether they use lesson plans or not. After this interview session 6 among 10 AUEOs said that

they would give more emphasis on lesson plan and would ensure the use of lesson plan in each of the classes. However, I realized that actually it was only their verbal agreement.

50% of AUEOs (5 out of 10 AUEOs) state that that teachers usually take preparation before presenting a lesson. Among the repliers 2 were male and 3 were female. I realized that it was their assumption as they were not actually fully aware of teachers' classroom activities focused on pedagogical aspects. Even they did not usually checked teachers' preparation and lesson plans during their regular routine inspections. During informal interview they frankly revealed that information.

3 male and 3 female AUEOs state that that trained teachers were more prepared for providing good lessons than untrained teachers while 2 male and 2 female AUEOS state that the opposite. Simultaneously 4 male and 3 female AUEOs consider that male teachers were comparatively more prepared than female teachers and on the contrary 1 male and 2 female AUEOs state that totally the opposite regarding this.

Here it is important to mention that 3 male and 3 female AUEOs who state that that trained teachers were more prepared for providing good lessons than untrained teachers were in fact teachers before being AUEOs. Therefore they had both of the experience as a teacher as well as an officer.

Table: 53 Interview findings of perception regarding teachers' preparation: UEOs view:

Category	Number of AUEOs replied	Teacher's preparation is very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
UEOs (Male)	5	5	3	5	3	4	1	3	2
UEOs (Female)	5	5	3	5	3	4	1	3	2
Total	10	10	6	10	6	8	2	6	4

Interpretation:

UEOs usually inspect primary schools as their routine work but not necessarily the classrooms. In the interview they frankly said that they used to keep themselves very busy with different types of official activities and had little opportunity to visit the classrooms to observe the teachers activities intensively. All of them (10 out of 10) however acknowledge the importance of teachers' preparation and following lesson plans. They state that teachers should prepare and use lesson plans in all of their classes though many of them could have some problems like overload of classes and involvement in many other activities.

3 male and 3 female UEOs state that that teachers usually take preparation for providing their lessons while 2 male and 2 female UEOs state that the opposite. Simultaneously 3 male and 3 female UEOs show their strong commitment to implement the use lesson plan or lesson note (shorter version of lesson plan) in the schools under their jurisdiction.

Most of the UEOs state that it is actually not possible for teachers to use lesson plans perfectly in all classes as they have to take many classes in a day and sometimes many additional classes in absence of any of their colleagues. Usually they follow short type of lesson plans in their classes so far. They mention that where head teacher is good the teaching quality of the school is good and other teachers were sincere but where head teachers is not good enough in his or her performance the whole performance of the school is not good enough and other teachers were not active in their duties.

4 male and 4 female UEOs state that that trained teachers were more prepared for providing good lessons than untrained teachers while 1 male and 1 female UEO state the opposite. Simultaneously 3 male and 3 female UEOs consider that male teachers were comparatively more prepared than female teachers and on the contrary 2 male and 2 female AUEOs state that totally the opposite regarding this.

Table: 54 Interview findings of perception regarding teachers' preparation: PTI Instructors view:

Category	Number of instructors replied	Teacher's preparation is obviously very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
PTI instructors (Male)	5	5	1	5	1	5	0	4	1
PTI instructors (Female)	5	5	1	5	2	5	0	4	1
Total	10	10	2	10	3	10	0	8	2

Interpretation:

Many PTI instructors (7 among 10) state that that generally teachers do not take necessary preparation for presenting a lesson. They also state that that teachers need complete preparation for presenting a good lesson however; they do not take minimum preparation and even do not see the textbooks before presenting a lesson. About huge class load and overburdened class routine PTI instructors state that that teachers could take good preparation for at least one class but they do not take preparation for any of their classes. Some PTI instructors (3 among 10) state that that teachers take minimum preparation for taking classes.

All PTI instructors (10 among 10) state that that lesson plan is obviously helpful for effective teaching because it is a complete plan with time and work schedule which teachers should maintain properly for effective teaching.

Most PTI instructors (8 among 10) state that that actually 0% teachers usually use lesson plan for presenting lessons. Few instructors (2 among 10) remark that 10% teachers use lesson plan.

All PTI instructors (10 among 10) state that that trained teachers were a bit more prepared for teaching than untrained teachers.

4 male and 4 female PTI instructors consider that male teachers were comparatively more prepared than female teachers and on the contrary 1 male and 1 female instructor state that the opposite.

Table: 55 Interview findings of perception regarding teachers’ preparation: URC Instructors view:

Category	Number of instructors replied	Teacher’s preparation is obviously very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
URC instructors (Male)	5	5	1	5	1	5	0	4	1
Instructors (Female)	5	5	1	5	1	5	0	4	1
Total	10	10	2	10	2	10	0	8	2

Interpretation:

Most URC instructors (8 out of 10), state that only 10% teachers go to the classroom after taking prior preparation. They expressed this information from their practical experience what they have gathered during their regular inspections of schools. They also comment that only 10% teachers do really use lesson plans while they conduct classes in primary schools.

They also comment that only 8% -9% teachers do really use lesson plans while they conduct classes in primary schools. Inside the classroom many of them use mobile phones, look through face books etc. during teaching time. Some other teachers take preparation for their BCS examination by reading guidebooks as they were younger in age and have opportunity to appear at the BCS examination to get better job than that of teaching in primary schools. URC instructors remark this practice as unethical and teachers should prohibit this type of unethical practice

Table: 56 Interview findings of perception regarding teachers’ preparation: DPEOs view:

Category	Number of DPEOs replied	Teacher’s preparation is obviously very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that less than 50% of teachers use lesson	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
DPEOs (Male)	3	3	1	3	1	3	0	2	1
DPEOs (Female)	2	2	1	2	2	2	0	1	1
Total	5	5	2	5	3	5	0	3	2

Interpretation:

Most DPEOs (4 out of 5) were unwilling to expose their views regarding teachers’ preparation, presentation, management, quality etc. and express negative feelings about teachers’ activities. They remark that most primary school teachers were powerful and politically influenced and they do not bother taking preparation and using lesson plan and conducting proper classes.

All DPEOs (5 among 5) state that that teachers’ preparation for taking a good class is obviously very significant. They also acknowledge the importance of lesson plan for conducting good class. However, few teachers usually take preparation.

They consider lesson plan as an important tool for conducting a class and it is obviously helpful for effective teaching because it is a complete plan with time and work schedule which teachers should maintain properly for effective teaching.

Some DPEOs (1 male and 2 female) comment, that less than 50% of teachers may use lesson plans occasionally, not regularly.

DPEOs (5 out of 5) state that trained teachers were certainly more prepared than the untrained teachers but they do not actually use their knowledge due to the lack of their sincerity. Some DPEOs (2 male and 1 female among 5) state that male teachers were more skilled and prepared than female teachers while some other DPEOs (1 male and 1 female) state that the opposite.

Table: 57 Interview findings of perception regarding teachers’ preparation: PTI supers view:

Category	Number of PTI supers replied	Teacher’s preparation is obviously very important	State that teachers usually take preparation	Acknowledge the importance of lesson plan	State that teachers usually use lesson plans	State that trained teachers were more prepared	State that untrained teachers were more	State that male teachers were more prepared	State that female teachers were more prepared
PTI supers (Male)	3	3	1	3	0	3	0	2	1
PTI supers (Female)	2	2	1	2	1	2	0	1	1
Total	5	5	2	5	1	5	0	3	2

Interpretation:

All PTI supers (5 among 5) state that that teachers’ preparation for taking a good class is obviously very significant. They also acknowledge the importance of lesson plan for conducting good class. However, few teachers usually take preparation.

They consider lesson plan as an important tool for conducting a class and it is obviously helpful for effective teaching because it is a complete plan with time and work schedule which teachers should maintain properly for effective teaching.

However a few number of PTI supers (1 among 5) state that that teachers usually use lesson plans in their classes.

All PTI supers (5 out of 5) state that trained teachers were certainly more prepared than the untrained teachers but they do not actually use their knowledge due to the lack of their sincerity.

Some PTI supers (2 male and 1 female among 5) state that male teachers were more skilled and prepared than female teachers while some other supers (1 male and 1 female) state that the opposite.

Finding-2: Perception regarding teachers' presentation

Table: 58 Interview findings of perception regarding teachers' presentation: Assistant Teachers view:

Category	Number of teachers replied	State that teachers should have a good presentation	State that most teachers use lecture method	State that child-centric method is better	State that use of teaching aids is very important	Usually ensure proper use of teaching aids	State that question-answer method is essential	Usually ensure proper questioning in classroom	Agree different subjects need different methods
Trained (Male)	10	10	9	9	10	5	8	8	10
Trained (Female)	10	10	8	9	8	5	8	7	10
Untrained (Male)	10	10	8	5	6	3	8	6	8
Untrained (Female)	10	10	8	5	6	4	8	6	8
Total	40	40	33	27	30	17	32	27	36

Interpretation:

Most of the trained and untrained teachers give emphasis on good classroom presentation. Among 20 trained and 20 untrained teachers all (100%) state that that teachers should have good presentation of a lesson. However, most of them generally cannot provide good presentation of lessons due to huge class load and overburdened class routine.

Most of the teachers verbally talk about MWTL, IPT and other methods but the truth is that most of teachers prefer to use lecture method in their teaching. 33 teachers

among 40 sincerely remark that lecture method is the most used method in primary classrooms.

Some teachers (7 among 40) state that that MWTL method is appropriate and easy to use and students can learn effectively through this method. Therefore they prefer to use MWTL method in classroom.

About good presentation teachers have different views. Most trained teachers (18 out of 20) that mean 90% of the trained teachers state that that presentation should be methodological. They also acknowledge the importance of child-centric method rather than teacher-centric method. On the other hand, only 50% of untrained teachers (10 among 20) any how believe that child-centric method is better.

Most trained teachers (10 male and 8 female) among 20 very clearly understand and acknowledge the importance of using teaching aids in classroom teaching while many of the untrained teachers (6 male and 6 female) among 20 also agree the importance of using teaching aids however cannot clearly explain the linkage between the text and the teaching aids as well as the qualities of good teaching aids.

50% of trained teachers (5 male and 5 female) verbally confirm that they usually ensure the proper use of teaching aids in their classrooms. Some untrained male and female teachers (3 male and 4 female) also claim that they use teaching aids in their classes and try to ensure the proper use of it.

Most of the trained and untrained teachers (32 among 40) irrespective of both male and female acknowledge the significant of using the questioning and answering method in their classroom teaching process. Most of the trained teachers (15 among 20) as well as many of the untrained teachers (12 among 20) remark that they regularly use questioning and answering method in their teaching.

All trained teachers agree that same method is not applicable for all subjects and obviously different subjects need different types of methods. They argue that although many of them use lecture method in all subjects but particularly for science subject it does not always happen. They use experimental method in science classes. Most untrained teachers (16 among 20) also comment that different subjects demand different methods of teaching.

**Table: 59 Interview findings of perception regarding teachers’ presentation:
Head teachers view:**

Category	Number of head teachers replied	Have pedagogic training (C-in-Ed/B Ed/Med)	State that most teachers use lecture method	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
Head teacher (Male)	5	5	4	4	4	1	4	3	5
Head teacher (Female)	5	5	5	4	4	2	4	3	5
Total	10	10	9	8	8	3	8	6	10

Interpretation:

All head teachers emphasize on teachers’ good presentation. They consider it as the crucial part of the teaching and learning process. All head teachers state that that teachers should have good presentation skills. There were different methods for presentation such as Herbert’s 3 steps, MWTL, IPT etc. However, most head teachers (9 among 10) remark that majority of teachers actually follow lecture method in their classrooms.

Most head teachers (8 among 10) strongly believe that child-centric method is comparatively better than teacher-centric method. They also emphasize on teacher-student inter-action in the classroom. They state that that for better inter-action in the classroom child-centric method is utmost important. A small number of head teachers (2 among 10) were not against child-centric method but actually a bit confused about the methods that should be frequently used in the classroom.

About the significance of using teaching aids such as pictures, models, charts etc. in the classroom, majority of the head teachers (8 among 10) were very much optimistic and acknowledge the importance but a few number of head teachers (3 among 10) state that that teachers usually ensure proper use of teaching aids in their classrooms.

Most head teachers (8 among 10) acknowledge the importance of questioning and answering method for effective teaching and they state that more or less teachers use question-answer method in classrooms. However, many head teachers (6 among 10) state that that only few number of teachers can actually ensure the proper questioning method in classroom.

All head teachers agree about applying different teaching approaches for different individual subjects. They also emphasize on subject-based teacher appointment. They state that that for better performance as well as better teaching and learning, there should be subject-based teachers in primary schools.

Table: 60 Interview findings of perception regarding teachers' presentation: AUEOs view:

Category	Number of AUEOs replied	State that most teachers use lecture method	Have pedagogic experience (C-Ed/B.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
AUEOs (Male)	5	4	3	3	3	2	3	3	4
AUEOs (Female)	5	3	2	3	2	2	3	3	4
Total	10	7	5	6	5	4	6	6	8

Interpretation:

Some AUEOs state that that lecture method is better for teaching while many other AUEOs do not state that lecture method as better. However, 40% of AUEOs cannot

endorse the better methods in primary school teaching. Majority of the AUEOs (7 among 10) remark that most teachers usually use lecture method in the classroom.

Some AUEOs (5 among 10) have pedagogical experiences such as B.ED and M.ED degree while some AUEOs (5 among 10) do not have such degrees. Some AUEOs claim that they have short training course experiences on pedagogical aspects but they feel that those type of short training cannot meet the demand of proper academic supervision.

Many AUEOs (6 among 10) acknowledge the importance of child-centric method and state it as noticeably better than teacher-centric method. They also state that that all teachers should emphasize on child-centric method and follow it rather than teacher-centric method.

Some AUEOs (5 among 10) state that that use of teaching aids which were available is very important for effective teaching while some other AUEOs (5 among 10) do not state that so clearly the importance of teaching aids. Even to some extent some of them actually do not understand the main theme of the curriculum, competencies, learning outcomes, learning activities and the role of textbooks and teaching aids of primary schools very clearly what they have frankly revealed during their interview.

Some AUEOs (4 among 10) state that that usually few primary school teachers do ensure the proper use of teaching aids which were available at their schools.

Many AUEOs (6 among 10) acknowledge the importance of question-answer method and state that that many teachers do use this method in their classrooms frequently. Most of the AUEOs (8 among 10) agree regarding the need of different methods for different individual subjects.

Table: 61 Interview findings of perception regarding teachers’ presentation: UEOs view:

Category	Number of UEOs replied	State that most teachers use lecture method	Have pedagogic experience (B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is essential	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
UEOs (Male)	5	3	2	3	3	2	3	3	4
UEOs (Female)	5	2	2	3	2	2	3	3	3
Total	10	5	4	6	5	4	6	6	7

Interpretation:

Some UEOs (3 male and 2 female) state that that most of the primary school teachers use lecture method in their classrooms.

Some of the UEOs (4 among 10 whom were interviewed) did have B.ED and M.ED degree while others did not have such type of pedagogical experiences. However, all of them (10 among 10) did have master’s degree in different degree.

Many UEOs (6 among 10) acknowledge the importance of child-centric method and state that it as noticeably better than teacher-centric method. They also state that that all teachers should emphasize on child-centric method and follow it rather teacher-centric method.

Some UEOs (5 among 10) state that that use of teaching aids which were available is very important for effective teaching while some other AUEOs (5 among 10) do not state that so clearly the importance of teaching aids. Even to some extent some of them actually do not have clear concept about the main theme of the curriculum, competencies, learning outcomes, learning activities and the role of textbooks and

teaching aids etc. due to the lack of pedagogic experience what they have frankly revealed during their interview.

Some UEOs (4 among 10) state that that usually few primary school teachers do ensure the proper use of teaching aids which were available at their schools.

Many UEOs (6 among 10) acknowledge the importance of question-answer method and state that that many teachers do use this method in their classrooms frequently. Most of the UEOs (7 among 10) agree regarding the need of different methods for different individual subjects.

Table: 62 Interview findings of perception regarding teachers’ presentation: PTI Instructors view:

Category	Number of PTI instructors replied	State that most teachers use lecture method	Have pedagogic experience (B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
PTI instructors (Male)	5	4	5	5	5	2	5	2	4
PTI instructors (Female)	5	4	5	5	5	3	5	3	5
Total	10	8	10	10	10	5	10	5	9

Interpretation:

Many PTI instructors (6 among 10) state that that the MWTL is the most appropriate method at this moment. Some of them (4 among 10) state that Herbert’s 3 steps method and IPT for English is the suitable method for good teaching.

Most PTI instructors (9 among 10) however, state that that generally teachers follow traditional lecture method in their classes. They also mention that sometimes teachers say that teacher himself is the best method.

All PTI instructors (10 among 10) inform that they have pedagogic training and experience such as Dip-in-Ed, B Ed and M Ed degree. They state that that child-centric method is obviously better than teacher-centric method; however most teachers usually follow teacher-centric method in their classes.

PTI instructors (10 among 10) strongly argue that teaching aids such as pictures, models, charts etc. were immensely important and helpful for performing effective teaching and learning. They remark that although teachers also know the importance of teaching aids but they do not actually use it due to the lack of their sincerity. PTI instructors explain the importance of teaching aids as per pedagogic aspect.

Some PTI instructors (5 among 10) remark that some teachers ensure proper use of teaching aids.

All PTI instructors (10 among 10) acknowledge the importance of question-answer method and comment it as very crucial process for effective teaching. Some of them (6 among 10) state that that usually few teachers actually can ensure the proper use of questioning-answering method in their classrooms.

Most PTI instructors (9 among 10) state that that teachers need to apply different methods or approaches in different individual subjects as per the requirement of that particular subject for example MWTL and CLE for Bangla language subject, IPT for English, 3 steps for mathematics, experimental method for science etc. but most teacher follow lecture method for all subjects. However, in science classes' teachers were especially a bit more careful about using experimental method as per the direction of their textbooks

**Table: 63 Interview findings of perception regarding teachers' presentation:
URC instructors view:**

Category	Number of URC instructors replied	State that most teachers use lecture method	Have pedagogic experience (B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
URC instructors (Male)	5	5	5	5	5	2	5	3	4
URC instructors (Female)	5	4	5	5	5	2	5	3	5
Total	10	9	10	10	10	4	10	6	9

Interpretation:

Most URC instructors (8 among 10) state that that generally teachers follow traditional lecture method in their classes.

All URC instructors (10 among 10) inform that they have pedagogic training and experience such as Dip-in-Ed, B Ed and M Ed degree. They state that that child-centric method is obviously better than teacher-centric method; however most teachers usually follow teacher-centric method in their classes.

URC instructors (10 among 10) strongly argue that teaching aids such as pictures, models, charts etc. were immensely important and helpful for performing effective teaching and learning. They remark that although teachers also know the importance of teaching aids but they do not actually use it due to the lack of their sincerity. URC instructors emphasize and explain the importance of teaching aids as per pedagogic aspect.

Few URC instructors (4 among 10) remark that some teachers can ensure proper use of teaching aids.

All URC instructors (10 among 10) acknowledge the importance of question-answer method and comment it as very crucial process for effective teaching. Some of them (6 among 10) state that that usually few teachers actually can ensure the proper use of questioning-answering method in their classrooms.

