

# **A Study on Decentralization of Secondary Education Administration in Bangladesh : The Necessity and Practicability Issue [June - 2004]**

**Roohi Zakia Dewan, Ashafunnessa and Md. Lokman Hossain**

*Director (Research & Documentation), NAEM; Deputy Director (Training & Implementation) NAEM; and Assistant Director (Research & Documentation), National Academy for Educational Management (NAEM), Ministry of Education, Dhanmondi, Dhaka, Bangladesh*  
*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

## **Abstract**

Though a considerable progress has been achieved in reducing gender parity, secondary education in Bangladesh is still characterized by low enrolment, high drop-out, low completion and low success rates. In addition, the relevance and the effectiveness of secondary education are often questioned. A low achievement has very often been due to the poor performances of the inadequately and inappropriately managed administrative structure and its centralized nature. The Decentralization of Administration has been identified by all the concerned quarters as the solution to this concern. This study attempts to justify the necessity and practicability of decentralization of secondary education administration. The study covers secondary education teachers' and administrators' of all levels. All the respondents considered the present administrative structure as the centralized one though there are differences in opinions regarding the extent of centralization varying between 'extremely centralized' and 'mixed centralized.' The findings did not have any scope to hesitate about the necessity. All the respondents agreed that decentralization is a necessary step. The necessity was also expressed through the perception of the respondents about the intensity of the problems such as teacher appointment, curriculum implementation, availability of fund, textbook preparation and distribution, decision making they face under the present structure. The poor level of success in implementing the curriculum has been ranked as crucial by almost all respondent groups implying that this is the most intense problem. The necessity of decentralization has been expressed clearly by the fact that the advantages of decentralization perceived by the respondents outweighed the perceived disadvantages. The need for skilled and expert manpower was mentioned by most of the respondents for ensuring the quality that could not be properly met by the present administration structure. The findings showed that practicability of decentralization was not unquestionable. The process of decentralization has been perceived to be costly, time consuming, risky and complicated. The competencies of the field level officials, for example, Deputy Directors, District Education Officers, School Managing Committees (SMC) and head teachers are responsible for implementing decentralization but it was perceived to be inadequate at this moment. There is a need for preparing the functionaries through training and also a need for framing policies in some relevant areas. So preparing the field level officials through orientation, intensive training and framing policies in relevant areas should precede the decision to decentralize the secondary education administration and implement it.

# **Effectiveness of Governing Bodies of Non-government Colleges of Bangladesh [June - 2004]**

**Hosne Ara Begun; Md. Ayet Ali and Abdur Rashid Mia**

*Professor of History, Eden College; Assistant Director, NAEM and Documentation Officer, NAEM; Ministry of Education, Dhanmondi, Dhaka-1205, Bangladesh*

*E-mail: adresayetali.naem@gmail.com, Cell: 01712099023*

## **Abstract**

The Governing Body of a non-government college is an integral part of the management of an institution in our country. A total of 90% colleges are non-government colleges whereas only 10% are government colleges. So the majority of the colleges are private. Therefore, their outputs i.e. the college graduates play vital roles in the country. Although the Ministry of Education (MoE) directly manages government colleges in Bangladesh, the Governing Body (GB) manages non-government colleges under the legal framework set by MoE. The objectives of the study are to find out the effectiveness of the governing bodies of the non-government colleges and determine their role in the management of those colleges. During data collection 40 colleges from different districts were selected through purposive sampling. Four different questionnaires were developed for the principals, the GB members, guardians/teacher representatives of the colleges and the neighbours. Data were collected from 40 principals, 30 GB members, 40 teacher representatives and 40 neighbours. The Findings of the study showed that the activities of the GB of non-government colleges were not satisfactory. Few of them discharged the responsibilities of day-to-day managing activities of the colleges. They treated the colleges as commercial institutes, not as welfare institutes for the betterment of the society. In many cases, conflict was found between the GB chairmen and the principals. Findings derived from the research showed that the financial situation of the colleges was not satisfactory. They use the college as a source of earning money. There is a tendency to appoint less qualified teachers in exchange of a handsome amount of money or on a request from a political leader or a local influential person. The GB chairman is nominated from the ruling political party and it has a negative impact on the institutions. They have little interest in academic matters; rather they help the process of politicization of the colleges.

# **Decentralization of Secondary Education : A Critical Study with a View to Developing a Model for Bangladesh [June - 2004]**

**Begum Gulbahar; M. Harun-or-Rashid and Md. Nurul Amin**

*Director (Research and Documentation), NAEM; Librarian of NAEM and Assistant*

*Director, NAEM; Ministry of Education, Dhanmondi, Dhaka-1205, Bangladesh*

*E-mail: harunroshid.gb@gmail.com, Cell: 01715985880*

## **Abstract**

This study explained how to decentralize secondary education in Bangladesh. The purpose of this research is to accomplish a critical investigation to find out the status of the secondary education administration system of Bangladesh in terms of decentralization, and develop a model with recommendations for the improvement of the existing secondary education management of the country to make an effective decentralized system. Accordingly the study has taken into account the following objectives: firstly, the study is intended to investigate the present status of centralization and decentralization in the secondary education system of the country; secondly, the study is intended to identify the areas where further decentralization in the secondary education administration can be more efficient and economic; thirdly the study is undertaken to examine some of the decentralized school education systems of developed and developing countries of the world for getting ideas, experiences and knowledge with a view to improving and developing the existing secondary education system of Bangladesh as an effective decentralized system. The data were collected through survey method. The findings of the study were: A total of 78% education institutional managers, 38% educational administration and management personnel, (93.85% ) other respondents have strongly held the views that the process of formulation of secondary education policy should be decentralized More than 90% respondents have felt the need of decentralization in the preparation process of secondary school curriculum, 60.41% of the respondents have opined that a national central organization should formulate the core curriculum and the local school education authority should prepare the need based curriculum, 94.88% of the respondents have identified that there should a change in the selection of appointment and the promotion of teachers and staffs of secondary schools in Bangladesh. The majority of the respondents (76.79%) emphasised on a separate structure like (PSC) Public service commessin should be formed for the selection, the appointment and the promotion of teachers and staffs of secondary schools in Bangladesh. A 97.27% of education institution managers and educational administration management personnel opined in favour of the need of decentralization of the academic supervision system.

# **A Study on Effective Communicative English Teaching at Higher Secondary Level of Bangladesh [June - 2005]**

**Md. Lokman Hossain; Md. Alamgir Khandaker; Hasina Momtaz and Ms. Rukhshana Sultana**

*Assistant Director, NAEM; Assistant Professor of Accounting; Khulna B.L. College; Lecturer of English, Cox's Bazar Govt. College, Cox's Bazar and Lecturer of Zoology, Gofargoan Govt. College, Mymensingh, Ministry of Education, Bangladesh*  
*E-mail: drlokmanhossain@yahoo.com, Cell : 01711358132*

## **Abstract**

The government of Bangladesh in harmony with the need of globalization has introduced Communicative English Language Teaching (CELTE) at grade VI-XII to ameliorate the overall English language competence of the students in general and develop human resources of the country in particular. CELTE was introduced at Higher Secondary Level (HSL) in 2002 as the traditional grammar-translation method in ELT was seemingly unable to develop learners' four language skills and communicative competency in English. This new method in Bangladesh has ushered in scopes of conducting educational research to look into the impediments of effective English Language Teaching and Learning (ELTE) in educational institutions. Accordingly, the present study was undertaken to find out the existing state of CELTE in the classrooms; to identify the limitations and impediments to impart effective classroom teaching; to assess the performance of the students in English in the public examination, and to suggest some pragmatic recommendations to improve students' competence in integrated skills in English language. As revealed from the study, the shortage of English Teachers, inconsistency in teacher-student ration, pressure of taking many classes by teachers, the large classroom, majority teachers' lack of proficiency in English, large number of untrained teachers, using L1 in English classes were the challenges to implement this new approach. Besides, participatory techniques such as pair work, group work, simulation, etc., were highly ignored. Among the four language skills, relatively more emphasis on reading skills and less emphasis on listening skills were given. Due to the 'lack of accuracy, fluency, 'shyness and phobia', learners did not feel free and easy to interact in English. Language laboratory and relevant teaching aids for CE were not found in any institutions. As the two skills i.e. listening and speaking in particular are not introduced in the examination, these two areas are highly neglected in English classes. Therefore, to strengthen the students' competency up to optimal standard, four skills of English must be emphasized equally.

# **Effectiveness of Professionalism of Secondary Level Teacher for Ensuring Quality Education in Bangladesh [June - 2005]**

**Md. Sirazul Hoque; Kalyanmaya Sarker and Md. Sohrawardi**

*Professor of Botany, Chittagong College, Chittagong; Training Specialists, NAEM;  
Ministry of Education, Dhanmondi, Dhaka-1205, Bangladesh*

*E-mail: prof\_dr\_sirazul@yahoo.com, Cell: 01819441381*

## **Abstract**

This study dealt with teacher's professionalism. Teacher's professionalism is an intensive and extensive attribute of a teacher acquired by a process designed to improve specific professional competencies or the overall competences of a teacher. The objectives of the study are: to identify the current status of professionalism, to explore the means and mechanism of monitoring of professionalism, to identify the limitations and impediments to ensure professionalism and to discuss about how to ensure the quality of education. For this study, the data were collected from both primary and secondary sources and the respondents were heads of secondary level teachers, officers of District Education Officers (DEO). The data collection instruments were questionnaire, interview schedule and checklist for situation observation. The findings of the study are that all the head teachers have requisite educational degree and professional qualification (B. Ed. or/and M. Ed.) but some of them are working in the same post for more than 16 years. A total of 74% of the head teachers do not prepare annual work plan and 62% head teachers have no idea about the preparation of annual work plan. Participation of teachers in co-curricular activities is not satisfactory. The educational qualification of govt. urban and non-govt. urban school is far better than that of non-govt. rural school teachers. In addition, subject based training, and training on teaching methodology and new contents of syllabus desired by most of the teachers. Non-govt. rural school teachers did not prepare annual lesson plan and only 61% teacher of govt. urban schools prepared the same. About 83% of teachers mentioned no remedial measures for slow learners, only 16% mentioned that the review of class and question-answer sessions are followed by the teachers. Teacher-Students ratio per class is not satisfaction and standard, which is 1:68 in govt. urban schools, 1:79 in non-govt. urban schools and 1:76 in non-govt. rural schools.

# **Identifying Lacunas in Implementing Curriculum of Newly Introduced 4-year Engineering Diploma Program with Respect to Electrical Technology in the Government Polytechnic Institutes of Bangladesh [June - 2005]**

**Md. Khaled Hossain; Md. Jahangir Alam and Dr. Md. Lokman Hossain**

*Instructor and Jr. Instructor, Govt. Polytechnic Institute, Rangpur, Ministry of Education, Dhanmondi, Dhaka-1205, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

## **Abstract**

The role of the Polytechnic Institutes is changing significantly because of revolution in external environment. To increase the quality of pass outs, new strategies for curricula design and implementation have been devised and adopted. Graduates in Diploma Engineering acquiring those practical skills useful in a job are a prime function of a curriculum designer. Four years Diploma in engineering curriculum has been implemented recently in the polytechnic institutes and now been in operation. But the implementation is questionable because of dearth of resources and policies in terms of inadequate teaching staffs, insufficient teacher training and lack in management and admission procedure. To find out the actual problems in implementing new curriculum, 6 polytechnic institutes out of 20 polytechnic institutes were considered as sample. The respondents were 72 students and 30 teachers including HOD's from Electrical Technology. It has been found that 42% posts of the teachers are lying vacant. In addition, there is an acute shortage of subject based teachers specially Bangla, English, Social Science, and History and Culture teachers. Heterogeneous group of students (Humanities, Science, Commerce, Madrasha and Vocational Students) including 15% seats reserved for vocational students who got the admission on the basis of their grade point but dropout rate is above 27% up to 4th semester. The trainers of the industry/organization do not show interest and consciousness to conduct industrial attachment training program. This research is an attempt to identify the drawbacks of the implementation of the curriculum in order to produce quality mid level technical manpower. This work is expected to help the policy planners and administrators of BTEB to focus the changes needed to develop a sound system of polytechnic education where excellence and relevance are prime concern to face challenges of globalization and growth of national economy.

# **Study on Causes and Effects of Student Absenteeism in the Classroom at Higher Secondary Level in Bangladesh [June - 2005]**

**Md. Lokman Hossain; Shadhid Uddin Mahmood and Md. Rafiqul Islam**

*Assistant Director (Res. & Doc.), NAEM; Assistant Director, DSHE and Training*

*Specialist, NAEM, Ministry of Education, Dhanmondi, Dhaka, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

## **Abstract**

The research work was undertaken to identify the causes and effects of student absenteeism at higher secondary (HS) level education system in Bangladesh. Of the causes of student absenteeism identified, inefficient teachers, unattractive classroom teaching, lack of accountability of the students, private tuition during class time, the environment of the classroom, seating arrangement, disruptive political activity, private tuition, lack of interaction between teacher and students, physical illness, family reason, lack of co-curricular activities, lack of enough interactive programmes, non usual of teaching aids to make classroom lively, adoption of unfair means, involvement in student politics reluctance of teachers to conduct classes, etc. In addition, the wide availability of guide and notebooks in the market were, also responsible for students' non-attendance in the classroom. According to the respondents, as the main cause of students' dissatisfactory result in final examination. To defer the students from absenteeism, all respondent groups reported the institutions generally adopt a number of measures such as reporting to guardians, issuing show cause notice to students, declaring non-collegiate, imposing fine, reduction of tutorial makes etc. It was found that irregular student becomes unsuccessful in achieving good results in examination, subject knowledge remain incomplete, terminal part of the life would be poor in knowledge and their access to higher studies would not be easy. To overcome absenteeism problem from educational institution, the following strategies could be undertaken namely regular register taking, regular tutorial examinations, reward for regular students, regular counseling, public examinations not holding by closing institutions, turning the classroom lively, appointment the responsive and cooperative teachers, arrangement of teachers, -students, -guardians day regularly, exercise of regular co-curricular activities. Provision of amusement for the students in the campus, arrangement of regular debating session, regular excursion trip etc. The accountability of college administration, should be established to eliminate absenteeism problem from the HS level education system of Bangladesh. Absenteeism in HS level is affecting the education system adversely. It impedes the learner from achieving the true potential to him or her. As a developing country, Bangladesh needs resourceful and knowledgeable manpower. As absenteeism has been identified as a bottleneck in the core level of nation's human resource development endeavor, proper measures, in line with changing time and situation should be adopted and implemented. Hopefully, with the elimination of absenteeism problem, the quality of education system would, invariably, be improved significantly.