Most URC instructors (9 among 10) state that that teachers need to apply different methods or approaches in different individual subjects as per the requirement of that particular subject for example MWTL and CLE for Bangla language subject, IPT for English, 3 steps for mathematics, experimental method for science etc. but most teacher follow lecture method for all subjects. However, in science classes teachers were especially a bit more careful about using experimental method as per the direction of their textbooks

Table: 64 Interview findings of perception regarding teachers' presentation: DPEOs view:

Category	Number of DPEOs replied	State that most teachers use lecture method	Have pedagogic experience (B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
DPEOs (Male)	3	2	3	3	3	1	3	2	3
DPEOs (Female)	2	1	2	2	2	1	2	2	2
Total	5	3	5	5	5	2	5	4	5

Interpretation:

Many DPEOs (3 among 5) state that generally teachers follow traditional lecture method in their classes.

All DPEOs (5 among 5) inform that they have pedagogic training and experience such as Dip-in-Ed, B Ed and M Ed degree. They state that that child-centric method is obviously better than teacher-centric method; however most teachers usually follow teacher-centric method in their classes.

DPEOs (5 among 5) strongly argue that teaching aids such as pictures, models, charts etc. were immensely important and helpful for performing effective teaching and learning. They remark that although teachers also know the importance of teaching aids but they do not actually use it due to the lack of their sincerity. DPEOs emphasize and explain the importance of teaching aids as per pedagogic aspect.

Few DPEOs (2 among 5) remark that some teachers can ensure proper use of teaching aids.

All DPEOs (5 among 5) acknowledge the importance of question-answer method and comment it as very crucial process for effective teaching. Many of them (4 among 5) state that that usually few teachers actually can ensure the proper use of questioning-answering method in their classrooms.

All DPEOs (5 among 5) state that that teachers need to apply different methods or approaches in different individual subjects as per the requirement of that particular subject for example MWTL and CLE for Bangla language subject, IPT for English, 3 steps for mathematics, experimental method for science etc. but most teacher follow lecture method for all subjects. However, in science classes teachers were especially a bit more careful about using experimental method as per the direction of their textbooks

Table: 65 Interview findings of perception regarding teachers' presentation: PTI superintendents view:

Category	Number of PTI supers replied	State that most teachers use lecture method	Have pedagogic experience (B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
PTI supers (Male)	3	2	3	3	3	1	3	2	3
PTI supers (Female)	2	1	2	2	2	1	2	2	2
Total	5	3	5	5	5	2	5	4	5

Interpretation:

PTI superintendents emphasize on recent used methodologies in teaching-learning process. Many PTI supers (3 among 5) however state that that generally teachers follow traditional lecture method in their classes.

All PTI supers (5 among 5) inform that they have pedagogic training and experience such as Dip-in-Ed, B Ed and M Ed degree. They state that that child-centric method is obviously better than teacher-centric method; however most teachers usually follow teacher-centric method in their classes.

PTI supers (5 among 5) strongly argue that teaching aids such as pictures, models, charts etc. were immensely important and helpful for performing effective teaching and learning. They remark that although teachers also know the importance of teaching aids but they do not actually use it due to the lack of their sincerity. PTI supers emphasize and explain the importance of teaching aids as per pedagogic aspect.

Few PTI supers (2 among 5) remark that some teachers can ensure proper use of teaching aids.

All PTI supers (5 among 5) acknowledge the importance of question-answer method and comment it as very crucial process for effective teaching. Many of them (4 among 5) state that that usually few teachers actually can ensure the proper use of questioning-answering method in their classrooms.

All PTI supers (5 among 5) state that that teachers need to apply different methods or approaches in different individual subjects as per the requirement of that particular subject for example MWTL and CLE for Bangla language subject, IPT for English, 3 steps for mathematics, experimental method for science etc. but most teacher follow lecture method for all subjects. However, in science classes teachers were especially a bit more careful about using experimental method as per the direction of their textbooks.

Finding-3: Perception regarding classroom management

Table: 66 Interview findings of perception regarding teachers' classroom management: Assistant Teachers view:

Category	Number of teachers replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
Trained (Male)	10	7	6	6	5	2	4	2	4	5
Trained (Female)	10	6	6	7	5	2	3	3	3	5
Untrained (Male)	10	6	4	6	2	3	4	2	3	5
Untrained (Female)	10	5	3	5	2	3	5	2	3	5
Total	40	24	19	24	14	10	16	9	13	20

Interpretation:

Most trained teachers (7 male and 6 female) usually emphasize on good classroom management while many of the untrained teachers (6 male and 5 female) acknowledge the importance of good classroom management.

Many trained teachers (6 male & 6 female) appreciate the importance group work and some untrained teachers (4 male and 3 female) can realize the significance of students group work. However, most trained teachers (6 male and 7 female) as well as untrained teachers (6 male and 5 female) state that that usually most teachers use whole class work.

Many trained teachers (5 male & 5 female) appreciate the importance of children's individual work and few untrained teachers (2 male and 2 female) can realize the significance of children's individual work. However, few trained teachers (2 male and 2 female) state that that teachers usually ensure individual work in their classes while some untrained teachers (3 male and 3 female) state that that usually teachers ensure children's individual work in their classes.

Some trained teachers (4 male and 3 female) and some untrained teachers (4 male and 5 female) state that most teachers usually give full attention to all the children in their classrooms. Few trained (2 male and 2 female) and untrained teachers (2 male and 2 female) state that that teachers usually make the students activated in their classrooms.

Some trained (4 male and 3 female) and some untrained teachers (3 male and 3 female) state that students get chance to ask questions in few teachers' classrooms. However 50% of both trained and untrained teachers state that teachers usually create comfortable situation in their classrooms for the children.

Table: 67 Interview findings of perception regarding teachers' classroom management: Head teachers view:

Category	Number of head teachers replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
Head teachers (Male)	5	4	4	5	4	2	1	1	2	2
Head teachers (Female)	5	4	3	4	3	2	2	2	3	2
Total	10	8	7	9	7	4	3	3	5	4

Interpretation:

Most head teachers (4 male and 4 female among 10) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

Many head teachers (4 male & 3 female) appreciate the importance group work and can realize the significance of students group work. However, most of them (5 male and 4 female) state that that usually most teachers were habituated to use whole class work.

Many head teachers (4 male & 3 female) appreciate the importance of children's individual work and can realize the significance of children's individual work. However, few head teachers (2 male and 2 female) state that teachers usually ensure individual work in their classes.

Few head teachers (1 male and 2 female) state that most teachers usually give full attention to all the children in their classrooms. Few head teachers (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Some head teachers (2 male and 3 female) state that students get chance to ask questions in few teachers' classrooms. However, some head teachers (2 male and 2 female) state that teachers usually create comfortable situation in their classrooms for the children.

Table: 68 Interview findings of perception regarding teachers' classroom management: AUEOs view:

Category	Number of AUEOsreplied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
AUEOs (Male)	5	3	2	4	3	2	1	1	3	2
AUEOs (Female)	5	3	3	4	2	2	1	2	3	4
Total	10	6	5	8	5	4	2	3	6	6

Interpretation:

Many AUEOs (3 male and 3 female among 10) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

Some AUEOs (2 male & 3 female) appreciate the importance group work and few of them (1 male and 1 female) can realize the significance of students group work. However, most of them (4 male and 4 female) state that that usually most teachers were habituated to use whole class work.

Many AUEOs (3 male & 2 female) appreciate the importance of children’s individual work and they can realize the significance of children’s individual work. However, few AUEOs (2 male and 2 female) state that that teachers usually ensure individual work in their classes.

Few AUEOs (1 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some AUEOs (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Many AUEOs (3 male and 3 female) state that students usually get chance to ask questions in few teachers’ classrooms. However, many AUEOs (2 male and 4 female) state that teachers usually create comfortable situation in their classrooms for the children.

Table: 69 Interview findings of perception regarding teachers’ classroom management: UEOs view:

Category	Number of UEOs replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
UEOs (Male)	5	4	3	4	3	1	1	1	3	3
UEOs (Female)	5	4	3	4	2	2	1	2	3	3
Total	10	8	6	8	5	3	2	3	6	6

Interpretation:

Most UEOs (4 male and 4 female among 10) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

Many UEOs (3 male & 3 female) appreciate the importance group work and some of them (2 male and 2 female) can realize the significance of students group work.

However, most of them (4 male and 4 female) state that usually most teachers were habituated to use whole class work.

Many UEOs (3 male & 2 female) appreciate the importance of children’s individual work and they can realize the significance of children’s individual work. However, few UEOs (1 male and 2 female) state that that teachers usually ensure individual work in their classes.

Few UEOs (1 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some UEOs (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Many UEOs (3 male and 3 female) state that students usually get chance to ask questions in few teachers’ classrooms. However, many UEOs (3 male and 3 female) state that teachers usually create comfortable situation in their classrooms for the children.

Table: 70 Interview findings of perception regarding teachers’ classroom management: PTI instructors view:

Category	Number of PTI instructors replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
PTI instructors (Male)	5	5	5	2	4	1	1	1	3	2
PTI instructors (Female)	5	5	5	2	4	2	1	2	3	3
Total	10	10	10	4	8	3	2	3	6	5

Interpretation:

All PTI instructors (5 male and 5 female among 10) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

All PTI instructors (10 among 10) state that classroom management is utmost important for good teaching. Most instructors (8 among 10) comment that only 10% of the teachers were attentive about proper classroom management. They also remark that usually 20% of the teachers use group work in their classes. Some instructors (2 among 10) state that that the percentage is more (30%) who pay proper attention about the management of the classroom.

All PTI instructors state that alike (almost same) about the strategies of classroom management which includes re-arrangement of seating plan (young and shorter children were in front desks and elder or tall children were in behind desks), look after to all the children in the classroom, discipline, cleanliness of the classroom etc. They also state that the main strategy in managing group works includes basically the techniques of making the groups.

All PTI instructors (10 among 10) state that teachers' behavior and body language impacts strongly on classroom management. Some instructors (2 among 10) comment that even only some teachers' eye contact can change the environment of the whole class. They even do not need to say some words in the classroom to keep the class peace and silent.

All PTI instructors (5 male & 5 female) appreciate the importance group work and they can realize the significance of students group work. However, many of them (3 male and 3 female) state that usually most teachers were habituated to use whole class work.

Some PTI instructors (2 male & 2 female) appreciate the importance of children's individual work and they can realize the significance of children's individual work. However, most PTI instructors (4 male and 4 female) state that teachers usually ensure individual work in their classes.

Few PTI instructors (1 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some PTI instructors (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Many PTI instructors (3 male and 3 female) state that students usually get chance to ask questions in few teachers' classrooms. However, some PTI instructors (2 male and 3 female) state that teachers usually create comfortable situation in their classrooms for the children.

Table: 71 Interview findings of perception regarding teachers' classroom management: URC instructors view:

Category	Number of URC instructors replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
URC instructors (Male)	5	5	5	3	4	1	0	1	3	2
URC instructors (Female)	5	5	4	3	4	2	1	2	4	2
Total	10	10	9	6	8	3	1	3	7	4

Interpretation:

All URC instructors (5 male and 5 female among 10) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

Most URC instructors (5 male & 4 female) appreciate the importance group work and they can realize the significance of students group work. However, many of them (3

male and 3 female) state that usually most teachers were habituated to use whole class work.

Most URC instructors (4 male & 4 female) appreciate the importance of children's individual work and they can realize the significance of children's individual work. However, few URC instructors (1 male and 2 female) state that teachers usually ensure individual work in their classes.

A few URC instructors (0 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some URC instructors (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Most URC instructors (3 male and 4 female) state that students usually get chance to ask questions in few teachers' classrooms. However, some URC instructors (2 male and 2 female) state that teachers usually create comfortable situation in their classrooms for the children

Table: 72 Interview findings of perception regarding teachers' classroom management: DPEOs view:

Category	Number of DPEOs replied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
DPEOs (Male)	3	2	2	2	2	1	1	1	2	2
DPEOs (Female)	2	2	1	2	2	2	1	2	2	2
Total	5	4	3	4	4	3	2	3	4	4

Interpretation:

Most DPEOs (2 male and 2 female among 5) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

Many DPEOs (2 male & 1 female) appreciate the importance group work and some of them (2 male and 1 female) can realize the significance of students group work. However, most of them (2 male and 2 female) state that usually most teachers were habituated to use whole class work.

Most DPEOs (2 male & 2 female) appreciate the importance of children’s individual work and they can realize the significance of children’s individual work. However, many DPEOs (1 male and 2 female) state that teachers usually ensure individual work in their classes.

Some DPEOs (1 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some DPEOs (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Many DPEOs (2 male and 2 female) state that students usually get chance to ask questions in few teachers’ classrooms. Many DPEOs (2 male and 2 female) also state that teachers usually create comfortable situation in their classrooms for the children.

Table: 73 Interview findings of perception regarding teachers’ classroom management: PTI supers view:

Category	Number of PTI supersreplied	Emphasize on good classroom management	Realize the importance of group work	State that most teachers use whole class work	Acknowledge individual work& pair work	State that teachers usually ensure	State that teachers give attention to all children	State that most teacher usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable situation
PTI supers (Male)	3	3	2	2	3	1	1	1	1	2
PTI supers (Female)	2	2	2	2	2	1	1	2	1	2
Total	5	5	4	4	5	2	2	3	2	4

Interpretation:

All PTI supers (3 male and 2 female among 5) emphasize on classroom management and acknowledge the importance of good classroom management for good teaching-learning process.

All PTI supers (3 male & 1 female) appreciate the importance group work and most of them (2 male and 2 female) can realize the significance of students group work. Most of them (2 male and 2 female) also state that usually most teachers were habituated to use whole class work.

All PTI supers (3 male & 2 female) appreciate the importance of children's individual work and they can realize the significance of children's individual work. However, few PTI supers (1 male and 1 female) state that teachers usually ensure individual work in their classes.

Few PTI supers (1 male and 1 female) state that most teachers usually give full attention to all the children in their classrooms. Some PTI supers (1 male and 2 female) state that teachers usually make the students activated in their classrooms.

Few PTI supers (1 male and 1 female) state that that students usually get chance to ask questions in few teachers' classrooms. Many PTI supers (2 male and 2 female) also state that that teachers usually create comfortable situation in their classrooms for the children.

Finding-4: Perception on students' assessment and evaluation

Table: 74 Interview findings of perception regarding Students' assessment and evaluation: Assistant Teachers view:

Category	Number of teachers replied	Emphasize on good classroom assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less advanced	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with special need	State that most teachers usually keep regular records of students assessment
Trained (Male)	10	7	6	7	6	6	6	2	2	1
Trained (Female)	10	6	6	7	6	5	7	2	3	1
Untrained (Male)	10	4	3	4	6	5	5	3	3	2
Untrained (Female)	10	5	2	4	7	5	5	3	2	1
Total	40	22	17	22	25	21	23	10	10	5

Interpretation:

Most trained teachers (7 male and 6 female) usually emphasize on classroom assessment or formative assessment while some of the untrained teachers (4 male and 5 female) acknowledge the importance of good classroom assessment. The untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

Many trained teachers (6 male & 6 female) state that teachers usually do formative assessment during classroom practice and some untrained teachers (3 male and 2 female) can realize the significance of classroom assessment and they state that that usually teachers do it during classroom practice.

Most trained teachers (7 male & 7 female) acknowledge the importance of appreciating and encouraging the children and some untrained teachers (4 male and 4 female) can realize the significance of encouraging the children.

Many trained teachers (6 male and 6 female) and most untrained teachers (6 male and 7 female) state that most teachers usually appreciate and encourage the children in their classrooms for the children's better performance by saying 'thank you', 'very good' etc.

Many trained (6 male and 5 female) and some untrained teachers (5 male and 5 female) state that teachers usually identify less advanced children in their classrooms. And most trained teachers (6 male and 7 female) and some untrained teachers (5 male and 5 female) state that generally teachers provide remedial measures to the less advanced children in their classrooms.

However, about the children with special needs, the teachers' statement was completely different. Few trained teachers (2 male and 2 female) and some untrained teachers (3 male and 3 female) state that teachers usually identify the children with special needs.

Some trained (2 male and 3 female) and some untrained (3 male and 2 female) teachers state that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

A few trained (1 male and 1 female) and untrained (2 male and 1 female) teachers remark that teachers usually keep records of students' regular classroom assessment record in their record keeping registers. Most trained and untrained teachers also comment that in their schools they do not have such type of record keeping registers for formative assessments.

Table: 75 Interview findings of perception regarding Students’ assessment and evaluation: Head teachers view:

Category	Number of head teachers replied	Emphasize on good classroom assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with	State that most teachers usually keep regular records of students assessment
Head teachers (Male)	5	4	3	5	3	2	2	1	1	0
Head teachers (Female)	5	4	3	4	3	3	2	1	1	1
Total	10	8	6	9	6	5	4	2	2	1

Interpretation:

Most head teachers (4 male and 4 female among 10) usually emphasize on classroom assessment or formative assessment. Many of them (3 male & 3 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

Most head teachers (5 male & 4 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. Many of them (3 male and 3 female) state that most teachers usually appreciate and encourage the children in their classrooms for the children’s better performance by saying ‘thank you’, ‘very good’ etc.

Some head teachers (2 male and 3 female) state that teachers usually identify less advanced children in their classrooms. And some head teachers (2 male and 2 female)

state that generally teachers provide remedial measures to the less advanced children in their classrooms.

Few head teachers (1 male and 1 female) state that teachers take care and usually identify the children with special needs. Few of them (1 male and 1 female) also state that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

A very few head teachers (only 1 female among 10) mention that teachers usually keep records of students' regular classroom assessment record in their record keeping registers. Most head teachers also comment that in their schools they do not have such type of record keeping registers for formative assessments.

Table: 76 Interview findings of perception regarding Students' assessment and evaluation: AUEOs view:

Category	Number of AUEOs replied	Emphasize on good formative assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less advanced	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with special need	State that most teachers usually keep regular records of students assessment
AUEOs (Male)	5	2	2	4	3	2	2	3	3	2
AUEOs (Female)	5	1	2	4	3	2	2	2	2	2
Total	10	3	4	8	6	4	4	5	5	4

Interpretation:

Few AUEOs (2 male and 1 female among 10) usually emphasize on classroom assessment or formative assessment.

Some AUEOs (2 male & 2 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

Most AUEOs (4 male & 4 female) acknowledge the importance of appreciating and encouraging the children during classroom practice.

Many AUEOs (3 male and 3 female) state that that most teachers usually appreciate and encourage the children in their classrooms for the children's better performance by saying 'thank you', 'very good' etc.

Some AUEOs (2 male and 2 female) state that teachers usually identify less advanced children in their classrooms. And commonly they provide remedial measures to the less advanced children in their classrooms.

Many AUEOs (3 male and 2 female) state that teachers take care and usually identify the children with special needs.

Many AUEOs (3 male and 2 female) state that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

Some AUEOs (2 male and 2 female among 10) mention that teachers usually keep records of students' regular classroom assessment record in their record keeping registers. Many AUEOs also comment that in their cluster schools they have not seen such type of record keeping registers for formative assessments.