## উচ্চ মাধ্যমিক পর্যায়ে কম্পিউটার শিক্ষা : একটি সমীক্ষা [জুন - ২০০৫]

মোঃ মঈনুল ইসলাম; মোঃ ওয়াহিদুজ্জামান এবং মোঃ আবদুল্লাহ মাসুদ সহকারী অধ্যাপক, ভূগোল;  
প্রভাষক, ভূগোল এবং প্রভাষক, সমাজ কল্যাণ বিভাগ চাঁদপুর সরকারী কলেজ, চাঁদপুর  
E-mail : wahiddu90@gmail.com, Cell: 01716175596

### সারসংক্ষেপ

বাংলাদেশে বর্তমানে প্রচলিত পাঁচটি শিক্ষালয়ের মধ্যে উচ্চ মাধ্যমিক শিক্ষালয়ের মাধ্যমিক ও উচ্চ শিক্ষার সেতুবন্ধন হিসেবে বিবেচিত। উচ্চ মাধ্যমিক শিক্ষালয়ের সকল শাখার জন্য কম্পিউটার শিক্ষা বিষয়টি অন্তর্ভুক্ত করার পর দীর্ঘ প্রায় এক যুগ অতিবাহিত হলেও এ বিষয়ে বিস্তারিত তথ্যানুসন্ধান করা হয়নি। তাই ন্যায়ম পরিচালিত এ গবেষণায় "উচ্চ মাধ্যমিক পর্যায়ে কম্পিউটার শিক্ষা" বিষয় হিসাবে নির্ধারণ করা হয়। উচ্চ মাধ্যমিক পর্যায়ে কম্পিউটার শিক্ষার বর্তমান অবস্থা নিরূপনের মাধ্যমে সমস্যাসমূহ চিহ্নিত করে তা সমাধানের দিক নির্দেশনা দেয়ার প্রয়াসে এ সমীক্ষা পরিচালিত। চাঁদপুর, কুমিল্লা ও ব্রাহ্মণবাড়ীয়া জেলাকে উদ্দেশ্যমূলকভাবে নির্বাচন করা হয়, যা সারা দেশের প্রতিনিধিত্বমূলক বলে ধরে

নেয়া হয়েছে। তিনটি জেলার নমুনাভূক্ত ৩০টি কলেজের ২১০ জন উত্তরদাতা যার মধ্যে প্রতিষ্ঠান প্রধান ৩০ জন, কম্পিউটার বিষয়ের শিক্ষক ৩০ জন, কম্পিউটার শিক্ষাসহ উচ্চ মাধ্যমিক পর্যায়ে অধ্যয়নরত ১৫০ জন শিক্ষার্থীকে দৈবচয়নের মাধ্যমে নমুনা হিসাবে নির্বাচন করা হয়। তিনটি ক্যাটাগরির উত্তর

দাতার জন্য তিনটি ভিন্ন প্রশ্নমালার সাহায্যে সরাসরি সাক্ষাৎকার পদ্ধতিতে প্রাথমিক উপাত্ত এবং কলেজ অফিস ও ক্যাম্পাস থেকে পর্যবেক্ষণ ও নথি পর্যালোচনা করে মাধ্যমিক উপাত্ত সংগ্রহ করা হয়। শিক্ষার্থীদের চার পঞ্চমাংশই কম্পিউটার শিক্ষা বিষয়কে ঐচ্ছিক (চতুর্থ বিষয়) হিসেবে নিয়েছে। এটি শিক্ষার্থীদের কাছে বিষয়টির গুরুত্বহীনতা প্রকাশ করে। সমীক্ষার্থীণ কলেজসমূহে কম্পিউটার শিক্ষা বিষয়ে প্রাপ্ত সরকারি সহায়তা এবং প্রত্যাশিত সরকারি সহায়তা এর মধ্যে মিল রয়েছে। এখান থেকে প্রাপ্ত সহায়তার ধরনের যথার্থতা প্রমাণ পাওয়া যায়। সমীক্ষার্থীণ কলেজসমূহে কম্পিউটার শিক্ষা বিষয়ের তিন পঞ্চমাংশ শিক্ষক বিজ্ঞানে স্নাতকোত্তর এবং দুই পঞ্চমাংশ অন্যান্য শাখায় স্নাতকোত্তর ডিগ্রীধারী। উত্তরদাতাদের মতে এ বিষয় পাঠদানকারী শিক্ষকদের প্রধানত বিজ্ঞান শাখায় উচ্চতর ডিগ্রীধারী হওয়া প্রয়োজন। শিক্ষকবৃন্দ কম্পিউটার বিষয়ের ওপর যে সকল প্রতিষ্ঠান হতে প্রশিক্ষণ গ্রহণ করেছেন তা বিভিন্ন ধরনের এবং প্রশিক্ষণের মেয়াদ কালে ও রয়েছে ব্যাপক ব্যবধান। প্রাপ্ত প্রশিক্ষণ উচ্চ মাধ্যমিক কম্পিউটার শিক্ষা বিষয়ের সাথে ততোটা সামঞ্জস্যপূর্ণ নয়। এ থেকে পাঠদানের সমস্যার বিষয়টি স্পষ্ট হয়ে উঠেছে। শ্রেণী কক্ষে ক্লাস অনুষ্ঠান শিক্ষণ-শিখনের কেন্দ্রবিন্দু। সমীক্ষায় দেখা যায় শিক্ষাক্রমে নির্ধারিত সংখ্যা অপেক্ষা প্রায় এক তৃতীয়াংশ ক্লাস কম অনুষ্ঠিত হয়। এ ক্ষেত্রে বিদ্যমান সকল সমস্যাই কম ক্লাস অনুষ্ঠানের ক্ষেত্রে প্রভাব ফেলেছে। উল্লেখযোগ্য সংখ্যক কম ক্লাস অনুষ্ঠান বিষয়টির শিক্ষণ-শিখনের একটি বড় দুর্বলতা। শিক্ষাদান পদ্ধতিতে ব্যবহারিক ক্লাসের ব্যবহার শতভাগের থেকে কিছু কম হয়। কম্পিউটার শিক্ষা বিষয়টি ব্যবহারিক ভিত্তিক হওয়া সত্ত্বেও শতভাগ ব্যবহারিক ক্লাস না হওয়া শিক্ষাদান পদ্ধতির একটি বড় ত্রুটি হিসেবে প্রকাশ পেয়েছে। সমীক্ষার্থীণ কলেজসমূহের প্রায় সবগুলোতেই পর্যাপ্ত উপকরণ নেই। চার পঞ্চমাংশ কলেজে কোন ল্যাব সহকারী বা প্রদর্শক নেই। এক তৃতীয়াংশ কলেজে একটি কম্পিউটারের বিপরীতে বিশ এর বেশী শিক্ষার্থী রয়েছে। উপর্যুক্ত তথ্যসমূহ ব্যবহারিক নির্ভর এ বিষয়টির শিক্ষণ-শিখনের প্রধান সমস্যা হিসেবে প্রকাশ পেয়েছে। সমীক্ষার্থীণ প্রায় সকল শিক্ষকই কম্পিউটার বিষয়টির শিক্ষাক্রম সম্পর্কে জানেন না এবং শিক্ষাক্রম ও পাঠ্যসূচির পার্থক্য

করেন না। এখান থেকে শিক্ষক-শিখন প্রক্রিয়ার বস্তুনিষ্ঠতার অভাব পরিস্ফুট হয়ে উঠে। সমীক্ষাধীন অর্ধেকেরও বেশী কলেজে পাঠ্যসূচি শতভাগ সম্পূর্ণ হয় না। এ উদ্বেগজনক অবস্থা বিষয়টির শিক্ষন-শিখনের আরেকটি বড় দুর্বলতা হিসেবে চিহ্নিত হয়েছে। প্রায় এক তৃতীয়াংশ শিক্ষক অন্য বিষয়ের সাথে কম্পিউটার শিক্ষা বিষয়েরও পাঠদান করেন। একাধিক বিষয়ে পাঠদানের জন্য তারা কোন ভাতা/সম্মানী পান না। অতিরিক্ত দায়িত্ব পালনের জন্য সম্মানী না পাওয়ায় শিক্ষকরা যথাযথ পাঠদানের আগ্রহ হারিয়ে ফেলছে যা পাঠদান ও পাঠগ্রহণের পরিবেশকে বিঘ্নিত করছে বলে প্রকাশ পেয়েছে। কম্পিউটার শিক্ষা বিষয়ে পাঠদানে শিক্ষকদের দুই পঞ্চমাংশ আংশিক সন্তুষ্ট। অপরদিকে প্রায় সকল শিক্ষকেরই পাঠদানে আত্মপ্রত্যয় ও ঝোঁক রয়েছে। যথেষ্ট আত্মপ্রত্যয় থাকা সত্ত্বেও সন্তুষ্টির মাত্রা কম হওয়ার পিছনে এক্ষেত্রে বিদ্যমান সকল সমস্যার প্রভাব রয়েছে। পাঠদানে শিক্ষকবৃন্দের সন্তুষ্টির অপূর্ণতা থেকে বিষয়টির শিক্ষণের দুর্বলতা প্রকাশ পেয়েছে। শিক্ষার্থীদের অর্ধেকেরও বেশী এ বিষয়ে পাঠদানে পুরোপুরি সন্তুষ্ট নয়। এক্ষেত্রে শিক্ষার্থীদের পাঠগ্রহণ যে যথাযথ হচ্ছে না তা স্পষ্ট হয়ে উঠেছে। সমীক্ষাধীন কলেজেসমূহের অধ্যক্ষ, শিক্ষক ও শিক্ষার্থী তিন ক্যাটাগরির উত্তরদাতা কর্তৃক কম্পিউটার শিক্ষা বিষয়ে যে সব সমস্যা চিহ্নিত হয়েছে সেগুলো হল- কম্পিউটারের স্বল্পতা, আধুনিক ল্যাবের অভাব, ল্যা সহকারি না থাকা, বই ও জার্নালের স্বল্পতা, শিক্ষকদের উচ্চতর প্রশিক্ষণের অভাব। এখান থেকে স্পষ্ট যে ব্যবহারিক ক্লাস সম্পর্কিত সমস্যাই সবচেয়ে গুরুত্ব পেয়েছে। উচ্চ মাধ্যমিক পর্যায়ের কম্পিউটার শিক্ষা বিষয়ের যথার্থ শিক্ষণ-শিখন নিশ্চিতকরণের স্বার্থে এসব সমস্যার সূষ্ঠা সমাধান একান্ত প্রয়োজন।

## **A Study of Academic Supervision and Monitoring : Secondary Schools in Bangladesh [Jun - 2006]**

**Md. Khalilur Rahman; Md. Sultan Ali; Begum Zakia Akter  
and Md. Abdul Maleque**

*Director General of NAEM; Director (Planning and Development), NAEM; Deputy  
Director of NAEM and Assistant Director, NAEM, Ministry of Education,  
Dhanmondi, Dhaka, Bangladesh  
E-mail: abdulmaleque@yahoo.com. Cell: 01716055122*

### **Abstract**

Academic supervision in the secondary level of education is still dormant in Bangladesh. Multiple governmental organizations are involved in inspection and supervision of secondary schools and madrasah in the country. But nature, objectives and mode of supervision carried out by these organizations are mainly administrative and fault finding, irregular and inadequate. These organizations suffer from lack of clarity of roles and specific responsibilities. The agencies are with shortage of staff, infrastructure facilities, logistics, resources and proper direction for carrying out academic supervision and monitoring in Bangladesh. The inactive network of academic supervision and monitoring frustrates the objectives in the successful school management in secondary education of Bangladesh.

# **A Feasibility Study on the Introduction of Unitrack Curriculum at Secondary Level Education of Bangladesh [June - 2006]**

**M. Lokman Hossain; Shadhid Uddin Mahmood and Md. Sohrawardhi**  
*Assistant Director of NAEM; Assistant Director of DSHE and Training Specialist of NAEM, Ministry of Education, Dhanmondi, Dhaka, Bangladesh*  
*E-mail: drlokmanhossain@yahoo.com, Cell : 01711358132*

## **Abstract**

The feasibility of implementation aspects of introduction of unitrack curriculum in the secondary education system of Bangladesh were examined with a set of objectives such as teacher's attitude and preparation toward embracing the new system; the need of new teaching materials; the present state of physical facilities of educational institutions; and the implements on the way of implementation. There are four respondent groups i.e. head teacher, classroom teachers, curriculum experts and policy makers. It was found that all the respondent groups attached paramount importance on teachers training for continuous professional development (100%). However, the opinions regarding administering different components of training were varied significantly. A total 14.43% respondent pointed out the need of administration and management related to training, 12.78% opined about intensive unitrack related training. The respondents group identified the bottlenecks on the way of making classroom teaching attractive, 19.90% registered the view that the physical facilities were not adequate, 14.71% expressed that the class size would be very large, 27.76% mentioned that appropriate text books, teachers' guides, and library facilities would not be available; 13.55% pointed out that lack of teaching materials would hamper the execution of proposed curriculum. While, 10.75% expressed that the proposed syllabus is too lengthy in relation to duration of academic calendar. About implementation aspects, 31.96% respondents opined that they were not prepared at all; 31.15% prepared some to extents; 20.70% partially prepared; 9.34% fully prepared; and 6.87% had average preparation. Among the measures to be taken for implementation of unitrack curriculum, 26% recommended for customized package training program for teachers; 47.16% recommended for science and commerce teachers; 26.55% noted for wide publicity through print and electronic media, 21.80% underscored for workshop and seminar across the country, 31.30% laid stress on formulation on need-based curriculum. On the aspects of teacher's competence, 9.4% mentioned the need of recruiting meritorious teachers; 18.7% for academic supervisor, 15% proposed for good teachers guide, teaching materials and subject manuals; 31.8% for accountability and transparency in dispensing 30% makes in teacher's hand. Furthermore, the respondents identified some positive aspects of the proposed curriculum viz., students attendance would, hopefully, be increased (24.9%), learners be evaluated properly (21%), dignity of teachers preserved (28%), grooming up of productive future citizenry (10.6%), more scope of interactive learning (23%), ensured need based education (10.5%). On the contrary, some negative