Table: 77 Interview findings of perception regarding Students’ assessment and evaluation: UEOs view:

Category	Number of UEOs replied	Emphasize on good formative assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less advanced	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with special need	State that most teachers usually keep regular records of students assessment
UEOs (Male)	5	3	3	4	3	3	3	1	1	0
UEOs (Female)	5	3	2	3	3	2	2	2	2	0
Total	10	6	5	7	6	5	5	3	3	0

Interpretation:

Many UEOs (3 male and 3 female among 10) usually emphasize on classroom assessment or formative assessment. Some UEOs (3 male & 2 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

Most UEOs (4 male & 3 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. Many of them (3 male and 3 female) state that most teachers usually appreciate and encourage the children in their classrooms for the children’s better performance by saying ‘thank you’, ‘very good’ etc.

Some UEOs (3 male and 2 female) state that teachers usually identify less advanced children in their classrooms. And generally they provide remedial measures to the less advanced children in their classrooms.

Many UEOs (3 male and 2 female) state that teachers take care and usually identify the children with special needs. Some UEOs (1 male and 2 female) state that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

Some UEOs (1 male and 2 female among 10) mention that teachers usually keep records of students' regular classroom assessment test in their record keeping registers. Many UEOs also note that in their cluster schools they have not seen such type of record keeping registers for formative assessments.

Table: 78 Interview findings of perception regarding Students' assessment and evaluation: PTI instructors view:

Category	Number of PTI instructors replied	Emphasize on good formative assessment	State that teachers use formative assessment in the	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to	State that teachers usually identify student with special	State that teachers generally provide assistance to student	State that most teachers usually keep regular records of students assessment
PTI instructors (Male)	5	4	1	5	1	1	1	0	0	0
PTI instructors (Female)	5	5	1	5	2	1	1	1	1	0
Total	10	9	2	10	3	2	2	1	1	0

Interpretation:

Most PTI instructors (4 male and 5 female among 10) strongly emphasize on classroom assessment or formative assessment.

A few instructors however (only 1 male & 1 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

All PTI instructors (5 male & 5 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. Few instructors however (1 male and 2 female) state that some teachers usually appreciate and encourage the children in their classrooms for the children's better performance by saying 'thank you', 'very good' etc.

Most PTI instructors state that only 40% teachers regularly assess and evaluate students' progress and they also appreciate students for their good performance.

Most PTI instructors state that only 20% of teachers identify less advanced children by asking different questions however, very few could go for remedial measures. Few teachers use other advanced students to provide remedial measures to the less advanced children. A few number of PTI instructors (only 1 male and 1 female) state that teachers usually identify less advanced children in their classrooms. And generally they provide remedial measures to the less advanced children in their classrooms.

A few number of PTI instructors (only 1 male and 1 female) state that teachers take care and usually identify the children with special needs. A very few number of them (only 1 female) state that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

Many PTI instructors state that that students with special needs were not always getting proper attention in primary schools. They comment that sometimes students with special needs were discouraged to come to schools with other students. And even sometimes teachers and other students criticize them for coming to school which impact badly and compel them to state that that they were different to some extent and

not capable to cope with other mainstream students. Sometimes teachers comment badly to them like, ‘It’s a new botheration to us’.

No PTI instructor mentions that teachers usually keep records of students’ regular classroom assessment test in their record keeping registers. They also note that in schools they have not seen such type of record keeping registers for formative assessments.

Table: 79 Interview findings of perception regarding Students’ assessment and evaluation: URC instructors view:

Category	Number of URC instructors replied	Emphasize on standard formative assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage	State that most teachers identify less advanced	State that teachers usually provide remedial measures to less advanced children	State that teachers usually identify student with special	State that teachers generally provide assistance to student with special need	State that most teachers usually keep regular records of students assessment
URC instructors (Male)	5	4	2	5	3	2	2	1	1	0
URC instructors (Female)	5	4	4	5	3	2	2	2	1	0
Total	10	8	6	10	6	4	4	3	2	0

Interpretation:

Most URC instructors (4 male and 4 female among 10) usually emphasize on classroom assessment and especially on standard formative assessment. Many of them (2 male and 4 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

All URC instructors (5 male and 5 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. Many URC instructors (3 male and 3 female) state that that most teachers usually appreciate and encourage the children in their classrooms for the children’s better performance by saying ‘thank you’, ‘very good’ etc.

Some URC instructors (2 male and 2 female) state that that teachers usually identify less advanced children in their classrooms. And generally they provide remedial measures to the less advanced children in their classrooms. Some URC of them (2 male and 2 female) also state that teachers take care and usually identify the children with special needs. Some URC instructors (1 male and 2 female) state that that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

None of the URC instructors state that that teachers usually keep records of students’ regular classroom assessment test in their record keeping registers. They also note that in their cluster schools they have not seen such type of record keeping registers for formative assessments

Table: 80 Interview findings of perception regarding Students’ assessment and evaluation: DPEOs view:

Category	Number of DPEOs replied	Emphasize on good formative assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less advanced	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with special need	State that most teachers usually keep regular records of students assessment
DPEOs (Male)	3	2	1	3	1	1	1	1	1	0
DPEOs (Female)	2	1	1	2	2	1	1	2	2	0

Total	5	3	2	5	3	2	2	2	3	0
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Interpretation:

Many DPEOs (2 male and 1 female among 5) typically emphasize on classroom assessment or formative assessment. Some DPEOs (1 male & 1 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

All DPEOs (3 male & 2 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. Many DPEOs (1 male and 2 female) generally state that that some teachers usually appreciate and encourage the children in their classrooms for the children’s better performance by saying ‘thank you’, ‘very good’ etc. Some DPEOs (1 male and 1 female) state that that teachers usually identify less advanced children in their classrooms. And generally they provide remedial measures to the less advanced children in their classrooms.

Some DPEOs (1 male and 2 female) also state that that teachers take care and usually identify the children with special needs. Some of them (1 male and 2 female) similarly state that that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

No DPEO mention that teachers usually keep records of students’ regular classroom assessment test in their record keeping registers. They also note that in schools they have not seen such type of record keeping registers for formative assessments and they do not know more about the record keeping system of formative assessment.

Table: 81 Interview findings of perception regarding Students’ assessment and evaluation: PTI supers view:

Category	Number of PTI supers replied	Emphasize on good formative assessment	State that teachers use formative assessment in the classroom	Acknowledge the importance of encouraging the children	State that most teachers appreciate and encourage the students	State that most teachers identify less advanced children	State that teachers usually provide remedial measures to less advanced	State that teachers usually identify student with special need	State that teachers generally provide assistance to student with special	State that most teachers usually keep regular records of students assessment
PTI supers (Male)	3	3	1	3	1	1	1	1	1	0
PTI supers (Female)	2	2	1	2	2	1	1	0	0	0
Total	5	5	2	5	3	2	2	1	1	0

Interpretation:

All PTI superintendents (3 male and 2 female among 5) strongly emphasize on classroom assessment or formative assessment.

A small number of supers however (1 male & 1 female) state that teachers usually do formative assessment during classroom practice. They remark that both trained and untrained teachers do formative assessment unconsciously as they do not understand what does mean by formative assessment.

All PTI superintendents (3 male & 2 female) acknowledge the importance of appreciating and encouraging the children during classroom practice. A small number of PTI supers however (1 male and 2 female) state that some teachers usually appreciate and encourage the children in their classrooms for the children’s better performance by saying ‘thank you’, ‘very good’ etc.

A few number of PTI supers (1 male and 1 female) state that teachers usually identify less advanced children in their classrooms. And generally they provide remedial measures to the less advanced children in their classrooms. A few number of them (1 male and 1 female) state that that teachers take care and usually identify the children with special needs. A very few number of supers (only 1 male) state that that teachers take attention on children with special needs and provide support and assistance to them in their classrooms.

No PTI superintendent mentions that teachers usually keep records of students' regular classroom assessment test in their record keeping registers. They also note that in schools they have not seen such type of record keeping registers for formative assessments.

Finding-5: Perception regarding quality primary education

Table: 82 Interview findings of perception regarding quality primary education: Assistant Teachers view:

Category	Number of teachers replied	State that the quality of teaching is up to the mark as their own	State that the quality of teaching is not up to the mark as per their	State that teachers' training program is capable enough to	State that training program is not sufficient and capable to improve	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary	State that the performance of trained teachers is better than	State that performance of male teacher is better than female	State that 60% quota for female needs to be discontinued
Trained (Male)	10	5	5	4	6	6	6	10	10	10
Trained (Female)	10	6	4	4	6	6	6	10	6	8
Untrained (Male)	10	5	5	5	5	2	3	6	8	10
Untrained (Female)	10	5	5	5	5	2	2	6	6	6
Total	40	21	19	16	22	18	17	32	30	34

Interpretation:

Many trained teachers (5 male and 6 female) state that that usually the quality of teaching learning process in the classroom as well as the overall quality of primary education is not bad and it is up to the mark as per their personal point of view while half of the untrained teachers (5 male and 5 female) state that that the overall quality of primary education is up to the mark as their own point of view. The untrained teachers also state that that the quality of primary education still needs to improve.

Some trained teachers (5 male & 4 female) state that the quality of teaching learning process in not actually satisfied and up to the mark and the quality of primary

education also needs to improve. On the contrary half of the untrained teachers (5 male and 5 female) remark that the quality of teaching is not satisfied as per their own views.

Some trained teachers (4 male & 4 female) comment that the existing teachers' training program is capable enough to cater the teachers and improve the quality of primary education. And fifty percent of the untrained teachers (5 male and 5 female) remark that the current teachers' training programs in the PTI and URC can play significant role in improving quality.

Many trained teachers (6 male and 6 female) and half of the untrained teachers (5 male and 5 female) state that present teachers' training programs in the PTI and URC were not capable enough to accommodate the teachers and improve the quality.

Many trained (6 male and 6 female) and few untrained teachers (2 male and 2 female) state that there were many weaknesses in teachers' training program and there were still a lot of scopes to improve the quality of it. And most trained teachers (6 male and 6 female) and some untrained teachers (3 male and 2 female) provide different suggestions and recommendations to improve the quality of existing teachers' training program.

All trained teachers (10 male and 10 female) and many untrained teachers (6 male and 6 female) state that that actually the overall performance of trained teachers is better than that of the untrained teachers. Both most trained (10 male and 6 female) and most untrained (8 male and 6 female) teachers state that the teaching performance of male teachers is better than that of the female teachers.

Both most trained (10 male and 8 female) and untrained (10 male and 6 female) as well as male and female teachers remark that the 60% quota custom for female candidates in the current appointment system needs to reconsider and it should be discontinued immediately.

**Table: 83 Interview findings of perception regarding quality primary education:
Head teachers view:**

Category	Number of head teachers replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the quality	State that training program is not sufficient and capable to improve the quality	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained teachers	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
Head teacher (Male)	5	1	4	2	3	4	3	4	4	5
Head teacher (Female)	5	2	3	2	3	3	2	4	2	2
Total	10	3	7	4	6	7	5	8	6	7

Interpretation:

Few head teachers (1 male and 2 female) state that that the quality of teaching in primary school is not bad as per their point of view but still needs to improve.

Most head teachers (4 male & 3 female) state that that the teachers' performance and the quality of teaching is not up to the mark as per their own views however they could point out few indicators of quality education.

Some head teachers (2 male & 2 female) state that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education

Many head teachers (3 male and 3 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality.

Most of the head teachers (4 male and 3 female) state that there were weaknesses and scopes to improve the existing teachers' training program. Many head teachers (3 male and 2 female) provide different suggestions to improve the quality of primary education.

Most head teachers (4 male and 4 female) state that that the performance of trained teachers is better the untrained teachers. Many of them (4 male and 2 female) state that the teaching performance of male teacher is better than the female teachers.

Most head teachers (5 male and 2 female) state that the 60% of quota system for the female teachers should be discontinued particularly for the sake of maintaining quality in primary education. Regarding the quality issue head teachers add some more comments on the existing management and inspection system of primary education.

Some head teachers criticize some AUEOs and UEOs for their mal practice in inspection as some of them sometimes do not visit schools physically but send inspections form to fill up to head teachers and submit it to the higher office as their inspection report. Almost 25% of the AUEOs and UEOs were habituated to do this as per some head teachers view. Head teachers also remark that only 45% teachers go inside the classroom for observing teaching activities but stay only 5 to 10 minutes which is not actually sufficient.

Head teachers also state that that most of the AUEOs and UEOs frequently visit the primary schools which were located at a very good position such as beside the

highways or where road and transport communication is comparatively good therefore many primary schools were being visited several times and on the other hand many primary schools in remote areas were being deprived from inspections and guidance from their higher authorities.

Some head teachers criticize the government’s recent decision to nationalize the non-government primary schools and comment that the quality of primary education has been declined for this decision as many of the less qualified teachers have been inserted in the system.

Table: 84 Interview findings of perception regarding quality primary education: AUEOs view:

Category	Number of AUEOs replied	State that the quality of teaching is up to the marks as their own point of	State that the quality of teaching is not up to the mark as per their own	State that teachers’ training program is capable enough to improve the	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
AUEO (Male)	5	3	2	2	2	3	2	3	5	5
AUEO (Female)	5	3	2	2	2	2	3	4	2	3
Total	10	6	4	4	4	5	5	7	7	8

Interpretation:

Many AUEOs (3 male and 3 female) state that that the quality of teaching in primary school is not bad as per their point of view but still needs to improve. Some AUEOs (2 male & 2 female) state that the teachers’ performance and the quality of teaching is

not up to the mark as per their own views however they could point out few indicators of quality education.

Some AUEOs (2 male & 2 female) state that that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education. Some of them (2 male & 2 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality.

Half of the AUEOs (3 male and 2 female) state that there were weaknesses and scopes to improve the existing teachers' training program. Fifty percent of AUEOs (3 male and 2 female) provide different suggestions to improve the quality of primary education.

Most AUEOs (3 male and 4 female) state that the performance of trained teachers is better the untrained teachers. Most of them (5 male and 2 female) state that the teaching performance of male teacher is better than the female teachers.

Most AUEOs (5 male and 3 female) state that the 60% of quota system for the female teachers should be discontinued particularly for the sake of maintaining quality in primary education.

Table: 85 Interview findings of perception regarding quality primary education: UEOs view:

Category	Number of UEOs replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the quality	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained teachers	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
UEO (Male)	5	2	3	2	3	3	3	4	5	5
UEO (Female)	5	2	3	3	2	3	2	3	3	2
Total	10	4	6	5	5	6	5	7	8	7

Interpretation:

Some UEOs (2 male and 2 female) state that that the quality of teaching in primary school is not bad as per their point of view but still needs to improve. Many UEOs (3 male & 3 female) state that that the teachers' performance and the quality of teaching is not up to the mark as per their own views however they could point out few indicators of quality education.

Fifty percent of the UEOs (2 male & 3 female) state that that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education

Half of the UEOs (3 male & 2 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality. Most of them (3 male and 3 female) state that there were weaknesses and scopes to improve the existing teachers' training program. Fifty percent of them (3 male and 2 female) provide different suggestions to improve the quality of primary education.

Most UEOs (4 male and 3 female) state that the performance of trained teachers is better than the untrained teachers. Many UEOs however criticize the trainings held in the URCs and raise questions about the standard of those trainings. They also ask to involve the UEOs and AUEOS in the training system as trainers and facilitators so that they could own the training and could monitor the implementation of it for classroom teaching during their regular inspections. They also mention that they have more authority to implement the training and manage the schools than URC instructors and teachers usually honor them more than that of the URC instructors.

Most of the UEOs (5 male and 3 female) state that the performance of male teacher is better than the female teachers in all respects. They state that male teachers were more capable to manage the classrooms and schools than female teachers. They comment that without a few exceptions most male teachers were skilled to take classes as well as to coordinate with the society. They also remark female teachers should have motherly behavior in the classroom but in practical they pose motherly affection to their own children at home but not the other's children in the school.

Most UEOs (5 male and 2 female among 10) whom I have interviewed strongly recommend discontinuing the 60% quota system for female teachers in primary schools as well as the present requirements and qualifications for the female candidates for the sake of ensuring quality education.

UEOs inform that there is a circular from the DPE headquarter regarding some common instructions for the teachers which should be followed in the classroom. This instruction letter mentions that teachers will not punish the students, will not use their mobile devices, will not use face book, will not do other things rather than teaching but teachers usually do not follow the instructions and none is there to monitor and implement. They complain that some AUEOs sometimes cannot or do not enforce to implement the circulars like this as now they themselves and the head teachers were in same rank officers (2nd class) and sometimes teachers were more powerful than the officers.

**Table: 86 Interview findings of perception regarding quality primary education:
PTI instructors view:**

Category	Number of PTI instructors replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the qual.	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained	State that performance of male teacher is better than female	State that 60% quota for female needs to be discontinued
PTI instructor (Male)	5	0	5	2	3	3	3	5	5	5
PTI instructor (Female)	5	1	4	3	2	2	2	5	3	3
Total	10	1	9	5	5	5	5	10	8	8

Interpretation:

Most PTI instructors state that that only 20% teachers can be considered as up to the mark which fulfills the minimum requirement as per their perception of quality education. They also comment that the percentage of good teachers has been reduced and quality of primary education has been declined while the registered primary schools have been transformed into nationalized schools.

All most all PTI instructors (5 male and 4 female) state that the teachers' performance and the quality of teaching is not up to the mark as per their own views. A few PTI instructors (0 male and 1 female) state that that the quality of teaching in primary school is not bad and the standard is up to the mark as per their point of view but still needs to improve.

Fifty percent of the PTI instructors (2 male & 3 female) state that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education. Half of the PTI instructors (3 male & 2 female) however state that that the existing teachers' training program is not sufficient enough to improve teachers' quality. Half of the PTI instructors (3 male and 2 female) state that that there were weaknesses and scopes to improve the existing teachers' training program.

Many PTI instructors state that the existing teachers' training program (DPED, C-in Ed) is not capable enough to meet the quality. The internship period of 4th term of DPED course is only paper work based activities where instructors' role is insignificant. PTI instructors even cannot observe the teachers' performance at this level.

Fifty percent of PTI instructors (3 male and 2 female) provide different suggestions to improve the quality of primary education such as (1) Planning were not implemented at training institutes which can be ensured by providing more independence to the instructors, (2) There should be more faculties and more facilities in PTIs and (3) Every Thursday teachers should observe good classes of good teachers from different neighbor schools.

All PTI instructors (5 male and 5 female) state that the performance of trained teachers is better the untrained teachers. They state that that the performance of a trained teacher is 60% and an untrained teacher is 40%.

Most PTI instructors (5 male and 3 female) state that the teaching performance of male teacher is better than the female teachers. They also state that that the overall performance of a male teacher is 60% and a female teacher is 30%. PTI instructors also remark that 'to learn and to teach is completely different'. Therefore female teachers were doing better in the training and examinations but in practical situation the male teachers were performing better than the female teachers in classroom teaching.

Most PTI instructors (5 male and 3 female) state that the 60% of quota system for the female teachers should be discontinued particularly for the sake of maintaining quality in primary education. PTI instructors also provide some additional

recommendations to improve the quality of teachers' performance such as (1) To fill-up all teachers' vacant posts or at least re-arrange the teachers post by coordinating, (2) To inactive the teachers association as it badly impacts on quality education, (3) To build up a clear career path for the primary teachers and officers etc.