aspects were identified i.e.; less meritorious and slow learners would lag behind and eventually dropped out (19.65%); anomalies could be crept up among different stream of secondary education (22.58%); confusion and chaos may arise on dispensing 30% marks under teachers jurisdiction (27%); science and commerce teaching will be neglected; lack of teachers to conduct business studies and science subjects (39%), problem arise in classroom accommodation of students (12%). In line with the finding of the present study the following mitigation measures could be adopted for resolving the identified problems, morning and day shift may be introduced to accommodate the students in the classroom, more sections be in place, microphone and other audio-visual tools be employed, new infrastructural facilities be created with help of government and non-government donor agencies, SMC's, local resource mobilization be emphasized. Business studies should be included in staffing pattern; more skilled science teachers should be recruited for the smooth execution of the proposed curriculum.

## **Information and Communication Technology (ICT) Education in Bangladesh : Current Status and Future Prospects [June - 2006]**

**Md. Nuruzzaman; Farhana Khan and Mohammad Mahboob Ali**

*Chief Instructor, National Academy for Planning Development (NAPD), Evaluation  
Officer (NAPD), Nilkhet, Dhaka; Associate Professor of English, People's University,  
Dhaka, Bangladesh*

*E-mail: dir.training@napd.gov.bd, Cell: 01730092179*

### **Abstract**

Bangladesh Government has declared ICT as a thrust sector and has been trying to implement of the recommendations of the historic Jamilur Reza Chowdhury (JRC) commission report. According to ICT policy of Bangladesh, she must prepare herself to compete effectively in the global ICT market. As the demand for skilled manpower in ICT is growing worldwide, the country needs to produce a large number of ICT professionals. This research tries to outline what has been achieved till to date in ICT education sector, points out some of the major problems and make some recommendations for the smooth and rapid progress in ICT educational activities in Bangladesh. Facilities should be built to promote ICT education and computer-aided education in all levels (primary to post-graduate). Donor agencies, non-government organizations and other development partners of the country should participate in building up the necessary capacity in this area. The mutually supportive roles of public and private finance point the way to raising the overall level of investment in ICT education and training. Teachers are the most vital resource in promoting modernization and higher standards; their recruitment, training, deployment and appropriate incentives are critical to ICT education system in Bangladesh.

Since there is an acute shortage of qualified teachers; short-term intensive training on ICT may be arranged. Wherever necessary an international faculty or expatriate Bangladeshis working abroad may be invited as visiting faculties at least once a year. Moreover, for creating ICT skilled teachers both Govt. and private sector may launch special training programs especially for primary, secondary and higher secondary level. Updating of syllabus from the primary level to higher studies incorporating ICT at all level is required. Removal of digital divide may be feasible with the help of ICT. However, for effective utilization of education rural people should get at least education up to secondary level with greater emphasis on English and computer. English is now a communicative tool in the global arena and the effective education and access to knowledge and dissemination of knowledge is feasible with the help of computer. Using e-technology in conjunction with other approaches to enhance communication, learning and understanding and provide a sound basis for informing actions are required as obtained from the survey.

## **Improvement of Student Learning Through Formative Assessment [June - 2006]**

**M. Abdul Mannan; M. Giasuddin and Adul Kalam Azad**

*Assessment Specialists and Curriculum Specialist, National Curriculum and Textbook Board (NCTB); Motijheel, Dhaka and Training Specialist of NAEM,  
Dhaka, Bangladesh*

*E-mail: drsharkaramannan@yahoo.com, Cell : 01552319047*

### **Abstract**

Overall, surveyed teachers and students have positive attitude to the different issues of formative assessment. Formative assessment proves itself helpful to improve student learning. Most of the teachers prefer student active participation in the classroom. At the same time a significant percentage of teachers think that class teachers should have dominance in the classes to ensure congenial learning environment. The study reveals that a huge percentage of teachers desired their students ask questions to their teachers in the classes. In reference to such type of statements students prefers learning by questioning. A very high proportion of teachers recognize group work helpful for improving student learning. In reference to group work students are saying they prefer and enjoy group work. Almost all participant teachers opined that class test enhances student learning. Teachers are in favor of frequent class test and that indicates that they are not aware that frequent class test may reduce teaching time as well as learning time. It is to be mentioned here that in most cases, class test intends to assess. Students through factual learning. In reference to memorizing textbooks and teachers' notes, students opined that they like to memorize based on understanding the concerned contents. It reveals that teachers and students have a silent agreement that learning mostly relates

to memorizing text rather than understanding the contextual learning and applying in a new situation and evaluating the context. MCQ papers and student result also reveals the truth. The study reveals that a high proportion of surveyed teachers recognize the students' homework are positive to improve student learning but they are also aware of that excessive homework sometimes may cause students' disinterest to learning. Teachers opined that small scale research work will improve student learning and in reference to data collection, data analysis and problem solving work, surveyed students think that these types of teaching and learning will be joyful and effective learning. This study also reveals that high proportion of teachers have recognized that written examination cannot assess students completely and teachers are in support of assessing students values, honesty, attendance, oral communication skill, decision making ability and students participation and achievement in co-curricular activities which indicates that teachers are positive to assess. Students by formative assessment that relates to continuous assessment within the schools. In reference to assess students, initiatives in doing work teachers are more positive than students. Teachers are more positive in terms of assessing students' values, oral communication skill. The study reveals that surveyed teachers are thinking to improve student learning in higher order cognitive learning but they are far behind to prepare MCQ items covering higher order thinking and different types of MCQ including principles of creating MCQ items.

## **Status of Internal Examination at Higher Secondary Level in Bangladesh [June - 2007]**

**Khan Md. Mainul Hoque; Md. Rafiqul Islam and Md. Ayet Ali**

*Training Specialists and Assistant Director; National Academy for Educational  
Management (NAEM), Ministry of Education, Dhaka, Bangladesh  
E-mail: adresayetali.naem@gmail.com, Cell: 01712099023*

### **Abstract**

Education is the appropriate and most important instrument for measuring the learner educational achievement and scholastic aptitude. It is needless to say that an ideal evaluation system is essential to evaluate the performance of a student. In all educational system examination may be broadly divided into two categories: summative and formative. The objectives of the study were: to identify the existing internal examination system at HSC level in Bangladesh, to study the attitude of teacher towards the impact of internal examination and to identify the problem and possibilities of executing the internal examination in the colleges. The data were collected from five divisions, which selected purposively and the number of colleges were 30 and the respondent were 130 teachers. In the study five subjects were selected viz. Bangla, English, Economics, Civics and Logics and respondent teachers were selected randomly. Four types of tools were used for

data collection from the primary sources. The tools are interview schedule of principals, interview schedule for subjects, observation checklist for the principals and observation check lit for the teacher. The findings of the study are annual and test examinations are held at HSC level in every college at the end of eleven and twelve classes, 60% colleges conduct internal examinations, 50% of these colleges conduct weekly, 33% monthly, 17% quarterly and 39% conduct half yearly examinations, 73% of the teachers of the colleges conducting internal examinations return the examined answer scripts to the learners, 100% colleges conducting internal examination use essay type and 3% use quiz type tests, overwhelming majority of the principals (73%) and teachers (91%) agree that internal examinations ensure good results, most of the principals and teachers expressed the view that 20% -30% score of internal examination should be added to public examination score, principals and teachers hold the opinion that the major problem that stands in the way<sup>7</sup> of introducing internal examination is: students absenteeism. Student's absenteeism has been identified by the principles and the teachers as the major constraint to holding internal examinations at the HSC level, 53% principals hold absenteeism as a constraint while 78% of teachers hold the same view. Other factors which have been mentions by these two respondent groups are lack of interest of teachers in holding the examinations and non completion of the syllabuses. Inadequate infrastructure facilities are one of the problems to conduct internal examination.

## **Impact of Assessment on the Quality of Students' Learning at Secondary Level in Bangladesh [June - 2007]**

**Hosne Ara Begum; Shah Shamim Ahmed and Jahirul Islam Mullick**

*Associate Professor, Institute of Education Research (IER), DU; Lecturer, IER, DU and Young Professional, IED, University of Dhaka, Bangladesh  
E-mail : ssahmed.ier@du.ac.bd, Cell: 01711155210*

### **Abstract**

The assessment study is one of the essential and principal components of curriculum of secondary education. The objectives of the study were: to identify the nature of assessment which is currently being used in the secondary school classrooms, to uncover the influence of assessment on the learning of secondary school students and to find out the quality of students' learning fostered by the present assessment practices. The instruments of the study were used: questionnaires, interview schedule, focus group discussion and checklist for classroom observations. Questionnaires were supplied for data collection from 70 respondents. The return rate was 70 percent. The major findings of the study are: A number of students perceived learning as the ability to recall or quote from the textbooks (16%), from the notebook or guidebook (10%) and from the prepared-answer of teachers or others (5%). Majority of the students process typical views about learning

and its process. In their learning process they try to understand the subject matters (59%) and relate them to real life situations (58.6%). Quite a large number of students try to identify 'answers' to various questions from the prescribed textbooks (45%), notebook or guidebook (23%), teacher-supplied notes/answers and or notes collected from others (18%). The students feel comfortable in responding the questions, which require answers to be written, based on real life experiences (58.6%), demand use of students' own words (62%) along with those requiring recognition of previously memorized facts (38%). The assessment system for assessing students' progress is profoundly guided by written tests (75%) followed by some oral test (66%). Teacher usually constructs test items based on the content of the textbook (65%) and the lessons presented during classroom teaching-learning activities (68%). Teachers select items from the practice sections of the textbook (31%). Teachers-Students follow different ways for their learning. Most of the teachers believed that students learn by heart. That is they memorize subject matters (37%), specific answer form textbooks (53%), note or guidebooks (29%), prepared notes given by the subject teachers (14.3%).

## **A Feasibility Study on the Introduction of Electronic Learning (E-Learning) in the Higher Education of Bangladesh [June - 2007]**

**Md. Lokman Hossain; Shadhid Uddin Mahmood and M. Ayet Ali**

*Assistant Director (Research and Documentation), NAEM; Assistant Director, DSHE and Assistant Director, NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail: adresayetali.naem@gmail.com, Cell: 01712099023*

### **Abstract**

A feasibility study on the Introduction of Electronic Learning (E-Learning) in the Higher Education level of Bangladesh was examined with a set of objectives, viz., teacher's attitudes and preparation towards e-learning ; the need of new teaching materials; the present state of physical facilities of institutions; and the impediments on the way of implementation. There were five respondent groups, viz. heads of institutions, classroom teachers, curriculum experts, policy makers and students of higher education institutions. It was found that all the respondent groups attached paramount importance on the introduction of e-learning at higher education systems in Bangladesh. The findings of the study revealed that all the respondent groups unanimously (100%) agreed about introduction of e-learning in higher education institutions of Bangladesh. Necessity of ICT trained teachers was identified as a crucial issue for implementing e-learning (88%). Lack of e-learning compatible physical structures was also identified as another drawback (83%). Likewise, non –availability of online connection and electricity failure are also mentioned as barrier to e-learning introduction (95%). Lack of syllabus and

curriculum, online with e-learning mode was also mentioned as a hindrance (85%). The result manifests that heads of institutions, classroom teachers, learners and policy makers emphasized on massive awareness campaign through print and electronic media to highlight the beneficial features of e-learning (88%). Similarly, nationwide training for the trainers was emphasized as preliminary condition before offering web-based education (88%). Moreover, high speed internet connection and networking were indicated as another crucial area to address to (93%). In addition, government and private intervention was emphasized (78%). The respondents predicted that with the advent of high-speed internet backbone, data transmission would be easy; therefore, courses could be offered in e-learning mode (90%). Similarly, 95% respondents believe that more job opportunities would be created for e-learning graduate (94%). The findings of the study showed that it is possible and necessary to introduce e-learning in higher education system of Bangladesh. If the existing constraints be removed bright future awaits for students. There is a huge scope waiting for the e-learned graduates.

## **The Effect of Educational Administration and Management Training Courses for the Principals of Colleges and Madrashas [June - 2007]**

**Md. Iman Ali; Md. Abul Kalam and Md. Farhdul Islam Bhuiyan**  
*Deputy Director (Planning and Development), NAEM; Training Specialists, NAEM;*  
*Ministry of Education, Dhaka, Bangladesh*  
*E-mail:farhad\_117@hotmail.com, Cell: 01716472856*

### **Abstract**

In fact Educational Administration and Management (EMA) training aims at ensuring quality education in Colleges and Madrashas of Bangladesh. To fulfill this objective, Heads of the institutions are being trained under EMA training program. This has been carried out by NAEM for long. In fact it is very important and essential to know the impact of this program in the field level. But no reliable investigation has been adopted to know the impact of this EMA training program. So, this research has been undertaken to know the present existing scenario of the Colleges and Madrashas and suggest to taken necessary measures to make up the weakness and drawbacks of the program and make it a successful one. Under this research, Govt. Colleges, Non Govt. Colleges, Madrashas, Boys' Colleges, Women Colleges, Co-education Colleges including all categories of educational institutions have been chosen. Due to resource and time constraints, 40 institutions under 3 divisions had been selected for data collection. This research aims at collecting data and information from field levels to assess the effect of the training principals received from NAEM on the overall administration of the Colleges/Madrashas. Accordingly to suggest the concerned authority to adopt necessary corrective initiatives

with a view to ensuring quality education in those institutions. This EAM training will also help the Principals to administer their institutions successfully. This training will make them good administrators and efficient managers for ensuring quality education. In most cases it is seen that this EAM training has made the Principals more efficient to run the institutions smoothly and dynamically. For this reason, EAM training has created positive impact on institutional management. One of the major findings of the study is that the respondents have been implementing the knowledge and skills achieved from the NAEM training in certain areas of their activities very confidently. Mentionable areas are maintaining accounts, file and record management, conflict management, personal management etc. Regarding performance of the Principals in some specific areas like result of institutions, organizing staff council meeting, monitoring. Another important finding is related to the limitations of the Principals in implementing their learning from the training in the institutions. The most critical limitation is lack of professionalism of teachers. Political disturbance and student politics are remarkable constraints. Among other limitations, they mentioned conflict between the Principals and GB, inadequate fund and untrained teachers.