They moreover remark that there should be integration and coordination between different training programs such as DPED, C-in-Ed, Subject-based training, Sub-cluster training etc. All these should be synchronized. PTI instructors also state that Education officers do not have content knowledge as well as pedagogic knowledge therefore let them have the training on it.

Table: 87 Interview findings of perception regarding quality primary education: URC instructors view:

Category	Number of URC instructors replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the quality	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scores to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained teachers	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
URC instructor (Male)	5	1	4	2	3	3	3	4	5	5
URC instructor (Female)	5	1	4	2	3	3	3	4	4	3
Total	10	2	8	4	6	6	6	8	9	8

Interpretation:

Few URC instructors (1 male and 1 female) state that the quality of teaching in primary school is not bad and the standard is up to the mark as per their point of view but still it needs to improve. Most URC instructors (4 male and 4 female) state that the teachers' performance and the quality of teaching is not up to the mark as per their own views.

Some of the URC instructors (2 male & 2 female) state that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education. Many URC instructors (3 male and 3 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality.

Many URC instructors (3 male and 3 female) state that there were weaknesses and scopes to improve the existing teachers' training program. Many of them (3 male and 3 female) provide different suggestions to improve the quality of primary education.

Most URC instructors (4 male and 4 female) state that the performance of trained teachers is better than untrained teachers. Most of them (5 male and 4 female) state that the overall teaching performance of male teachers is better than female teachers in all respects.

Most URC instructors (5 male and 3 female out of 10) state that the 60% quota custom for female in primary teacher appointment system should be prohibited immediately as well as the entry qualification for competing in appointing in primary school should be the same for male and female teachers and it should be at least a graduate from any recognized university.

Many URC instructors remark that AUEOs, UEOs and DPEOs do not have a very clear concept or idea about pedagogical knowledge as well as the knowledge that has been disseminated during the training at PTIs and URCs.

Table: 88 Interview findings of perception regarding quality primary education: DPEOs view:

Category	Number of DPEOs replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the quality	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained teachers	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
DPEO (Male)	3	0	3	1	2	2	2	2	3	3
DPEO (Female)	2	1	1	1	1	1	1	2	1	1
Total	5	1	4	2	3	3	3	4	4	4

Interpretation:

Few DPEOs (0 male and 1 female) state that the quality of teaching in primary school is not bad and the standard is up to the mark as per their point of view but still needs to improve. Most DPEOs (3 male and 1 female) state that the teachers' performance and the quality of teaching is not up to the mark as per their own views.

Some of the DPEOs (1 male & 1 female) state that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education. Many DPEOs (2 male and 1 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality.

Many DPEOs (2 male and 1 female) state that there were weaknesses and scopes to improve the existing teachers' training program. Many of them (2 male and 1 female) provide different suggestions to improve the quality of primary education.

Most DPEOs (2 male and 2 female) state that the performance of trained teachers is better than the untrained teachers. Most of them (3 male and 1 female) state that the teaching performance of male teacher is better than the female teachers.

Most DPEOs (3 male and 1 female) state that the 60% of quota system for the female teachers should be discontinued particularly for the sake of maintaining quality in primary education. And they also state that the entry qualification all primary school teachers should be same irrespective of gender.

Most of the DPEOs whom I have interviewed state that every officer should inspect schools properly and observe the classroom activities attentively. The performance of male teachers is better than female teachers. They also mention that female teachers have a lot of limitations which hinder to perform their official activities. It includes maintaining their own family members, family activities etc. in addition to their classroom activities

Table: 89 Interview findings of perception regarding quality primary education: PTI supers view:

Category	Number of PTI supers replied	State that the quality of teaching is up to the marks as their own point of view	State that the quality of teaching is not up to the mark as per their own view	State that teachers' training program is capable enough to improve the quality	State that training program is not sufficient and capable to improve the	State that there were weaknesses in training and scores to improve	Provide different suggestions to improve quality of primary education	State that the performance of trained teachers is better than untrained teachers	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
PTI super (Male)	3	0	3	1	2	2	3	3	3	3
PTI super (Female)	2	0	2	1	1	1	2	2	1	1
Total	5	0	5	2	3	3	5	5	4	4

Interpretation:

None of the PTI supers (0 male and 0 female) state that the quality of teaching in primary school is not bad and the standard is up to the mark as per their point of view. It still needs to improve. All of them (3 male and 2 female) state that the teachers' performance and the quality of teaching is not up to the mark as per their own views.

Some of the PTI supers (1 male & 1 female) state that existing teachers' training program is good enough to enhance teachers' capacity and capable to improve the quality of primary education. Many of them (2 male and 1 female) however state that the existing teachers' training program is not sufficient enough to improve teachers' quality. Many of them (2 male and 1 female) state that there were weaknesses and scopes to improve the existing teachers' training program. All of them (3 male and 2 female) provide different suggestions to improve the quality of primary education.

All PTI supers (3 male and 2 female) state that the performance of trained teachers is better than the untrained teachers. Most PTI supers (3 male and 1 female) state that the teaching performance of male teacher is better than the female teachers. Most of them (3 male and 1 female) state that the 60% of quota system for the female teachers should be discontinued particularly for the sake of maintaining quality in primary education.

4. Extract of Interview:

Table: 90 Extract from Interview findings: Status on Teachers' Preparation:

	Acknowledge the importance of teacher's preparation	State that teachers usually take preparation	State that lesson plan is helpful for effective teaching	State that teachers usually prepare and use lesson plans in their classes	Trained teachers were more prepared than untrained teachers	Female teachers were more prepared than male teachers
Asst. Teacher	100%	45%	67.5%	15%	95%	17.5.5%
Head Teacher	100%	50%	90%	50%	100%	30%
AUEO	100%	60%	100%	40%	60%	30%
UEO	100%	60%	100%	60%	80%	40%
PTI Instructor	100%	20%	100%	30%	100%	20%
URC Instructor	100%	20%	100%	20%	100%	20%
DPEO	100%	40%	100%	30%	100%	40%
PTI Super	100%	40%	100%	20%	100%	40%

Table: 91 Extract from Interview findings: Status on Teachers' Presentation:

Category	State that most teachers use lecture method	Have pedagogic experience (C-in-Ed. B.Ed. M.Ed.)	State that child-centric method is better	State that use of teaching aids is very important	Teachers ensure proper use of teaching aids	State that question-answer method is essential	Teachers ensure proper questioning in classroom	Agree different subjects need different methods
Asst. Teacher	82.5%	50%	67.5%	75%	42.5%	80%	67.5%	90%
Head Teacher	90%	100%	80%	80%	30%	80%	60%	100%
AUEO	70%	50%	60%	50%	40%	60%	60%	80%
UEO	50%	40%	60%	50%	40%	60%	60%	70%

PTI Instructor	80%	100%	100%	100%	50%	100%	50%	90%
URC Instructor	90%	100%	100%	100%	40%	100%	60%	90%
DPEO	60%	100%	100%	100%	40%	100%	80%	100%
PTI Super	60%	100%	100%	100%	40%	100%	89%	100%

Table: 92 Extract from Interview findings: Status on Classroom Management:

Category	Emphasize on good class management	Realize the importance of group	State that most teachers use whole	Acknowledge the importance of individual and pair	State that teachers give attention to all	State that most teacher usually activate children	State that most teachers usually activate children	State that students get chance to ask questions	State that teacher ensure comfortable sit
Asst. Teacher	60%	47.5%	60%	35%	25%	32.5%	22.5%	32.5%	50%
Head Teacher	80%	70%	90%	70%	40%	30%	30%	50%	40%
AUEO	60%	50%	80%	50%	40%	20%	30%	60%	60%
UEO	80%	60%	80%	50%	30%	20%	30%	60%	60%
PTI Instructor	100%	100%	40%	80%	30%	20%	30%	60%	50%
URC Instructor	100%	90%	60%	80%	30%	10%	30%	70%	40%
DPEO	80%	60%	80%	80%	60%	40%	65	80%	80%
PTI Super	100%	80%	80%	100%	40%	40%	60%	40%	80%

Table: 93 Extract from Interview findings: Status on students' assessment and evaluation:

Category	Emphasize on good formative assessment	State that teachers do formative assessment in classrooms	Acknowledge the importance of encouraging the children	State that teachers usually appreciate and encourage the children	State that teachers identifying less advanced children	State that most teacher usually provide remedial measures to less advanced	State that teachers identify students with special needs	State that teachers provide assistance to children with special needs	State that teachers keep records of assessment
Asst. Teacher	55%	42.5%	55%	62.5%	60%	57.5%	25%	25%	50%

Head Teacher	80%	60%	90%	60%	50%	40%	20%	20%	10%
AUEO	30%	40%	80%	60%	40%	40%	50%	50%	40%
UEO	60%	50%	70%	60%	50%	50%	30%	30%	0%
PTI Instructor	90%	20%	100%	30%	20%	20%	10%	10%	0%
URC Instructor	80%	60%	100%	60%	40%	40%	30%	20%	0%
DPEO	60%	40%	100%	60%	40%	40%	40%	30%	0%
PTI Super	100%	40%	100%	60%	40%	40%	10%	10%	0%

Table: 94 Extract from Interview findings: Status on quality education:

Category	State that the quality of teaching is up to the marks as their own point of	State that the quality of teaching is not up to the mark as per their own	State that teachers' training program is capable enough to improve quality	State that training program is not sufficient and capable to improve	State that there were weaknesses in training and scopes to improve	Provide different suggestions to improve quality of education	State that the performance of trained teachers is better than untrained	State that performance of male teacher is better than female teachers	State that 60% quota for female needs to be discontinued
Asst. Teacher	52.5%	47.5%	40%	55%	45%	42.5%	80%	75%	85%
Head Teacher	30%	70%	40%	60%	70%	50%	80%	60%	70%
AUEO	60%	40%	40%	40%	50%	50%	70%	70%	80%
UEO	40%	60%	50%	50%	60%	50%	70%	80%	70%
PTI Instructor	10%	90%	50%	50%	50%	50%	100%	80%	80%
URC Instructor	20%	80%	40%	60%	60%	60%	80%	90%	80%
DPEO	20%	80%	40%	60%	60%	60%	80%	80%	80%
PTI Super	0%	100%	40%	60%	60%	100%	80%	80%	80%

5. Additional Findings from both Observation and Interview:

The researcher noticed some additional findings and experiences which were not mentioned in the tools but directly involved with quality issues such as curriculum, teachers' view about the curriculum, contact hour, school infrastructure, classroom condition, surrounding environment, inspection process, social context etc. which can be called additional findings. Cohen and Manion (194:1) note that where solutions to problems lie beyond the corpus of personal knowledge, people may search out sources their immediate circle, which they designated as 'authoritative'. Hence the researcher added those additional findings.

5.1 Curriculum influenced teachers' practice:

Teachers were found highly influence by the National Curriculum developed by NCTB. Based on Dewey (in Fishman and McCarthy, 1998:23) I discussed earlier that progressive teachers need to integrate the student with curriculum. They need to understand curriculum as well as to understand how to employ it to fulfill students' requirements. Moreover, Kyriacou, 1998:22) notes, "The selection of content will clearly need to relate to the overall program of study for pupils, but the decision concerning how much emphasis to give to particular topics will depends on teacher's view of its importance and difficulty". In Bangladesh however, teachers have I state that very little opportunity to make decision about emphasizing on particular topic or giving more time on specific subjects. I found most primary schools followed the rigid centralized curriculum and scheduled timetable prescribed by NCTB and DPE collectively. Teachers were to perform their tasks based on those centralized interrelate cycles. Here teachers could enjoy a very little freedom to select the topic of his choice or the teaching method he chooses. The children of grade I to II and III to V were taught subjects included: Bengali, English & Mathematics and Bengali, English, Math, Elementary Science, Social Studies (Bangladesh and Global Studies)

and Ethical Education respectively. In addition to this there were some unwritten subjects for the children such as; Art and Craft, Sports, Music etc. which do not have formal text books however, were planned and executed by NCTB. These were also very rigid, for instance in Music subject the number of selected music were only 12. Teachers had actually a very little opportunity to increase or decrease those numbers. The centralized curriculum and textbooks compelled teachers to think that they were only supposed to deliver the curriculum, not to intervene, incorporate or enrich it. Policy makers sometime do not realize that teachers have agony, pain or soreness in their minds.

Kyriacou (1998:61), in the context of UK finds in studies of how teachers' classroom practice has been influenced by the introduction of National Curriculum, with many teachers expressing hostility and resistance towards the need for them to change their established practice. Indeed, senior managers in some schools welcomed the National Curriculum because it made easier for them to put pressure of their colleagues to change certain aspects of their classroom practice by externalizing the source of the need for change; Your practice has got to change, not because it's my idea, but because the National Curriculum requires it.

5.2 Training contents found unfavorable to teachers and educators

Teachers training contents were found unfavorable to teachers and educators. Teachers were found poorly motivated and as a result the differences between trained and un-trained teachers were less significant. Interview findings also revealed teachers un-satisfaction on training contents. Assistant Teachers, Head Teachers, AUEOs, UEOs, PTI and URC instructors, DPEOs and PTI supers also criticized more or less the existing training programs especially the C-in-Ed and DPED. In the C-in-Ed course the duration of practice teaching was insufficient and in the DPED course the 4th term was ineffective as per their views.

Regarding the newly introduced DPED curriculum some teachers and educators claimed that it was an unrealistic and more or less diplomatically inclined curriculum instead of the C-in-Ed curriculum. The new course also had huge contents in

comparison with the course scheduled time as well as in comparable with the capabilities of the existing teachers. They claimed that there was not even proper sequence among the contents of different subjects. They also stated that the new curriculum had been introduced intentionally and administratively only to placate the present government and emphasize had been given on minor citizen of the country without bothering the national and teachers' interest. Here the hope and expectations of most of the citizens of Bangladesh has been ignored meanly. While I asked why they thought so, they simply replied and asked us to check merely one book of DPED course named "Bangladesh and Global Studies (Bangladesh o Bhishow Porichiti)" to comprehend the truth. The teachers explained that almost more than 90% of the citizens of Bangladesh were Muslim and they were the mainstream citizen of the country, however that subject (book) very tactfully ignored to discuss or even to mention a single line about them, on the other hand, that emphasized on elaborately discussion about minor and ethnic citizens of the country. There was nothing about the mainstream citizens of Bangladesh but one special chapter (chapter- five) had been introduced to discuss elaborately about the general orientation of minority and ethnicity, their locations, their physical condition, their social and religious festivals, their dress and their food habits etc. Similarly, in chapter seven of that book misinterpreted the history of the nation. In the Professional Studies Part-3 (Peshagoto Shikkha-3) subject DPED course introduced 'Religion and Moral Values' where all teachers compelled to learn Islam, Hindu, Christian, Buddhist all religions altogether irrespective of their own religion. These were found very unrealistic to them and banqueted confusion among trainers and teachers.

About the new teacher training program (DPED course), PTI Instructors who were actually supposed to intensively work on this curriculum and unfortunately criticized almost in the same way. They explained that they would not comment on that as they were working in the government organizations and it could be considered that they were criticizing the authority. They also requested me not to issue their opinions. I convinced them not to be worried as no actual name and address will be used in this study. Moreover, in this context they criticized the policy makers of the country by stating, 'administration and plan makers always contemplate that teachers do not understand many things, however they cannot even explore themselves'.

5.3 Contact hours used ineffectively

School contact hours were used ineffectively. Most of the government primary schools the researcher visited followed centrally prescribed two shift class routine. The first shift was scheduled for grade one and grade two children in between 9.30 am to 12.00 pm without any break and the second shift was scheduled for grade three to five children in between 12.30 pm to 4.15 pm with a 30 minutes lunch and prayer break from 1.30 pm to 2.00 pm. Marland (2002:67) notes, 'Pupils were compelled by law to come to school and the least we can do is to create a situation in which each pupils feel comfortable and that his or her time has been profitably spent. Achieving this involves creating a set of conventions for the classroom that were, in very many ways, different from those of the home'. He also argues that a convention is a way of economizing on decision-making energy. He says that the teacher is responsible for creating and sustaining these conventions and most not feels hesitant about doing so. They have to be embodied in classroom routine. However, in Bangladesh hardly teachers contributed in creating settlements for their classes moreover they themselves followed centrally prescribed rigid class routine. Their daily normal activities were as follows:

The teachers attended schools usually at 9.15 am with formal dress and signed the attendance register. Schools started at 9.30 am with the raise of the national flag. The morning shift ended at 12 o'clock. The classes of second shift started at 12.15 pm and at that time the departing and incoming students assembled in the playground for the national anthem ceremony. One of the teachers particularly who had a good command in sports, lined up the student smartly before raising the national flag of the school. He or she directed the entire assembly session which included the recitation from the Holy Quran and the Gita, oath and national anthem in the presence of all the students and teachers of the school. It generally took around 15 minutes to complete the whole session. The researcher realized these activities although were not straight classroom oriented activities or particular teacher's activities however, were necessarily the essential parts of teaching. Marland (2002:19) also emphasizes on these outdoor

activities that supports learning and points out, “Playground, corridor or lunch hall duties were essentially teaching activities. They were opportunities for relating to pupils in a variety of contexts”. He in addition says that teachers can find out how to speak to pupil in joke or in anger and how to influence them with good grace. However the researcher while visiting the schools in Bangladesh in summer season it was really very difficult to conduct the national assembly at 12.00 o’clock as the sun heated the children severely particularly at that time.

The sound of the school bell specified the beginning and ending time of a particular class hour. The teachers usually went to their corresponding classes with textbooks, teaching aids and attendance register. After recording the students’ attendance they started teaching tasks. There was a short break for thirty minutes in between 1.15 pm to 1.45 pm. Some students whose residences were nearby the school usually went home for a mid-day meal while some others played in the ground. I found almost 60% children did not go home at the break time. However, many of the students who went home during mid-time break usually did not come back to school again after having their meal. The school generally closed at 4.15 pm. One head teacher and all of her female colleagues requested me during my visit to recommend the higher authority for reducing the school contact hours as they could go back home early for completing their family works. They stated that was actually very difficult for them to maintain regular timetable of the school. As per their suggestion the school timing should be in between 10.00 am to 3.00 pm and they state that would be beneficial for the children as well. 80% of the head teachers (16 among 20) reinforced that time-frame for their schools. However, it would obviously decrease the school contact hours.

4.5.4 Classroom infrastructure and surrounding environment found miserable in some cases

Primary school infrastructure, classroom condition and the surrounding environment found miserable. Dean (2000:84) quotes Rollisson (1990) who suggests, for effective learning, classroom needs: well organized and structured resources; a system in which

children know how to operate; a range of supplementary activities; effective use of classroom space; an established routine that tasks begun were completed, though not necessarily a time limit. Therefore, Dean herself also notes that the classroom environment is an important tool for the teacher. A well organized and attractive environment tempts children into learning and provides stimulus for discussion. In Bangladesh the infrastructure of most government primary schools were now not bad at all however, still some of those still needed to be more developed and more facilitated in all respect. The schools the researcher visited had mostly brick buildings and some had tin-shed houses contained miserable classrooms. Some schools in rural areas were found in a disheartened condition in respect of houses and classrooms. Often the physical settings hindered the teachers' normal activities. In Dhuldir-Hat Government Primary School I found a building house that was in despondent condition. Inside the building the classrooms were separated by only broken bamboo partitions. To conduct a sound class in those classrooms were really difficult. Teachers sometimes required negotiating with each other and with the students to maintain least learning environment and classroom discipline. Nazma, a trained teacher of that school, explained, "I feel disturb and cannot concentrate in my teaching because while I teach in grade five, my colleague teaches in grade four beside my classroom and the partition actually does not work in separating the rooms. I can hear my colleagues lecture and she can hear me and the children also hear others of the classroom beside my classroom". Marland (2002:38-52) explains how classroom environment impacts creating children's impression. He says that the general impression, which the pupil has, of the room starts with the door. Opening the door, the pupils' first impression is of the layout of the desks. He emphasizes on cleanliness and maintenance of classrooms and its equipment for effective teaching. He concludes, "It would be fair to say that the physical impression of the classroom can be an ally or enemy in teaching" (p-51).

Some primary schools the researcher found in urban areas did not have sufficient space that can be used as playground. Some schools also needed immediate land development. The construction of school building was not as good as it required. Inside some school building the plaster was broken and was in a very miserable condition. Some government primary schools also did not have boundary wall and there was no good internal road for approach. Children sometimes needed to remove their shoes in rainy season while they needed to come to school.

Some primary schools did not have good toilet facilities. Many children felt discomfort particularly girls and female teachers during school time due to the unavailability of good and usable toilets. Recently in some government primary schools government initiated to setup wash block in order to remove that problem however, the researcher found in one of the government primary schools where the door of the wash block was locked and children had not the opportunity to use that. I asked why the doors were locked and the teachers have replied that the construction work of the wash block was not yet finished. There was not significant generation of solid and liquid waste from the existing facilities that could pollute the surface water and ground water. There was threat of spread of pathogens due to operation of existing facilities such as the proximity of the water source to the latrine. There was also source of air pollution due to functioning of the existing facilities. There was drainage congestion or water lodging in school premise. It sometimes made breeding place for mosquitoes. There was a tube well in the school premise however teachers did not know whether the tube well water was arsenic, manganese and iron free or not. This water used for meet the need of drinking water and simultaneously for other purposes as there was no other source of natural surface water such as pond, canal or river near the school compound. That was just one example of a government primary school that I observed during this study period.

In another government primary school I found noise pollution as it was situated beside a road and market place. Due to the sound of different running vehicles on the road and announcements children and teachers could not concentrated into the lesson. That also enhanced the possibilities to create accident risks. Sometimes the sound of nearby construction process disturbed normal activities of the classroom and also created sound pollution. The classrooms I observed were a bit dirty and a lot of dust inside the classrooms. Some classrooms were not well ventilated and there was a little scope for coming light and fresh air. There was dark inside such classrooms and sometimes mosquitoes scaped the young children which was very harmful for their health as well. I surprised how Bangladeshi young children were struggling from the very early stage of their lives. That also disappointed me while I was thinking about quality primary education but the real school and classroom situation or scenario was like that.

4.5.5 Inspectors' emphasized on administrative aspects rather than academic progress:

Inspectors' emphasized on administrative aspects rather than academic aspects during their regular visits in schools. The findings revealed that the existing inspection system in primary education was less effective in Bangladesh. School inspectors particularly AUEO and UEOs were usually concentrated their attention on teachers' presence in school, condition of school building etc. and emphasized on checking teachers' attendance register, other registers rather than checking the implementation of curriculum and teaching learning process during inspection. While the researcher talked frankly with the teachers about the suggestions that provided by the inspectors regarding improving teaching-learning process during their inspection revealed that. However, initially AUEO post was created especially for academic supervising as they provided regular sub-cluster training for the teachers. Inspectors usually inspected primary schools merely to fulfill their target but they actually did not inspect schools to support the schooling system as they did not find any positive impact of that and did not feel obligation to perform duties properly. There was a very few opportunity for them to be trained in inspecting system as well. After their first joining as UEO or AUEO, inspectors get few days' training or orientation program on job oriented activities at NAPE and that included a very few portion on inspecting primary schools. Again the post of URC instructors were created to inspect and supervise the academic activities intensively but those types of activities were not also emphasized.

5.6 Teachers found supportive to visitors rather than students:

Teachers were found moderately supportive for the inspectors rather than students. As a researcher I visited many primary schools in urban as well as rural and remote areas in Bangladesh and gathered a lot of experience about the practical situation of urban and rural primary schools, the teachers, the students, the parents, and many others people surrounding the schools. Most of the teachers and parents I found were very

much sincere, friendly and supportive in collecting my information. I was very much happy for their hospitality and cooperation. As a consequence, I found teachers very much frank and sincere. I was interviewing and talking with them about all of those issues beyond the research tools and found that. However, I did not find teachers so supportive to improve the students' achievements.

5.7 Good teachers sometime de-motivated by bad teachers:

In some cases good teachers were being de-motivated by bad teachers (administratively influenced teachers). One important observation the researcher found during this study. There were some young, energetic, smart and sincere new teachers in different primary schools who were working in rural and remote areas. Their performance was also good or moderate. However they did not usually practice or perform their duties properly. While I saw their classroom activities from outside of the class, silently without any notice, I found them working inappropriately but when I noticed and observed again I found different picture. They were trying to work sincerely and hopefully they did it. During the interview I asked those teachers while they were very good and capable in teaching but why they were not sincere and not implementing their knowledge and skills in their classrooms when anybody was not watching their classes. They simply smiled and very frankly replied that they did not feel any obligation inside themselves to provide good teaching in the classes as there was no probation of incentive for good teaching and no disincentive for bad teaching moreover, sometimes bad (administratively influenced) teachers were dominating the whole school. Bad teachers were sometime badly influenced by some political leaders, were disobedient, did not do work in time; did not take classes properly, did not come to school in time, been absent without any application to the authority but head teacher or AUEO did not take any action against those teachers. On the other hand good teachers who came to school in time, did their duties properly etc. were being pressurized to do more and more. The overall situation made me to come to the conclusion that good teachers were gradually being de-motivated by some other bad teachers who were not sincere. Another researcher Hossain (20013) in his study on 'The Challenges in Achieving Quality Primary Education in Bangladesh' has very nicely described how administrative influence and interference impact on teachers practice in Bangladesh. He notes, "The normal school activities get halt due to

political parties' functions. It was revealed from the study that teachers and students unwillingly take part in functions like welcoming a minister or big leader in their area. Teachers who were politically active with some political parties influence the colleagues to take part in the political activities. The preparation for such programs spoils some days of the academic calendars. The small children while parade under the scorching sun gets sick but they have to be there. These types of contextual issues often do not attract much attention when quality education is discussed" (page 281). He also points out that most of the politically recruited teachers were more interested in serving the party agendas rather than self-development as a teacher. We cannot expect that those teachers will be dedicated to ensure quality education. Others in the school did not dare to suggest or criticize them. As the power exercise by political parties was much discussed in the country. The same situation found in case of the administratively biased Upazila Education Officers and Assistant Upazila Officers. The connection to political parties made them lazy in executing their duties. We cannot expect from them regarding quality primary education (Ibid, 281).

5.8 Male teachers overloaded where other colleagues were female:

Male teachers were overloaded with extra school activities where female teachers were proportionately more than them. In some such type of government primary schools where only one male and the rest female teachers were working I found. The male had to do many of the outdoor duties as the real situation compelled him to do so. Therefore, he was being overloaded with extra outdoor activities such as procurement of necessary goods, payment of electric bills for schools etc. which hindered his regular classroom activities. In one of the schools like this I went and intended to observe the male teachers classroom practice but unfortunately the head teacher who was a female politely requested me to permit her only male teacher to send him to the baker shop nearby to bring some snacks for me. I refused and said not to send him only for me but she was a bit crazy to arrange some sorts of entertainment as a part of her hospitality and said if I would not permit the male teacher then she would rather need to send a student to do the same job. I realized how male teachers were overloaded with extra outdoor works in addition with their regular classroom

activities. Male teachers thus made themselves habituated to do different types of outdoor activities in such type of schools. The picture was same for both urban and rural primary schools I visited.

5.9 Students sometimes needed doing outdoor work where all teachers were female:

While all teachers were found female, students sometimes needed to do some indoor and outdoor duties during school time. In some cases the researcher found students to do some sorts of extra indoor and outdoor duties during class time which was really very much unexpected. Unfortunately I found students to ring the bells to indicate the time for each activities or class periods, to rise and down the national flag, to bring something from the shop etc. as there was no forth class employee to work and all teachers working were female in some government primary schools. As a consequence students were spending school hours doing different activities rather than classroom activities in those schools.

5.10 Female teachers stressed more with family matters that affected their classes:

Female teachers were more stressed than male teachers concerning their personal and family problems that effects on their classroom practice. During in-depth interviewing with teachers it is revealed that actually female teachers sometimes could not provide proper concentration in their profession due to their personal and family problems. Females have to do many family works such as cooking food, washing clothes, cleaning households, caring kids and older members of the family etc. as well as they have to manage many other things as they said were big challenges which make them more stressed in addition to the classroom and school activities. In some cases elder members of the family such as mother or mother in law help female teachers to care and cater their kids during school time but in many cases none of them stay with the

teachers' family. Female teachers therefore state that that their male colleagues were almost free from these kinds of extra stresses.

4.5.11 Male teachers engaged other businesses rather only teaching:

Male teachers were found engaged in many other businesses rather than teaching. Teachers of primary schools in Bangladesh were found to do many other extra duties or business assigned by different central and local administrative authorities such as child-survey, students' stipend program, updating of voter list, assisting in general health check-up, assisting in school feeding program, assisting in tablet feeding campaigning etc. in addition with their regular classroom practices that effected teaching practice.

Furthermore, some head teachers informed me that they have to go to the upazila education office at least in 5 to 6 working days in a month for different official jobs such as submission of different reports, information forms, students descriptive role, teachers information, teachers increment forms, teachers time-scale information form etc. and they have to face lot of problems during doing those jobs. These also badly affected on their classroom teaching practice.

5.12 Teachers found frustrated without job satisfaction:

Teachers found frustrated and did not have job satisfaction. The researcher found some of the young and energetic teachers who were not performing better in teaching as they did not like that job. During interview with those teachers the researcher realized that actually they were not satisfied with their present job. They stated that they had MA/M.Sc./M Com/MBA degree therefore they were not supposed to do teaching profession in a primary school rather than doing other better jobs. The picture of job dissatisfaction was almost same among the male and female teachers.

5.14 Lack of sincerity found in most level of teachers and officers:

As a researcher one important feeling I gathered from my keen observation. Actually there was a lack of sincerity everywhere I experienced. Most of the teachers were articulating their performance in teaching in front of us, however were actually seemed acting or playing role in front of camera. There were many reasons I have found behind that. Many of the teachers and officers found insincere in performing their duties which needed to the causes.

5.15 Female teachers enthusiastic in gossiping:

Female teachers were found more enthusiastic in gossiping than male teachers during school hour. Some of the female teachers (8 among 20) were found more enthusiastic in gossiping about their family matters or other irrelevant issues (not teaching learning issues) rather than taking classes during school time. When I entered in some schools without any prior notice I found no teacher inside the classrooms and silently observed teachers were talking and laughing perhaps about their family matters in the teachers' room during school hour. While I asked the teachers why they were not in the classrooms, one of them replied, 'it is transit time and just one teacher has finished her class and I am preparing to attend the classroom'. I realized how teachers were being demoralized instead of speak the truth. I found that it was essential for them to have some break or rest between the gap of two classes as they could prepare themselves but they were actually gossiping rather than preparing.

5.16 Female teachers need more leave than male:

While the researcher asked a female head teacher about what common problems she usually faced with all of her female teaching staff, she replied that female teachers needed more leave and it was very difficult for her to manage the daily class routine in their absence during their leave time. She added female teachers usually needed more leave than male teachers for their personal and family problems. Female teachers in fact needed more leave particularly during their child-birth time period

which is called maternity leave. The duration of this type of leave time was 6 months. Moreover, after finishing her maternity leave time she had to struggle a lot with her new born baby which effected on her daily teaching practice noted the teachers.

Chapter Five

**Discussion and Recommendations
of Findings**

1. Discussion on Findings

1.1 Introduction

This chapter aims to deal with issues revealed from the findings of the study and what needs to be implemented in future. It also attempts to critically analyze the strengths and weaknesses of the methods of data collections which might impacts on the findings. The researcher's stance on primary education experienced from this study has also discussed here.

1.2 Concern major Findings

This study explores to provide indications of quality education on the basis of teaching- learning process in primary schools in Bangladesh in order to ensure that. This is inevitably based on the methods and findings of the study and obviously includes both of the quantitative and qualitative findings (from direct classroom observations and interviews). These expect to be helpful for those particularly whom do have analytical mind set up and working with primary education in that manner. It intends to provide key messages on present situation of primary education to different stakeholder such as Teachers, Head Teachers, AUEOs, and UEO. URC and PTI Instructors, DPEO and PTI Superintendents and other field level officers as per the findings. It also aims to highlight the opportunities for tracking the right path for managing and controlling the system at different levels by seeing the realities of teaching-learning practices in primary education. It could help enlighten the related teachers, high officials, policy makers, decision makers as well as political leaders of the country for taking their factual decisions. This chapter discusses elaborately every relevant aspects of the study; the methods, findings, other researches on the same issue in a realistic manner so that it could help the above mentioned stakeholders to

re-think, re-consider about the findings. Considering the above proclamations the researcher believes this chapter would be a great value to all of its readers.

1.3 Discussion on quality dilemma:

Quality primary education in fact includes a lot of issues and indorses different dimensions of education system of a particular society or a country. This study therefore first admits its limitations about defining quality of education in the context of Bangladesh. Although it is true that quality is a must requirement and needs to be achieved at any cost. One of the most important challenges in researches on quality education is to design the quality framework (issues concern to the quality) and sampling the quality components (issues concern to the system). Thus the researcher does state the results of this study might be inconclusive in respect of methods and samples, however, the findings obviously accomplish to bargain some ways to overcome the existing amalgam situations.

1.4 No special recipe to cater quality of primary education:

Some of the previous research studies on quality education in Bangladesh suggest adopting (1) strategies to improve quality of learning, (2) strategies to improve quality teacher-education, (3) setting up the classrooms etc. to ensure quality. (MOPME, 2015. P-73). However, these are very much imprecise and driven to conduct more and more studies to find out the specific problems of quality learning, quality teacher education. It is understandable that quality learning as well as quality teachers are essential for ensuring quality education but how to ensure those, the specific recommendations are absent in those studies. In somehow, there are more questions on this issue such as it is possible to set up new and improved classrooms but question raises whether it could ensure quality teaching or not. Simultaneously if we improve the quality of teacher education, would it ensure the teachers to be potential, punctual

and sincere enough in providing effective teaching in the classrooms? These are the main questions which need to be addressed.

1.5 Discussion on findings and significance:

This study has focused on exploring those issues which were needed to be uncovered but the researcher never claims the findings of this study could be widely generalized. It is a small research only and is unlikely to change the whole education system in Bangladesh. However, this study at least would contribute to accelerate the relevant knowledge in this field and could at least inspire the stakeholders to conduct further investigation.

The findings of the study does show a distinct trends and the differences between the teaching practices of trained and untrained teachers but not enough significant to reach a concrete decision to anyone. This does not mean that the findings have lost its importance. One preamble needs to note that **no significance is not the same as no difference**. The existing teachers' training programs in the PTIs and URCs might capable to bring changes in teachers' practices but not significant and it is not the only factor to bring changes. There could be many other factors such as the system, the culture, the mind-set. No system will work properly unless the monitoring and feedback mechanism will be changed and updated. Teachers' sincerely could be another significant factor which cannot be changed through training only. This is an integrated phenomenon directly linked with the culture of the whole nation. While a teacher think himself about the impact of his or her sincerity in teaching, he or she will consider his society where a lot of unfairness are occurring randomly and naturally which could impact on him or her mind set up as a consequence he or she would be de-motivated. The training only cannot make them sincere and motivated without bothering the society. The above issues therefore need to be addressed.

1.6 Findings may defer (From Field Notes):

One of the prime weaknesses of observation method, the researcher explored was the real presence of the observer which directly impacts on the role of the respondents and their activities which they will perform for entertaining the observer instead of their real behaviors. The next paragraph exposes how the presence of the observer hinders the findings. Therefore before discussing and analyzing the methods and observation findings it needs to explain the realities of direct observation which could help to understand the methods and findings better the researcher thinks. Robson (2002:6) notes, 'entering into any kind of investigation involving other people is necessarily a complex and sensitive undertaking'.

The differences between the practices of male and female teachers according to observation findings were not so remarkable but as per the interview findings the overall performance of male was better than the female. Hence another crucial weak point and limitation of the observation method was not to do differentiate between the role play (fake or artificial behavior) and the sincerity (actual behavior) in classroom activities. On the other hand, one of the extra benefits of in-depth interview was to get opportunities to observe the factual behavior (mode of facial expression, willingness to reply the questions etc.) of the respondents. Many of the respondents remark negatively about the quota system for female teachers in primary education but were hesitant to expose their views. For example, some female respondents also interpreted negative remark about the above issue but were a bit unwilling to expose the real view as they thought they should not say so as they were female.

The researcher in his observation also found that the findings of the study exposed a lot beyond the initial queries. as by-products (additional findings) which were not mentioned in the tools but directly involved with quality issues such as, school's infrastructure, class size, contact hour, teacher-student ratio, teachers' view about the curriculum, expectations from their higher authority, parents' expectations from their children and from the teachers. The researcher stated earlier that primary schools' curriculum, infrastructure, classroom appearance, layout, tidiness and routine largely influence activities though these were not direct parts of lesson but associated with

that. Kyriacou, (1998) named it as the hidden curriculum (p-74). These were the pre-conditions for a good lesson in an ideal situation. These factors could play supportive role for teachers to provide good lessons. However teachers' performance is undoubtedly the most important part in the whole system.

To understand classroom activities in a particular context and why it defers, it is important to have a clear view about the hidden curriculum. The additional findings help to understand that. It includes the researcher's field experience, the school scenario, the curriculum, contact hour, physical condition and real environment of the schools. Cohen and Manion (1994:1) in this perspective note that where solutions to problems lie beyond the corpus of personal knowledge, people may search out sources beyond their immediate circle, which they designate as 'authoritative'.

Whilst the researcher went to DPEO office of one of the selected districts as well as to PTI for collecting the participants and schools name as per sampling criteria as he planned to conduct this study on teachers of urban (60%) and rural (40%) primary schools, the problem he confronted in the urban schools was to find the teachers whom he needed for this study. In the primary schools of urban areas he found mostly female teachers and a very few number of male teachers. Those whom were posted in urban schools were generally trained and comparatively older in age. One the other hand most of the new and untrained teachers were found in the rural schools. However, the transportation to schools of that area was not so good. Therefore, after consulting with DPEO and PTI office personnel as well as URC instructor he changed his plan a bit and decided to go to rural areas first. He used URC instructor's motorcycle in search of untrained new teachers. An URC instructor and some other head teachers helped him a lot to get the teachers' information he needed. Based on their information he started the mission.