## **Analysis of Some Selected MCQ Papers Used in SSC Examination and Attitude of Teacher and Students Towards the Test [June - 2007]**

**Md Abdul Mannan Sharkar; Md. Giasuddin and Adul Kalam Azad**  
*Curriculum Specialist, National Curriculum and Textbook Board (NCTB), Dhaka and Curriculum Specialist, SESDP; Ministry of Education, Dhaka, Bangladesh*  
*E-mail: drsharkaramannan@yahoo.com, Cell: 01782228320*

### **Abstract**

This research study has been undertaken to investigate the strength and weakness of existing MCQ used in SSC examination and schools internal examination as well as to know the opinion and attitude of teachers and students towards MCQ. This study also aims to know the opinion of teachers and students about SSC examination reform scheme. In completing the study, 296 teachers and 372 students of different education Board were interviewed. Question paper of Social Science and Physics of SSC 2004 of Dhaka BISE were analyzed to investigate the nature of question and also to check the validity of question paper in line with secondary curriculum documents. SSC 2004 result of Dhaka BISE involving some selective subjects was analyzed by SPSS to find out the reliability status of marking. In fact, this study in some cases is qualitative and in some cases is quantitative. Major limitation of the study is lack of competent database. Without which item analysis can not be completed. Even though major thrust of the study is to check each item of sampled question paper in terms of item difficulty and student

ability, functions of answer key and alternative answers, correlations of each items with total MCQ paper. Anyhow, SPSS was used instead of Quest program to have an idea about SSC question paper in terms of correlation of student achieved scores derived from different sorts of test instruments (essay type, MCQ and practical test). Item analysis reveals maximum number of items only assesses students memorizing skill. Objective of assessment by MCQ seems to influence student go through the books to gather some important facts and information. Not a single item target to assess student beyond the textbook. Principles of good item construction in some cases not incorporated. But one appreciating characteristic of the MCQ paper is that content coverage is well balanced. There is a serious gap between curriculum intention and MCQ question paper in terms of developing students thinking skill, process skill, application skill and problem solving skill in the subject area. By analyzing SSC result based on the scores obtained by the student, it is clearly indicated that MCQ items are very easy to score high in the examination. For example, mean value of 71.29, mode 74 and skwness-.325 of MCQ test scores (Physics, SSC, 2004, Dhaka BISE) say that MCQ items really do not distinguish students according to their ability. If any question paper cannot differentiate students according to their merit then the assessment is really use less. It is expected that student's scores will draw normal distribution curve. But any of the cures generated by scores from essay type is 0.567 and MCQ versus practical examination is 0.340. This means the test by three instruments cannot actually measure latent trait of students. These all finding refer to the need of professionalism in item construction. According to this research study, students are very much interested for multiple-choice items and they favor higher allocation of marks for MCQ paper. Teachers are more positive to the improvement of MCQ test than students. Teachers are more accurate to find out the defects of SSC MCQA than students. Both groups recognize some common problems of existing MCQA such as easy to answer within short time, correct response by guessing and memory based MCQ influence students to supply answer to other examinee and discuss in the examination hall. Instead of simple type of MCQ, they suggest to incorporate multiple completion and situation set MCQ covering higher other of cognitive level to improve student-thinking skill.

# **A Study of Curriculum Development and Implementation in Vocational Education Program of Bangladesh [June - 2007]**

**Haripada Das; Md. Wazed Ali; Md. Saidur Rahman**

*BSPIK, Rangamati Hill District; Project Officer, DTE, Dhaka and DPI, Tajgaon,  
Ministry of Education, Dhaka, Bangladesh*

*E-mail: haripada@ilo.org Cell : 01715168725*

## **Abstract**

The study of the Curriculum Development and Implementation in Vocational Education Program of Bangladesh has been designed and conducted with a view to find out the effectiveness of the SSC Vocational Education Program offered by the vocational institutions of the country affiliated in Bangladesh Technical Education Board. The objectives of the study were to examine the existing procedures of curriculum development for SSC (vocational) program and to examine the existing procedures of curriculum implementation by BEEB for SSC (Vocational) program. The report was arranged through primary and secondary sources of data. The main source of primary data with their sample size were; management responses of vocational educational institutions from 40 institutes, respondents of 111 vocational education institute instructional staffs from 44 institutions, vocational education institute students response 208 from 39 institutions, responses of BTEB, DTE and VTTI. The responses were collected from 44 vocational educational institutions/schools covering all the six division of the country. Division wise percentage distribution of response was Dhaka 25, Chittagong 32, Rajshahi 23, Khulna 10, Sylhet 05 and Barishal 05. The overall rate of the responses received was 88%. Among the respondent vocational education institutions 78% were private and 22% were public level institutions. Among the respondent institutions 60% were private general school vocational as a branch, 15% independent private vocational school, 03% private Dakil Madrash vocational as a branch, 15% govt. TSC (former VTI), 02% govt. TTC and 05% govt. TVI. Regarding the curriculum of SSC vocational education program among the head of the institutions 70% rated as good, and among the instructional staffs 59% rated good, regarding the knowledge contents of their trade 92% rated excellent, in skills 82% rated excellent. Responses from instructional staff regarding the skill contents of their trade 69% rated excellent, in knowledge 71% rated excellent. Regarding the training need, among the respondent instructional staffs 100% indicated that they need further training for improvement of teaching skill and they identified their training need in the following areas: 75% for trade skill, 71% for teaching methods, 66% for curriculum development, 60% for trade knowledge and 59% for ICT. Regarding the quality of teaching-learning resources 59% instructional staffs' opined learning materials/textbooks available, 48% opined handout supply excellent, 67% opined the use of job sheet for practical class excellent, 58% opined students use of class note/hand out, 62% opined use of model in the classroom occasionally, 71% opined the use of job sheet. In the govt. Institutions

external monitoring system exists but no external monitoring system exists in the private institutions. Among the respondents management staffs 93% indicated positive about existence of internal monitoring and supervision system in their institutes. Management respondents indicated that they have some sorts of feedback mechanism of supervision and monitoring in their institutions and follow up process of feedback.