First day when the researcher reached at a rural primary school and found one teacher who was sitting and writing something. Some children were writing and some were making noise. The researcher was observing silently standing beside the window. While the teacher saw the researcher he stood up and came to him. The researcher introduced himself and asked about the head teacher. The teacher replied that the head

teacher went to UEO's office for an urgent official job and called other teachers for introducing the researcher. He realized that they viewed him as a school inspector (like DPEO) and the researcher felt that they were fed up with inspectors and visitors. The researcher informed them that he was not an inspector but researcher and explained his aims and also requested them not to be worried. Although the researcher was actually an officer of DPE but he needed to hide it as he wanted to be very much free and frank to the teachers in a friendly environment. The researcher had also an intention if anybody could recognize him then he would reveal the truth but unnecessarily he would not disclose his identity as an officer rather than only a researcher. They were very much busy to arrange some snacks and drinks for him. The researcher also realized how inspectors disappoint teachers' practice rather than assist. Teachers need to study their own teaching practice to develop their own profession. Henderson (1996:3-4) notes, 'studying your teaching can help facilitate our personal and professional development'. He quotes Sirotnik (1989) who writes that schools should become centers for inquiry, not targets of other people's inquiry. Henderson explains that if you are always the target of someone else's thinking, you may become good at following others but not at developing abilities that will guide your personal professional growth. The researcher gradually requested the teachers that he would like to stay one of the teacher's classrooms to see the children's activities and their interaction with the teacher. They cordially agreed. The researcher started his observation according to the checklist. Fortunately the researcher chooses Shyamal's class whom he saw earlier silently because that teacher was trained and fulfill the criteria of this study sampling. The researcher found completely different picture than before because Shyamal was never in sitting position when the researcher was present in the classroom. Next day the researcher observed Shyamal's class again. Subsequently he observed and interviewed other trained and untrained teachers from other schools. The researcher talked to head teachers and others to explain his aims before observing classrooms.

In fact the researcher has seen either teacher is absent or inactive in the classrooms in many primary schools during his first entrance into a school. However, when teachers saw the researcher they were very much active. In one rural school in the riverside area the researcher entered and found no teacher in the classroom and children were making noise. He entered into the classroom and talked with the children of that class for a long time but no teacher or head teacher realized it. The researcher himself was

conducting the class for a long time (almost one hour or more) as a teacher of that school. Suddenly perhaps one child from the other classroom beside him followed the researcher although they were also making noise in absence of their teacher and informed the head and other teachers about his presence. And the head and all of her colleagues quickly came to him and explained him that why they were not in the classrooms which was actually nothing but lame excuses to the researcher. The researcher said them not to be worried as he was not an inspector and explain him aims. The same scenario the researcher have found in many primary schools although his visiting time was in between 10.00 am to 1.30 pm in most cases.

The above discussion leads to conclude that findings defer according to the requirements of the situation as per the 'Cause and effect' rule. While the observer is present, the scenario of classroom teaching is comparatively good and in the absence of the observer (inspector or caretaker) the scenario is bad. However, the situation needs to be consistence and same in presence or in absence of inspectors in primary schools.

1.17 Focusing on classroom activities:

Regarding the quality of primary education issue, the findings were impressive. Most of the respondents were found very conscious about the quality but could not underpin the specific criteria for that. In the same way many interventions have been taken haphazardly to improve the quality of primary education however hardly researches have been conducted on the impact of those interventions. Different respondents therefore driven to define quality differently. It does not actually matter that how many interventions are taking for ensuring quality education until checking it in the right place and in the right time. The right place is the classroom and right time is the teaching time. If we arrange many match sticks and do not click with each other we will not be able to make the fire. The same thing is happening here. We do update curriculum, prepare good textbooks, appoint good teachers and train them, construct school buildings and new classrooms but teachers are not clicking in the classrooms. Therefore the quality is not being achieved.

In another way we can explain the real situation. We can arrange woods, dry it to make fire, collect match light or matchsticks and other things but if we do not click it we will not be able to make fire. In the whole education system teachers work is to click for making the fire inside the learners mind. School's infrastructure, class size, contact hour, appointing of teachers, reducing the teacher-student ratio, introducing a good curriculum, distribution of new textbooks in time etc. are the arrangements but teachers role is the crucial part in the system who will actually click in the students mind to make the light alive.

In the same way we can arrange good environment to feed the people such as aristocratic dining table, chair, air-conditioned room, and standard utensils but the cooking is not good and food is not tasty then how the people will re-act. They will not be pleased to take the food. Here the role of cook is very important. In the education system the teacher is the cook who will prepare food (lessons) for his or her guest(students) and serve. It depends on the reactions of the students, whether they will be satisfied or not.

1.8 Findings confirmed the status of classroom teaching practice that happened:

The overall findings of observation and interview **clearly demonstrate that almost all the respondents can realize the importance of teachers' preparation, presentation and use of lesson plans for quality teaching. However, in the real situation things are not happened likely.**

Some of the key findings show **most teachers usually do not take preparation and do not use lesson plans in classrooms.** This situation alarms about the negative notion of teachers' professionalism. While **trained-teachers were more prepared than untrained teachers but the observation revealed un-trained teachers more**

democratic, active in pair-works. It also shows, **few teachers ensure proper use of teaching-aids in classrooms, most of them ensure questioning in classrooms but many of them were not appropriate.**

The findings show, **during inspection or observation teachers never use mobile phone or face book in the classes but it happens regularly.** When officials visit schools teachers never seat on the chair and punish the students but in real situations it happens regularly. 85% trained teachers stated, **teachers needed to prepare short lesson plans** and 15% trained teachers stated that trained teachers did not need to prepare lesson plan as they regularly taken the same classes and same subjects. Sometimes head and senior teachers **discouraged trained teachers not to prepare lesson plans nor follow the methods** they received from training. UEOs and AUEOs usually inspect primary schools as their routine work but not necessarily the classrooms. Most UEOs stated that where head teacher was good the teaching quality and the overall school quality was good. PTI instructors commented that teachers usually did not take minimum preparation, even did not see the textbooks before presenting a lesson. They also remarked that only 8% -9% teachers used lesson plans in their classes. Most DPEOs were first unwilling to expose their views on teachers' activities but on request revealed negative feelings on it. They remarked that most primary school teachers were powerful and politically influenced, did not bother preparing lesson plan and taking proper classes. Most of the teachers stated that they preferred to use MWTL and IPT method in their teaching. Most URC instructors stated that **teachers generally followed traditional lecture method in their classes and did not use teaching aids due to the lack of their sincerity.** Many PTI instructors commented that students with special needs were not always getting proper attention in primary schools. They stated that sometimes **students with special needs were discouraged** to come to schools with other students. And even sometimes teachers and other students criticized them for coming to school which impacted badly and compelled them to think that they were different to some extent and not capable to cope with other mainstream students. Sometimes teachers commented badly to them like, 'It's a new botheration to us'. Most PTI instructors stated that the quality of primary education would be declined while the registered primary schools would be transformed into nationalized schools. Many PTI instructors criticized that the existing teachers' training program (DPED, C-in Ed) was not capable enough to meet the quality. The internship period of 4th term of DPED course is only paper work

based activities where instructors' role was insignificant. PTI instructors even could not observe the teachers' performance at those levels. Both most trained and untrained as well as male and female teachers, many of the Head teachers, AUEOS, UEOs, PTI and URC instructors, DPEOs and PTI supers stated that the **60% quota custom for female candidates in the current appointment system needs to reconsider** and it should be discontinued immediately

The findings clearly indicate **teaching-learning activities in primary schools are still not up to the mark** as it is ideally desired by the stakeholders. The issue therefore demands more concentration on it in order to find out the real barriers of this. Let us see what other studies say about those issues.

Roshid M. M. (2009) in his study on teachers' performance in secondary education also found similar lacking in teaching-learning process in Bangladesh. He points out, 'Teacher's preparation for the class is very important to take and effective class. Many students (37%) reported that teacher's preparation was good **but observation revealed that it was not really good; rather it was average in quality**. That means a significant number of teachers came to classes without preparing themselves'. He also notes, 'The teachers used chalkboard to teach the students. But the chalkboard was not equally used by all teachers. It was found from observation that the use of chalkboard by the teacher was average although the students reported that it was good. ---. One way of students' participation in learning is to give them opportunity of using chalkboard. But most of the teachers did not do that. About more than 87% of the teachers did not engage the students in pair work and a very few teachers involved the students in group works. In very few cases teachers used the technique of using one student to another student. They rarely used one group of students to teach another group. ---. Sometimes teachers took special care to weak students. But this care was not satisfactory. To check students' attention and to assess their understanding teachers sometimes asked them short questions. Many teachers reported that they seldom gave feedback to their students'. He further points out, 'In the study the interaction between teacher and student was bellow satisfaction. More than 60% of teachers did not interact with their students properly. They came to classes, gave lectures and went away' (p-183-184).

Other researchers for instance Salam M. A. and Cornwell A. (2009) in their study on teaching-learning methods and strategies used at universities in Bangladesh also reveal almost the same picture regarding teaching-learning strategies. They argue ‘Resources are important to make lessons effective. The effective use of other teaching resources may lead to an increase in the quality of teaching’. They also emphasize on use of lesson plan. But finally they note ‘**The findings indicated that almost all of the respondents have conventional ideas about lesson planning**’ (p-39).

Salam M. A. and Cornwell A. (2009) also point out, ‘**The findings indicated that lecturing was the most popular teaching-method used by the respondents.** Most of them always used the lecture method in classroom teaching’. They also note ‘It is less effective than other methods for promoting thought and changing students’ attitude. It could be said that the ‘lecture-based, teacher-centered’ approach were common and dominant teaching-learning activities at the university. In this situation the pattern of interaction is wholly dominated by the teacher, which is not very effective for quality teaching in the classroom. Interaction between students and the teacher is a crucial aspect of successful teaching and learning ---. The best thing is to reconsider --- it is all about learning. But **in instructional practices, over a century, a number of areas of academe have not changed**’ (p-37).

However, I would like to argue that change is reality whether it would be sharply or steadily could be the matter. In primary education changes are rapidly happening in different aspects outside teaching-learning approaches such as curriculum, text-books, distribution of text-books, teacher appointment, physical infrastructures etc. due to enormous interventions have been taken on those issues in last decades but changes in quality teaching is still almost stable.

1.9 Discussion on additional findings:

Curriculum influences teachers' practice:

The findings show that the curriculum influences both the teachers and the students. In Bangladesh however teachers have little opportunities to change the curriculum and the contents of the texts during teaching, they cannot incorporate their own views and experiences in the curriculum. Some senior citizens, writers, NCTB as well as some policy makers attempt to insert their own views into the textbooks in the name of National Curriculum. On the other hand, political leaders sometimes enforce NCTB to introduce their partisan beliefs in the textbooks in the name of National Curriculum as teachers have to institutionalize it through their teaching-learning process. It is a very common phenomenon in Bangladesh that when the political government will change, the curriculum will be changed accordingly. However, they do not know how it effects sometimes badly in teachers practice. It is always a big challenge and creates problems for teachers as it conflicts with their regular established practice but the political government most of the time is unaware of it and also ignore it. Most of the teachers in Bangladesh found had their strong political stance and own beliefs which obviously influence and effects on their practices. Once teachers find textbooks or some of its topics or some chapters is written in favor of or in against of their own ideology or personal point of views, they always feel either comfort or discomfort to teach their children by using their sincerity and full potentiality in teaching-learning process. During in-depth and very frank interviewing with teachers the above view regarding the relationship between the teachers and curriculum revealed.

The researcher therefore could explore another disadvantage of interview method is that the most respondents in Bangladesh speaks a lot while they get opportunities to talk without bothering its depth and significance and sometimes they could exceed the limits. However, some of their points revealed from the discussion with them which have clearly a great value. Let us see what other researchers say about it.

Regarding the curriculum almost the same picture has been revealed in Hossain (20013) as well. In his study on 'The Challenges in Achieving Quality Primary

Education in Bangladesh' he has very nicely described how political influence and interference impact on curriculum and textbooks in Bangladesh. He notes, "All the political parties when in power try to change the textbook and curriculum as their interest. They distort the history of the nation as of their party agenda. These spread confusion among students. They sometimes develop unrealistic education policy and curriculum to attract people attention than considering the quality of education. Quality education is difficult to achieve in a context that is this much politically intervened". Hossain (p- 281). So the issue needs to be addressed.

Teachers training contents were unfavorable to teachers and educators:

The findings concerning the C-in-Ed and newly introduced DPED curriculum show that teachers and educators as well as other stakeholders have different views and attitudes on it. Some teachers and educators remark the C-in Ed is better while some other claim the DPED is better. Some says both of the courses are in effective. The duration of practicum is less in C-in-Ed course and the internship (4th semester) of DPED course is less effective. Some educators note that the DPED curriculum is unrealistic in the context of Bangladesh and to some extent administratively biased. The new course also has huge contents in comparison with the course scheduled time as well as in comparable with the capabilities of the existing teachers. They remark that there is not even proper sequence among the contents of different subjects. They also state that the new curriculum has been introduced intentionally and administratively and interest of minor citizen has been emphasized without bothering the mainstream people. Their hope and expectations have been ignored meanly.

Here the researcher again explores the disadvantage of interview method where most of the respondents speak a lot while get opportunities to talk without bothering its depth and significance and sometimes exceed the limits. However, some of the points they raised cannot be ignored. Hossain (20013) in this context citing from CPD (2001:25) categorically points out 'the education system in Bangladesh is in a vicious strangle hold of corrupt and partisan policies. All reform and development efforts, however sensible and well intentioned are thwarted by politics. The influence of corrupt is manifested in pervasive corruption in all aspects of education and in the

most cynical use of students and teachers by political parties in their political struggle' (p-280). He also notes, 'the quality of primary education system is impeded by negative practices of politics by different political parties as revealed from the findings of the study' (Ibid, p-280). Policy makers therefore need emphasize on practicum in curriculum, include national interests, teachers' motivations and overall teachers and students' interest instead of only administrative aspects.

The above discussion indicates the importance of revisiting, revising and modifying the current teacher training courses, its curriculum and its implantation process.

School contact hour needs to be used effectively and more embodied:

The findings demonstrate that most of the government primary schools the researcher visited follow countrywide prescribed two shift class routine. The first shift was scheduled for grade one and grade two children in between 9.30 am to 12.00 pm without any break and the second shift was scheduled for grade three to five children in between 12.30 pm to 4.15 pm with a 30 minutes lunch and prayer break from 1.30 pm to 2.00 pm.

As a researcher I state that daily school time can be re-scheduled but the main factor which expected to lead an increase in the number of contact hours is to move the double shift schools into single shift schedules. It seems that there will continue to be a serious challenge in reaching a situation where pupils in primary schools have sufficient contact hours with their teachers to really benefit from their school experience. Another challenge is the number of days that school is open. Actually there is no latest information and evidence on it. The Social Sector Performance Survey (SPSS) found in 2006 that on average primary schools were open for 228 days compared to the official sanctioned 242 days and while the average timetable in double shift schools is three hours, in practice grades 1-2 only receive two hours of lessons, while grade 3-5 hours of lesson.

An empirical study is required to examine all these issues which could provide information on school opening and actually timetable practices in double shift and single shift primary schools and recommendations as well.

Primary school infrastructure, classroom condition and the surrounding environment impact on teaching:

In Bangladesh the infrastructure of most government primary schools are now comparatively better than before however, still these need to develop and facilitate more in all respect. Some government primary schools particularly in rural areas are still in miserable condition that I have seen. In Dhuldir-Hat Government Primary School at Faridpur district I have found a building house that was in despondent condition. Inside the building the classrooms were separated by only broken bamboo partitions. To conduct a sound class in those classrooms were really difficult. Teachers sometimes required negotiating with each other and with the students to maintain least learning environment and classroom discipline. I think there are many other schools like Duldir-Hat GPS. Moreover, the condition of non-government schools and newly nationalized schools are extensively bad. The young learners are suffering badly in those schools where they were supposed to get joyful learning environment. Marland (2002:38-52) rightly comments on how classroom environment impacts creating children's impression. He says that the general impression, which the pupil has, of the room starts with the door. Opening the door, the pupils' first impression is of the layout of the desks. He emphasizes on cleanliness and maintenance of classrooms and its equipment for effective teaching. He concludes, "It would be fair to say that the physical impression of the classroom can be an ally or enemy in teaching" (p-51).

Some primary schools do not have sufficient space, classrooms, benches, desks, chalk-board, play-ground etc. Some schools need immediate land development. The building construction of some schools is not as good as it requires. Inside some school building the plaster is broken and students are always at a risk. Some government primary schools also do not have boundary wall and there is no good internal road for approach. Children sometimes need to remove their shoes in rainy season while they need to come to the school.

All the above issues disappoint us while we think about quality primary education within this real school and classroom situations.

Inspectors' emphasis on administrative aspects rather than academic:

The study reveals the existing and present inspection system in primary education is less effective in Bangladesh. School inspectors particularly AUEO and UEOs were usually concentrate their attention on teachers' presence in schools in time, condition of school building etc. and emphasis on checking teachers' attendance register, other registers rather than checking the implementation of curriculum and teaching learning process during inspections. While the researcher asked the teachers about the suggestions that provided by the inspectors regarding improving teaching-learning process during their inspection they frankly revealed that. However, initially AUEO post was created especially for academic supervising as they actually provide regular sub-cluster training for the teachers. Inspectors usually inspect primary schools merely to fulfill their target but they actually do not inspect to support the schooling system as they do not find any positive impact of it and do not feel obligation to perform duties properly. There is a very few opportunity for them to be trained in inspecting system as well. After their first joining as UEO or AUEO, inspectors get few days' training program or orientation program on job oriented activities at NAPE and it includes a very few portion on inspecting primary schools. Again assistant URC instructor and instructors were supposed to inspect and supervise the academic activities intensively but still these types of activities were not found emphasized by them.

There is therefore an immediate need to conduct another study on the effectiveness of the current inspection system through Monitoring and Evaluation Division of DPE that could provide evidence based strategies to overcome the above mentioned tribulations.

Teachers are supportive for inspectors rather than students:

In this study teachers were found supportive for inspectors. The findings shows that the teachers, the students, the parents, and many others people surrounding the schools in urban as well as rural and remote areas in Bangladesh are very much sincere, friendly and supportive in collecting research information however not so supportive to improve the students' achievements. This was nothing but the cultural heritage.

The above finding influences the researcher to state the social context is significant to implement any type of policy decision including course of action for ensuring quality education.

Good teachers are being de-motivated:

One important observation of the study was concerning teachers' devotion as well as de-motivation. The findings show that there were some young, energetic, smart and sincere new teachers in different primary schools who were mainly working in rural and remote areas. Their performance was also upright. However they do not usually practice or perform their duties properly due to their de-motivation. They do not feel any obligation inside themselves to provide good teaching in the classes as there is no probation of incentive for good teaching and no disincentive for bad teaching moreover, sometimes administratively influenced teachers dominate the whole school. They themselves also sometime badly influenced by some political leaders. They are disobedient, do not do work in time; do not take classes properly, do not come to school in time, be absent without any application to the authority but head teacher or AUEO do not take any action against those teachers. On the other hand good teachers who come to school in time, do their duties properly are being pressurized to do more and more. The overall situation made me to come to the conclusion that good teachers were gradually being de-motivated by some other bad teachers who were not like them.

Now the above finding creates scope to arise questions that why is this? The probable reaction would be again 'the culture'. The culture creates the mind-set of human being. This issue should be addressed properly.

Another researcher Hossain (20013) in his study on 'The Challenges in Achieving Quality Primary Education in Bangladesh' has very nicely described how the culture of a society influence and interference impact on teachers practice in a country like Bangladesh. He notes, "The normal school activities get halt due to political parties' functions. It was revealed from the study that teachers and students unwillingly take part in functions like welcoming a minister or big leader in their area. Teachers who were politically active with some political parties influence the colleagues to take part in the political activities. The preparation for such programs spoils some days of the

academic calendars. The small children while parade under the scorching sun gets sick but they have to be there. These types of contextual issues often do not attract much attention when quality education is discussed” (p. 281). He also points out that most of the politically recruited teachers were more interested in serving the party agendas rather than self professional development as a teacher. None could expect that these teachers will be dedicated to ensure quality education. Others in the school do not dare to suggest or criticize them. As the power exercise by political parties is much discussed in the country. The same situation arises in case of the politically biased Upazila Education Officer and Assistant Upazila Officer. The connection to political parties makes them lazy in executing their duties. Nobody can expect quality primary education from them. The above issue therefore needs to be more discussed and addressed.

Male teachers are overloaded:

The findings show that in some government primary schools in urban areas only one male teacher is working. In those schools the only one male teacher has to do many of the outdoor duties as the real situation compels him to do so. Therefore, he is being overloaded with extra outdoor activities such as procurement of necessary goods, preparation of examination hall, payment of electric bill for schools etc. which hinder his regular classroom activities. This is an important issue needs to discuss. As per the quota system ideally the ratio of male and female teachers is 4:6 but the reality is not like this. Especially in urban primary schools few male teachers are working who are comparatively older in age overburdened with extra duties due to being male.

Regarding the normal routine activities of male and female in the Bangladeshi context Urme and Rahman (2013) describe in their study in such a way where they tries to contrast between the participation of housekeeping works of husband and wife. They mention ‘In Bengali culture there is a social obligation that housekeeping work must be fulfilled by wife, not by husband’. They also ask questions ‘whether the social stereotyped concept has been changed or not’ (p-237). Referring Coltrane (2000) they note that infect household work continues to be divided according to gender, with women performing the vast majority of the repetitive indoor housework tasks and men performing outdoor tasks. Again they reveal (from De Vault 1991 and

Hochschild 1989) ‘some women who demand equal sharing of domestic tasks find that it threatens the harmony of the family relationships they work so hard to foster’ (p-238).

Therefore the change we need but the culture we could not or should not change while it might create new challenges and destroy established harmonization of the society. Hence the in primary education, the 40% and 60% quota system needs to re-examine.

Students need to do indoor and outdoor duties:

The findings show that in some cases students need to do some sort of extra indoor and outdoor duties such as to ring the bells to indicate the time for each activities or class periods, to rise and down the national flag, to bring something from the shop etc. during class time which is really unexpected as there is no forth class employee is working and all teachers working are female. As a consequence students are spending school hours doing other activities rather than lesson learning.

This issue needs to be explored and discussed. Some teachers might think this type of activity does not effect on students learning while some parents might think the teacher obligates his or her child to do extra duties rather than teaching. This is thus an ambiguous issue and decision makers need to dispute it whether the students would do these type of activities or not.

Female teachers are more stressed:

The interview findings reveal that actually female teachers sometimes cannot provide proper concentration in their profession due to their personal and family stresses. Females have to do many housekeeping activities out of teaching such as cooking food, washing clothes, cleaning households, caring kids and older members of the family etc. as well as they have to manage many other things as they state are big challenges and make them more stressed. In some cases elder members of the family such as mother or mother in law help female teachers to care and cater their kids during school time but in many cases none of them stay with the teachers’ family. Female teachers therefore state that their male colleagues are almost free from these kinds of extra stresses.

The above issue is even though very personal problem but effect negatively on teaching profession. How the mechanism can be developed to overcome the problem is the question.

Teachers are engaged outside activities:

The interview findings show that teachers of some primary schools in Bangladesh have to do many other extra duties assigned by different central and local authority such as child-survey, students' stipend program, updating of voter list, election duty, assisting in general health check-up, assisting in school feeding program, assisting in tablet feeding campaigning etc. in addition with their regular classroom practice that obviously effects their teaching practices. Furthermore, some head teachers have to go to the upazila education office at least in 5 to 6 working days in a month for different official jobs such as submission of different reports, information forms, students descriptive role, teachers information, teachers increment forms, teachers time-scale information form etc. and they have to face lot of problems during doing these jobs. These also badly effect on their classroom teaching practice. The above issue concerns administration, how it would like to treat primary school teachers in the context of social needs and the how the teachers' role would be is the prime question.

Teachers gossip during school hour:

The observation findings disclose that some of the female teachers are more enthusiastic in gossiping about their family matters or other irrelevant issues (not teaching learning issues) rather than taking classes during school time. It was found in some schools where the investigator went without any prior notice. No teacher was inside the classrooms but were talking and laughing perhaps about their family matters in the teachers' room during school hour. While asked about that they replied, 'it is transit time and just one teacher has finished her class and I am preparing to attend the classroom'. The researcher realized how teachers were being demoralized instead of speak the truth. But why is this? The researcher thinks that it is essential for the teachers to have some break or rest between the gap of two classes as they can prepare themselves but they were actually gossiping rather than preparing.

Female teachers need more leave:

The interview findings show that some common problems the head teachers usually faced with all of her female teaching staff as they needed more leave and it was very difficult to manage the daily class routine in their absence during their leave time. Because female teachers usually need more leave than male teachers for their personal and family problems. Female teachers in fact need more leave particularly during their child-birth time period which is called maternity leave. The duration of this type of leave time is 6 months. Moreover, after finishing her maternity leave time she has to struggle a lot with her new born baby which effects on her daily teaching practice says the teachers. But these are the practical needs stand up as problems. This type of problems can be identified as ‘the problems within the system’ need to solve easily than ‘the problems outside the system’ seem comparatively difficult to resolve.

Teachers are frustrated:

The interview findings also reveal that some of the young and energetic teachers who were not performing better in teaching did not like the teaching profession in primary schools. They state as they had MA/M.Sc./ M Com/MBA degree therefore they were not supposed to do teaching profession in a primary school rather than doing other better jobs. The picture of job dissatisfaction is almost same among the male and female teachers. This is a complex issue related to teachers’ mind-set and difficult to find concrete solutions. It needs further studies on this specific issue.

Shaikh. D. H. (1997) in his study on ‘Relationship Between Teaching Competency and Different Attributes of Teachers’ also finds ‘the interest of teachers to their profession has a direct impact on the competency of teachers’. He similarly reveals ‘high job satisfaction had a high positive relationship with competency’ (p-10).

Lack of sincerity:

The findings of observation clearly reveals that almost everywhere there is a lack of sincerity in the system Most of the teachers articulate their performance in teaching in front of the inspectors, however actually there is lack of sincerity. There are might reasons behind this need to disclose.

2. Recommendations:

2.1 Introduction

From the discussion, analysis and evaluation of the findings of the study conclude that there is a requirement for change to improve the quality of teaching-learning process which ultimately will lead to change the overall quality of primary education. Quoting from Bowden and Marton (1998) Salam and Cornwell (2009) argue that ‘quality is concerned with doing what we do well and doing better what we are doing anyway’. It has to be a natural expression of capability in the workplace. They also quote that the quality is never attained in an absolute sense, it is constantly being sought. It is a dynamic process (p-44). Therefore, to meet the changing requirements, the following could be considered as the recommendations of the study.

2.2 Teachers need mind-set for profession:

The prime requirement to ensure quality is the positive attitude of the teacher for teaching. It can be identified as teachers’ mind-set which is the first need. If the teachers’ attitude is rational and reasonable then the quality will be acceptable. There will be no compromise with teachers’ positive attitude and sincerity in ensuring quality teaching.

2.3 Teachers have to confirm minimum preparation:

Teacher is the key character in the classroom who actually needs good preparation. It includes well described lesson plan. Though trained teachers are typically habituated in taking classes without prior preparation and usually they do it without any lesson plan and prior preparation but it is true that they need to give more and more concentration on it. Untrained teachers obviously need training on it. Head teachers role is very important to ensure teachers’ preparation before entering into the classrooms and he or she should provide good lessons in different classes regularly.

2.4 Concentrate on good classroom management:

Good classroom management is also a very significant factor in ensuring quality teaching. Teachers need to give more concentration on it. It includes seating arrangement for the young children, special care for the disable children, re-arrangement of furniture etc. as children could work together in pairs or in groups as well as they could have opportunity for physical movement.

2.5 Teachers need simple and short lesson plan:

It is very important to develop simple short type teacher user-friendly lesson plan as teachers could prepare it easily and use it appropriately in the classrooms. It is the responsibility of the teachers training curriculum and training institute to innovate and implement such simple and short type lesson plan that teachers could easily use it all the classes they need to take regularly in primary schools. Teachers need to have to enjoy some freedom to some extent to prepare their lesson plans as they could implement it effectively. Teachers need to be properly instructed all about this during their training period.

2.6 Teachers need to prohibiting traditional methods:

For making more and more interesting classroom teaching it is very important to use new techniques and methods rather than use same boring traditional methods regularly. Teachers should try to avoid the dependency on only lecture method. New and innovative approach is always appreciated in this regard. Teachers always need to think, examine and explore new methods for his or her classes. They need to consult with each other about new techniques, processes and methods. They could conduct action research on effective teaching as well. Teachers should include more and more child-centric activities, pair and group works, brain storming, mind mapping, storytelling etc. in their classrooms. Teachers need to know how perfectly they could prepare more integrated co-curricular activities within the main curriculum. It is again also the responsibility of the teachers training curriculum and training institute to show the way teachers would use multiple and integrated methods in effective teaching.

2.7 Teacher-student ratio (TSR) needs to be well-adjusted:

For the sake of taking care of each and every child in the classroom it is very important to reduce the present class size and the proportion of teacher and student needs to keep rational. All the vacant posts need to be filled up immediately through appointing actual sincere, honest, well-educated and qualified teachers in an impartial manner and transparent open competition examination.

2.8 Ensuring available teaching aids and it's appropriate use:

Primary schools need to arrange and prepare lot of teaching aids in cooperation with all stakeholders such as teachers, students and guardians and ensure the appropriate use of these.

2.9 Emphasize on students language skills and creativity (Innovative):

More emphasis should be given on achieving language skills, enhancing the capability of solving problems and developing innovative power of the children. Teacher's language and clear instruction is essential for quality learning. There is a need to give more priority on exploring the hidden and creative aspects of the children by using different teaching techniques. Though it could be a bit difficult but significant for the quality education. Some teachers are really genius and poses extra ordinary personality which could be followed by others. Teachers obviously need to give more emphasis on achieving language skills, enhancing the capability of solving mathematical problems and developing innovative power of the children.

2.10 Emphasize on formative assessment within the classroom:

Need to emphasis on formative assessments and provide remedial measures within the classroom. Teachers need to give attention to all the children of the classroom and assess them individually as much as possible by using formative assessment process.

They also need to provide remedial measures for the backward or less advanced children within the class time during their teaching. Teachers could also use advanced children in providing remedial measure to the less advanced children.

2.11 Training institutes need to fill with efficient educators:

Teachers training institutes need to fill-up all vacant posts by appointing real efficient educators. The standard of training is the key dominator in enhancing teacher quality. Teachers' training institutes need to employ more efficient educators and staffs who could be able to conduct regular research on teaching. There should be regular monitoring process in training institutes. Training institutes need to publish educational journals and periodicals regularly on effective teaching and learning as well as on other related issues.

2.12 Introducing influence free curriculum and textbooks:

Need to introduce influence free curriculum and textbooks. It is very significant to remove, change, reform and revise the present partisan influenced curriculum and textbooks in ensuring quality primary education. Administrative influence free newly revised curriculum is a must and immense need to ensure quality. The persons who are actually sincere, honest in thinking, wise, intelligent, patriot, expert in his or her own subject and overall men of pleasant need to be involved in curriculum development system instead of political prejudiced and tricky persons. NCTB needs to search such persons to involve with curriculum development process. NCTB could only develop the curriculum and could offer different writers and publishers to write and produce textbooks independently and executively. There could be different textbooks of same subjects written by different writers and publishers as students, teachers and parents could choose different books as well as references openly and widely.

2.13 Appointing unbiased teachers and officers:

Need to appoint unbiased teachers and officers in primary education. It is necessary to ensure appointing actual sincere, honest, well-educated and qualified teachers for quality education. It needs to avoid all types of quota system in teacher appointing process (such as freedom fighters quota, descendants of freedom fighters quota that means freedom fighters sons and daughter quota, freedom fighters grandsons and granddaughters' quota) for the sake of ensuring quality education.

2.14 Discontinuing 60% quota system for female teachers:

Now is the time to discontinue the 60% quota system for female teachers. As this study finds differences between trained and untrained teachers however no significant difference between the teaching practice of male and female teachers, therefore it recommends to resolve about discontinuation of 60% quota system for female teachers in primary schools. In the meantime the primary education of Bangladesh has already achieved its target to overcome the gender disparity, more over at this moment the proportion of female teachers are comparatively high than the male. So, now it is important, for the sake of ensuring quality primary education, to avoid 60% quota for female and appoint both male and female teachers through open competition examination. It expects better performance from both male and female teachers in primary schools.

2.15 Updating inspection system:

It is important to reform the existing inspection system. It has been now very important to change the existing backdated traditional school inspection system. The existing system actually does not work to develop the teaching-learning process in primary schools in Bangladesh. The inspection format is also needed to revisit emphasizing on academic activities rather than administrative aspects. Inspectors need to visit schools not merely to fulfill their inspection target as a part of their routine duties but actually need to support the schooling system by providing some important contribution through their inspection. It also important to arrange recurrent and periodic training programs for school inspectors. There should be inspection guide developed by Monitoring and Evaluation Division of DPE for smooth and effective inspection in primary schools in Bangladesh.

2.16 Reducing teachers' extra burden:

Need to reduce teachers' extra burden. Primary school teachers in Bangladesh are more or less overloaded. They have to conduct at least five to six classes daily. In addition to this they have to do many other extra activities such as election duty, duty for updating voter list, motivational activities for national immunization program, Gold Cup Football Tournament, National Education Week Observation, National Cultural Competition etc. rather than taking classes. Therefore it is difficult for them

to ensure preparing lesson plans, collecting appropriate teaching aids for each class and to follow pedagogical methods. For ensuring quality, extra burden should be reduced by appointing more teachers in primary schools as one teacher could take at best three to four classes daily with proper materials and preparation.

2.17 Revisiting training contents:

Need to revisit the teacher training curriculum. It is very noteworthy to introduce standard and modern teacher training curriculum for primary teachers' training institutes instead of intentional and political biased curriculum. It is also need to remove, change, reform and revise the administrative influenced teachers training curriculum and textbooks in ensuring quality primary education. Administrative influence free newly revised curriculum is a must and immense need to ensure quality. The persons who are actually sincere, honest in thinking, wise, intelligent, patriot, expert in his or her own subject and overall men of pleasant need to be involved in developing curriculum instead of political prejudiced and tricky persons. Now NCTB does not actually develop teacher training curriculum. The newly DPED course has been developed by some individual consultants in assistance with UNICEF which could not be expectable for an independent country like Bangladesh. NCTB should take necessary action immediately in this area. NCTB needs to search such persons to involve with curriculum development process. NCTB could only develop the curriculum and could offer different writers and publishers to write and produce textbooks independently and executively. There could be different textbooks of same subjects written by different writers and publishers as students, teachers and parents could choose different books as well as references openly.

2.18 Including contents on professionalism and motivation:

Need to include contents on teachers' motivation and professionalism. As the teachers of primary schools do not feel deep obligations to teach properly due to different reasons which I have mentioned in my findings chapter, it is very important to introduce contents regarding teachers' professionalism that could motivate teachers from their inner feelings. Teachers need to teach the children with their deep sincerity and affection which is immense need in ensuring quality education. Especial emphasis should be given to professionalism rather than implementing political agenda in teacher training curriculum.

2.19 Standard of training institutes:

Need to strictly maintain the standard of training institutes. Primary teachers' training institutes in Bangladesh are providing training for teachers where some irregularities have been observed. It is important to ensure transparency in all aspects of teachers' training and ensure the situation in the institutions where teachers do not be harassment any respect.

2.20 Refresher courses rather than long courses:

Need to introduce refresher courses rather than long courses. It is important to refresh the teachers about the whole procedure of classroom interventions through arranging frequently shorter training courses such as refresher or sub-cluster training courses as per teachers' need rather than providing longer training courses such as C-in Ed or Dip-Ed training course.

2.21 Ensuring infrastructure, furniture and equipment:

Need to develop the infrastructures of the school buildings, furniture and educational equipment. It is necessity to develop school infrastructures, furniture and educational equipment and make most appropriate and effective use of it. The overall environment of the classroom needs to be improved.

2.22 Ensuring effective SMC:

School management committee needs to be more effective, transparent and political bias free. The members of the management committee of primary schools need to be more active and provide all types of support to the schools including developing and preserving teaching learning materials. They should not implement political agenda rather improving teaching learning process.

2.23 Further research:

Further research is needed on quality education, on improving teaching learning process, on effectiveness of teachers-training programs, on curriculum, on school infrastructure, on effectiveness of inspection and follow-up coordination process which are the much related issues of quality primary education. The responsible

organizations such as DPE, MOPME, NAPE and NFPE are the key agencies to do the study job. Unfortunately these government organizations are not showing interests in researches while some non-government and private organizations are likely emphasize on studies on those issues such as the World Bank, UNICEF, BRAC, the CAMPE, and Save the Children for evidence based planning and programming in Bangladesh which is undoubtedly increasing its value.

3. Conclusion:

This study seems to focus on implement the recommendations to ensure the quality which will need massive changes everywhere in the whole system. The current scenario of classroom teaching demands categorically changes in the primary schools including other relevant organizations in Bangladesh which might involves a massive break with the present situation. Salam and Cornwell (2009) referring Tichy et al identify it as ‘transformational change’ which involves doing things differently rather than not only doing things better. It might even doing different things. It involves a change in the organization’s culture. It also calls for a change in the organizations’ mission and strategy (p-45). However, anyone who wants changes has to walk a long way to overcome massive difficulties as massive changes mandate massive problems. Change never comes overnight. Nobel Prize winner professor Schultz (1963 in Salam and Cornwell) also raises his voice indicating that innovation and new change might take 50 years to embed in an organization or society. Like them I would like to conclude as per the view of Hayes (2007) in relation to change that someone needs to start from somewhere (Ibid. p-45). At the starting level however it cannot confirm the success but it can at least confirm the ways of success which could ultimately lead to bring changes in our primary schools, related organizations, society, culture and thus overall quality of primary education in Bangladesh.

Chapter Six

Appendixes

1. Appendixes

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1.2 Observation Checklist (For researcher's use)

Name of the School:	Address:
Name of the Teacher & Gender:	Qualification & Training:
Subject & Lesson Topic:	Date of observation:

General instructions: This observation checklist has been prepared only for research purpose. It will be used for the observation of the classroom practice. There are sixty four questions on eight areas of teaching-learning process and six parameters for each question. Please put a tick mark (√) on the parameter which you think most appropriate in an unprejudiced manner and please take field note if you need.

Sl.		Test items	Parameters (ratio scales)
1.	Teacher's prior preparation	How is the overall preparation of the teacher for the class?	a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
2.		How the teacher has ensured appropriate classroom seating arrangement?	a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
3,		How much does the teacher have good approach to the students at the beginning of the class?	a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all

4.	How the teacher has created safe learning environment?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
5.	How the teacher has written the lesson plan (methodologically)?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
6.	How does the lesson plan describe the method and the contents of the lesson?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
7.	How is the attitude of the teacher towards his or her dress as a teacher?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
8.	How the teacher has created positive emotion at the beginning of his or her lesson?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all

Sl.	Test items	Parameters
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9.	Child-centric approach and group works	How is the overall child-centric activities done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
10.		How is the standard of group work done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
11,		How is the quality of the pair work done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
12.		How is the effectiveness of the individual work done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
13.		How is the success of the whole class work (plenary session) done by the teacher for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
14.		How is the activeness of the most children in the classroom while the teacher provides lesson (including instructions) for the class?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good. d) Not bad e) Bad

			f) Not at all
15.		How is the overall interaction and students' opportunities to talk with teacher in the class?	a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all
16.		How is the students (children) feelings (comfortably and happiness) while the teacher provides his or her lesson?	a) Excellent b) Very good c) Good. d) Not bad e) Bad f) Not at all

Sl.		Test items	Parameters
17.	Developing literacy, numeracy, other skills and achievements	How has the teacher organized creative activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
18.		How has the teacher planned innovative activities in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
19,		How is the standard of the language used by the teacher (such as providing clear instructions with clear voice and pronunciation or model reading in the language class)?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
20.		How has the teacher created relation between the lesson and the children's lives?	a) Excellent b) Very good.

			<ul style="list-style-type: none"> c) Good. d) Not bad e) Bad f) Not at all
21.		How has the teacher prepared activities which are related to logical and mathematical intelligences?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
22.		How much livelihood class has the teacher provided?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
23.		How has the teacher succeed in checking the learning outcomes?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
24.		How has the teacher succeed in achieving the Learning outcomes?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all

Sl.		Test items	Parameters
25.	Use of teaching aids and its	How has the teacher used teaching aids in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good c) Good d) Not bad e) Bad

			f) Not at all
26.		How is the appropriateness (in size, weight, visibility etc.) of the teaching aids used in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
27.		How much is the relevancy of the teaching aids with the lesson?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
28.		How much is the relevancy of the teaching aids in accordance with the age of the children?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
29.		How have the teaching aids demonstrated by the teacher in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
30.		How much have the children benefited of helped by the teaching aids used by the teacher in the classroom (you think)?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
31.		How has the teacher closed the teaching aids after it has been used (in time and in a appropriated way) in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad

			e) Bad f) Not at all
32.		How has the teacher used modern teaching aids (equipment) such as computer, multi-media, mobile phone, DVD player etc.in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all

Sl.		Test items	Parameters
33.	Questioning and answering approach and assessment process	How has the teacher organized assessment activities in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
34.		How has the teacher planned formative assessment activities in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
35,		How has the teacher organized summative assessment process in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
36.		How has the teacher asked questions (the way of asking) to the children in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
37..		How much has questions relevant to	a) Excellent

		the lesson used by the teacher in the classroom?	b) Very good. c) Good. d) Not bad e) Bad f) Not at all
38.		How much multi-dimensional have the questions asked by the teacher in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
39..		How has the children answered the questions asked by the teacher in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
40.		How much opportunities have the children cherished in asking further relevant questions to their teacher in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all

Sl.		Test items	Parameters
41.	Teacher's subject knowledge, behavior and classroom	How is the teacher's depth of subject knowledge for conducting a lesson in the classroom (you think?)	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
42.		How is the teacher's level of confidence for presenting a well-planned lesson in the	a) Excellent b) Very good.

		classroom?	<ul style="list-style-type: none"> c) Good. d) Not bad e) Bad f) Not at all
43,		How is the facial expression of the teacher (such as smiling or aggressive etc.) inside the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
44.		How is the teacher's movement and position (standing or seating or leaning against the table or walking etc.) in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
45.		How is the quality of teacher's voice and intonation to the children (clear and loud) for communicating with the children?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
46.		How is the excellence of relationship between the teacher and student in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
47.		How much democratic role has the teacher played to the children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
48.		How is the quality of teacher's overall	<ul style="list-style-type: none"> a) Excellent

		classroom management including time management?	b) Very good. c) Good. d) Not bad e) Bad f) Not at all
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Sl.		Test items	Parameters
49.	Appreciating and encouraging the children	How has the teacher appreciated the children for their better performance in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
50.		How much has the children been encouraged (being honored) by the teacher in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
51,		How has the teacher provided incentives (gift or others) to the children for their better performance?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
52.		How has the teacher created relation between one children to another children in the classroom (asking other students to praise the good one etc.)?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
53.		How has the teacher re-act with the children (smiling and looking fresh or annoying) while inter-acting with them?	a) Excellent b) Very good. c) Good. d) Not bad

			e) Bad f) Not at all
54.		How has the teacher treated with the backward students or students with special needs?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
55.		How has the teacher disciplined the undisciplined children (such as by use diplomacy or by providing corporal punishment)?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
56.		How has the teacher performed with the children in all-purpose to achieve his or her ultimate goal in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all

Sl.		Test items	Parameters
57.	Identifying of less advanced children and children with special needs	How has the teacher taken care of all the children in the classroom?	a) Excellent b) Very good c) Good d) Not bad e) Bad f) Not at all
58.		How has the teacher identified less-advanced children in the classroom?	a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
59.		How has the teacher identified children	a) Excellent

		with special needs (minor disable children) in the classroom?	<ul style="list-style-type: none"> b) Very good. c) Good. d) Not bad e) Bad f) Not at all
60.		How has the teacher identified talented (brilliant) children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
61.		How has the teacher offered special attention to the less-advanced children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
62.		How has the teacher arranged for remedial measures to the less-advanced children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
63.		How has the teacher approached over-all to the less-advanced children in the classroom?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all
64.		How has the teacher succeed in achieving the Learning outcomes?	<ul style="list-style-type: none"> a) Excellent b) Very good. c) Good. d) Not bad e) Bad f) Not at all

1.3 Semi-structured questionnaire for interview (For assistant teachers)

Perception concerning teacher's preparation

- How do you think about teachers' preparation for presenting a lesson?
- How do teachers' generally take preparation before providing a lesson?
- How do you think a teacher can be prepared for presenting a lesson?
- How do you think that a lesson plan is helpful for effective teaching? Why or why not?
- How do the teachers' usually prepare lesson plans?
- How do you think about trained teachers' preparation for teaching? Why or why not?
- How do you think about un-trained teachers' preparation for teaching? Why or why not?
- How do you distinguish the female and male teachers' preparation for teaching? Why or why not?

Perception concerning teacher's presentation

- What presentation approach or approaches of teaching do you generally follow?
- Why do you prefer particular method or methods in your teaching?
- Could you please express your views about teacher-centric and child-centric method of teaching?
- How do you think teaching-aids such as pictures; models; charts etc. are important and help performing effective teaching and learning? Why or why not?
- How you think a teacher can ensure appropriate and effective use of teaching aids?
- Do you generally use question-answer method in teaching?
- Do you think that question-answer method is important for effective teaching? Why or why not?

- How a teacher can ensure appropriate use of question-answer method in classroom?
- Do you think that teachers need to apply different methods or approaches in teaching different individual subjects? Why or why not?
- What type of presentation style do you think appropriate in teaching Bengali, English, Math and Science?

Perception concerning teacher's classroom management

- How do you think about teacher's attention in classroom management in a whole class management?
- Do you generally pay attention about the management of your class while you present a whole class lesson or group works?
- What are the main aspects of classroom management in your views?
- What do you think are the main strategies to manage a whole class teaching?
- What do you think are the main strategies in managing groups in a classroom?
- Do you think teachers' behavior and body language impact on classroom management? If yes, why and how and if no why?

Perception concerning students' assessment and evaluation

- Do you think teachers need to assess and evaluate students' regular progress? Why or why not?
- Do you think that teachers should appreciate and encourage students for their good performance? Why or why not?
- Do you generally appreciate students for their good performance? If yes how?
- Do you generally identify less advanced students in your classroom? If yes how?
- Do you generally provide remedial assistance to less advanced students? If yes how?
- Do you generally identify students with special problems in the classroom? If yes how?
- Do you generally take necessary measures for the students with problems? If yes how?

Perception concerning quality primary education

- Do you think that the quality of the teaching performance of the primary school teachers is up the mark according to your point of view?
- Do you think that the existing teachers' training can help improving the quality of primary education of Bangladesh? If yes how?
- What you think are the weaknesses of existing teachers' training program?
- Do you have any suggestion for making the existing teachers' training more effective?
- Do you think the performance of trained teachers is better than that of the untrained teachers? If yes how?
- Do you think that the teaching performances of female primary school teachers are better than male teachers? If yes how?
- What are your suggestions to improve the quality of primary education in Bangladesh?

1.4 Semi-structured questionnaire for interview (For Head teachers)

Perception concerning teacher's preparation
<ul style="list-style-type: none">• Do you think a teacher needs to take preparation for presenting a lesson? Why or why not?• How do you think a teacher can be prepared for presenting a lesson?• Do you think that a lesson plan is helpful for effective teaching? Why or why not?• Do you think that trained teachers are more prepared for teaching than untrained teachers? Why or why not?• Do you think that female teachers are more prepared for teaching than male teachers? Why or why not?

Perception concerning teacher's presentation
<ul style="list-style-type: none">• What presentation approach or approaches of teaching do you think better?• Why do you prefer particular method or methods in classroom teaching?• Could you please express your views about teacher-centric and child-centric method of teaching?• Do you think teaching-aids such as pictures; models; charts etc. are important and helpful performing effective teaching and learning? Why or why not?• How you think a teacher can ensure appropriate and effective use of teaching aids?• Do you think that question-answer method is important for effective teaching? Why or why not?• How a teacher can ensure appropriate use of question-answer method in classroom?• Do you think that teachers need to apply different methods or approaches in teaching different individual subjects? Why or why not?• What type of presentation style do you think appropriate in teaching Bengali, English, Math and Science?

Perception concerning teacher's classroom management

- How do you think about teacher's attention in classroom management in a whole class management?
- Does a teacher generally pay proper attention about the management of the class while present a whole class lesson of group works?
- What are the main aspects of classroom management in your views?
- What do you think are the main strategies to manage a whole class teaching?
- What do you think are the main strategies in managing group-works?
- Do you think teachers' behavior and body language impact on classroom management? If yes, why and how and it no why?

Perception concerning students' assessment and evaluation

- Do you think teachers need to assess and evaluate students' regular progress? Why or why not?
- Do you think that teachers should appreciate and encourage students for their good performance? Why or why not?
- Does a teacher generally appreciate students for their good performance? If yes how?
- Does a teacher identify less advanced students in his or her classroom? If yes how?
- Does a teacher generally provide remedial assistance to less advanced students? If yes how?
- Does a teacher generally identify students with special needs in his or her classroom? If yes how?
- Does a teacher generally take necessary measures for the students with special needs? If yes how?

Perception concerning quality primary education

- Do you think that the quality of the teaching performance of the primary school teachers is up the mark according to your point of view?

- Do you think that the existing teachers' training can help improving the quality of primary education of Bangladesh? If yes how?
- What you think are the weaknesses of existing teachers' training program?
- Do you have any suggestion for making the existing teachers' training more effective?
- Do you think the performance of trained teachers is better than that of the untrained teachers? If yes how?
- Do you think that the teaching performances of female primary school teachers are better than male teachers? If yes how?
- What are your suggestions to improve the quality of primary education in Bangladesh?

1.5 Semi-structured questionnaire for interview for AUEOs

Perception concerning teacher's preparation

1. Do you think a teacher needs to take preparation for presenting a lesson? Why or why not?
2. How do you think a teacher can be prepared for presenting a lesson?
3. Do you think that a lesson plan is helpful for effective teaching? Why or why not?
4. Do you think that trained teachers are more prepared for teaching than untrained teachers? Why or why not?
5. Do you think that female teachers are more prepared for teaching than male teachers? Why or why not?

Perception concerning teacher's presentation

1. What presentation approach or approaches of teaching do you think better?
2. Do you have any pedagogic training or experience such C-in-Ed, Dip-in- Ed, B Ed, Med degrees?
3. Why do you prefer particular method or methods in classroom teaching?
4. Could you please express your views about teacher-centric and child-centric method of teaching?
5. Do you think teaching-aids such as pictures; models; charts etc. are important and helpful performing effective teaching and learning? Why or why not?
6. How you think a teacher can ensure appropriate and effective use of teaching aids?
7. Do you think that question-answer method is important for effective teaching? Why or why not?
8. How a teacher can ensure appropriate use of question-answer method in classroom?
9. Do you think that teachers need to apply different methods or approaches in teaching different individual subjects? Why or why not?

10. What type of presentation style do you think appropriate in teaching Bengali, English, Math and Science?

Perception concerning teacher's classroom management

1. How do you think about teacher's attention in classroom management?
2. What percentage of teachers you think usually pay proper attention about the management of the classroom?
3. What are the main strategies of classroom management in your views?
4. What do you think are the main strategies in managing group-works?
5. Do you think teachers' behavior and body language impact on classroom management? If yes, why and how and if no why?

Perception concerning students' assessment and evaluation

1. Do you think teachers need to assess and evaluate students' regular progress? Why or why not?
2. Do you think that teachers should appreciate and encourage students for their good performance? Why or why not?
3. Does a teacher generally appreciate students for their good performance? If yes how?
4. Does a teacher identify less advanced students in his or her classroom? If yes how?
5. Does a teacher generally provide remedial assistance to less advanced students? If yes how?
6. Does a teacher generally identify students with special needs in his or her classroom? If yes how?
7. Does a teacher generally take necessary measures for the students with special needs? If yes how?

Perception concerning quality primary education

1. Do you think that the quality of the teaching performance of the primary school teachers is up to the mark according to your point of view?
2. Do you think that the existing teachers' training can help improving the quality of primary education of Bangladesh? If yes how?
3. Do you have any suggestion for making the existing teachers' training more effective?

4. Do you think the performance of trained teachers is better than that of the untrained teachers? If yes how?
5. Do you think that the teaching performances of female primary school teachers are better than male teachers? If yes how?
6. What are your suggestions to improve the quality of primary education in Bangladesh?

1.6 Semi-structured questionnaire for interview (For PTI, URC Instructors and UEOs)

Perception concerning teacher's preparation

1. Do you think primary school teachers usually take necessary preparation for presenting a lesson?
2. How do you think a teacher can be prepared for presenting a lesson?
3. Do you think that a lesson plan is helpful for effective teaching? Why or why not?
4. What percentage of teachers you think usually use lesson plans for presenting lessons?
5. Do you think that trained teachers are more prepared for teaching than untrained teachers? Why or why not?
6. Do you think that female teachers are more prepared for teaching than male teachers? Why or why not?

Perception concerning teacher's presentation

1. What presentation approach or approaches of teaching do you think better?
2. Do you have any pedagogic training or experience such C-in-Ed, Dip-in- Ed, B Ed, Med degrees?
3. Could you please express your views about teacher-centric and child-centric method of teaching?
4. Do you think teaching-aids such as pictures; models; charts etc. are important and helpful performing effective teaching and learning? Why or why not?
5. Do you think that teachers need to apply different methods or approaches in teaching different individual subjects? Why or why not?
6. What type of presentation style do you think appropriate in teaching Bengali, English, Math and Science?

Perception concerning teacher's classroom management

1. How do you think about teacher's attention in classroom management?

2. What percentage of teachers you think usually pay proper attention about the management of the classroom?
3. What are the main strategies of classroom management in your views?
4. What do you think are the main strategies in managing group-works?
5. Do you think teachers' behavior and body language impact on classroom management? If yes, why and how and if no why?

Perception concerning students' assessment and evaluation

1. Do you think teachers regularly assess and evaluate students' regular progress?
2. Does a teacher generally appreciate students for their good performance? If yes how?
3. Does a teacher identify less advanced students in his or her classroom? If yes how?
4. Does a teacher generally provide remedial assistance to less advanced students? If yes how?
5. Does a teacher generally identify students with special needs in his or her classroom? If yes how?
6. Does a teacher generally take necessary measures for the students with special needs? If yes how?

Perception concerning quality primary education

1. Do you think that the quality of the teaching performance of the primary school teachers at present is up the mark according to your point of view?
2. Do you think that the existing teachers' training program can help improving the quality of primary education of Bangladesh? If yes how?
3. Do you have any suggestion for making the existing teachers' training more effective?
4. Do you think the performance of trained teachers is better than that of the untrained teachers? If yes how?
5. Do you think that the teaching performances of female primary school teachers are better than male teachers? If yes how?
6. What are your suggestions to improve the quality of primary education in Bangladesh?

1.7 Semi-structured questionnaire for interview (For Superintendents and DPEOs)

Perception concerning teacher's preparation

1. Do you think primary school teachers usually take necessary preparation for presenting a lesson?
2. How do you think a teacher can be prepared for presenting a lesson?
3. Do you think that a lesson plan is helpful for effective teaching? Why or why not?
4. What percentage of teachers you think usually use lesson plans for presenting lessons?
5. Do you think that trained teachers are more prepared for teaching than untrained teachers? Why or why not?
6. Do you think that female teachers are more prepared for teaching than male teachers? Why or why not?

Perception concerning teacher's presentation

1. What presentation approach or approaches of teaching do you think better?
2. Do you have any pedagogic training or experience such C-in-Ed, Dip-in-Ed, B Ed, Med degrees?
3. Could you please express your views about teacher-centric and child-centric method of teaching?
4. Do you think teaching-aids such as pictures; models; charts etc. are important and helpful performing effective teaching and learning? Why or why not?
5. Do you think that teachers need to apply different methods or approaches in teaching different individual subjects? Why or why not?
6. What type of presentation style do you think appropriate in teaching Bengali, English, Math and Science?
- 7.

Perception concerning teacher's classroom management

1. How do you think about teacher's attention in classroom management?
2. What percentage of teachers you think usually pay proper attention about the management of the classroom?
3. What are the main strategies of classroom management in your views?
4. What do you think are the main strategies in managing group-works?
5. Do you think teachers' behavior and body language impact on classroom management? If yes, why and how and if no why?

Perception concerning students' assessment and evaluation

1. Do you think teachers regularly assess and evaluate students' regular progress?
2. Does a teacher generally appreciate students for their good performance? If yes how?
3. Does a teacher identify less advanced students in his or her classroom? If yes how?
4. Does a teacher generally provide remedial assistance to less advanced students? If yes how?
5. Does a teacher generally identify students with special needs in his or her classroom? If yes how?
6. Does a teacher generally take necessary measures for the students with special needs? If yes how?

Perception concerning quality primary education

1. Do you think that the quality of the teaching performance of the primary school teachers at present is up the mark according to your point of view?
2. Do you think that the existing teachers' training program can help improving the quality of primary education of Bangladesh? If yes how?
3. Do you have any suggestion for making the existing teachers' training more effective?
4. Do you think the performance of trained teachers is better than that of the untrained teachers? If yes how?
5. Do you think that the teaching performances of female primary school teachers are better than male teachers? If yes how?
6. What are your suggestions to improve the quality of primary education in Bangladesh?

1.8 Gazette notification copy of teacher appointment rules