বাংলাদেশের মাধ্যমিক স্তরে শিক্ষার্থীদের মধ্যে নৈতিক মূল্যবোধ বিকাশে বিদ্যালয়ের ভূমিকা [জুন-২০০৭]

এম ওয়াহিদুজ্জামান; উত্তম কুমার দাশ; কমলেন্দু বর্মন ও মো. ইকরামুজ্জামান খান চেয়ারম্যান ও সহযোগী অধ্যাপক, শিক্ষা প্রশাসন ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা এবং শিক্ষাক্রম বিশেষজ্ঞ, সোসিপ, এনসিটিবি, মতিঝিল, ঢাকা, বাংলাদেশ

E-mail: das.druttom@gmail.com, Cell : 01711193187

### সারসংক্ষেপ

একটি জাতির শিক্ষা ব্যবস্থাই তার জাতীয় মূল্যবোধ, সাংস্কৃতিক ও আর্থ-সামাজিক জীবন প্রবাহের প্রতিচ্ছবি। এ গবেষণার মূল উদ্দেশ্য শিক্ষার্থীদের নৈতিক মূল্যবোধ গঠনে মাধ্যমিক বিদ্যালয়ের ভূমিকা চিহ্নিত করা। এ লক্ষ্যে গবেষণাকর্মটির বিশেষ উদ্দেশ্যসমূহ ছিল : ১. মাধ্যমিক বিদ্যালয়ে শিক্ষার্থীদের

নৈতিক মূল্যবোধ বিষয়ে অভিভাবক এবং জনসাধারণের সুনির্দিষ্ট মতামত চিহ্নিত করা; ২. মাধ্যমিক বিদ্যালয়ে শিক্ষার্থীদের মধ্যে নৈতিক মূল্যবোধ বিকাশের ক্ষেত্রে বিদ্যালয়ের ভূমিকা নিরূপন করা এবং শিক্ষাক্রমে নৈতিক মূল্যবোধের অন্তর্ভুক্তি চিহ্নিত করা; ৩. মাধ্যমিক স্তরের শিক্ষায় পাঠ্যপুস্তকে নৈতিক মূল্যবোধের অন্তর্ভুক্তি যাচাই করা। গবেষণাকর্মটির উদ্দেশ্যপূরণে তথ্য সংগ্রহের লক্ষ্যে বিভিন্ন ধরনের ইনস্ট্রুমেন্ট ব্যবহার করা হয়েছে। এ লক্ষ্যে চারটি সাক্ষাৎকার অনুসূচি প্রস্তুত করা হয়। শিক্ষার্থীদের সাক্ষাৎকার গ্রহণের জন্য শিক্ষার্থী চেকলিস্ট; শিক্ষক, প্রধান শিক্ষকের জন্য একটি অনুসূচি; জনসাধারণ, সচেতন গুরুত্বপূর্ণ ব্যক্তি ও অভিভাবকগণের জন্য একটি অনুসূচি এবং ফোকাস দলের জন্য একটি নির্দেশক প্রশ্নমালার মাধ্যমে তথ্য সংগ্রহ করা হয়। গবেষণা উদ্দেশ্যের প্রেক্ষিতে শিক্ষার্থী, শিক্ষক, প্রধান শিক্ষক, অভিভাবক, সচেতন জনসাধারণের নিকট হতে তথ্য সংগ্রহ করা হয়েছে। নমুনার আকার ও তথ্যপ্রদানকারী নির্বাচনের ক্ষেত্রে উদ্দেশ্যমূলক নমুনায়ন পদ্ধতি ব্যবহার করা হয়। তাছাড়া ৬ষ্ঠ থেকে ৯ম শ্রেণি পর্যন্ত শিক্ষাক্রম ও পাঠ্যবই বিশ্লেষণ করা হয়। নৈতিক শিক্ষায় ধর্ম অতি গুরুত্বপূর্ণ উপাদান। সকল ধর্মের মূল হলো উন্নত চরিত্র গঠন ও মানব কল্যাণ। সকল অসুন্দর ও অন্যায্য দূর করে একটি সুখী সমৃদ্ধ পৃথিবী গড়তে ধর্মের বিকল্প নাই। সুতরাং নৈতিক শিক্ষার ব্যাপারে ধর্মীয় শিক্ষক ও ব্যক্তিত্বগণ বিশেষ ভূমিকা রাখতে পারেন। বিভিন্ন ক্রীড়া ও সাংস্কৃতিক প্রতিষ্ঠান এ ব্যাপারে সক্রিয় ভূমিকা রাখতে পারে। সমাজের বয়োজ্যেষ্ঠরাও এ বিষয়ে তাঁদের সজাগ দৃষ্টি দিবেন। এভাবে সকলের সম্মিলিত প্রচেষ্টায় আগামী প্রজন্মের মধ্যে নৈতিকতার বিষয়টি দৃঢ়ভাবে ভিত্তিমূলে গঠন করা সম্ভব হবে। ফোকাস দলের নৈতিক মূল্যবোধের অবক্ষয়ের কারণসমূহ হলো বিদ্যালয়ের শিক্ষকগণ যথাযথভাবে শিক্ষার্থীদের

উদ্ধৃদ্ধ না করা। পাঠ্যপুস্তকে নৈতিক শিক্ষার প্রতিফলন না থাকা, অভিভাবকদের নৈতিক জ্ঞান ভালভাবে না থাকা, স্থানীয়ভাবে নৈতিক শিক্ষা বিষয়ক আলোচনা ও সাংস্কৃতিক কর্মকাণ্ডের অভাব, ইলেকট্রনিক মিডিয়াতে নৈতিকতা পরিপন্থি অনুষ্ঠান প্রচার করা। স্থানীয় রাজনৈতিক নেতাদের কর্মকাণ্ড নেতাদের মধ্যে নৈতিকতা বিষয়ক বৈশিষ্ট্য খুঁজে না পাওয়া। পিতা মাতা কর্তৃক সন্তানদের প্রতি অতিমাত্রায় বিশ্বাসবোধ ও আদর, সোহাগ, সংগতিহীন ও বিলাসী জীবনযাপন, পারিবারিক দ্বন্দ্বের প্রভাব, বিদ্যালয়ের শিক্ষকদের মধ্যে দ্বন্দ্ব, পূর্ণগ্রাফী ও চকটদার বিজ্ঞাপনের প্রভাব এবং কুসঙ্গের প্রভাব। অভিভাবকদের মতে পিতা মাতার সঙ্গে তাদের দূরত্ব বেড়েছে। প্রতিবেশীদের মধ্যে সম্ভাব্য কমেছে। বয়োজ্যেষ্ঠদের সম্মান দেয়া হয় না, পারিবারিক দ্বন্দ্ব বৃদ্ধি পেয়েছে এবং বাল্যশিক্ষায় আদর্শ লিপি নেই। পারিবারিক পরিবেশে শিক্ষার্থীদের নৈতিকতা বিকাশের পদক্ষেপসমূহ হলো সহনশীলতা ও অন্যদের বোঝার ক্ষমতা বৃদ্ধিকরণ, ভাল কাজের প্রশংসা করা এবং অন্যদের ভাল কাজে উদ্বুদ্ধ করা, বয়োজ্যেষ্ঠদের শ্রদ্ধা করা ও

ছোটদের স্নেহ করা। ব্যক্তিগত সামাজিক, নাগরিক ও পরিবেশগত দায়িত্ববোধ জাহ্নতকরণ। সামাজিক ন্যায় বিচারের প্রতি ঝাঁক সৃষ্টি, সততা ও শৃঙ্খলা আনয়ন করা, অন্যের অধিকারের প্রতি সচেতন দৃষ্টি প্রদান করা। ব্যক্তি স্বাধীনতার প্রতি শ্রদ্ধা এবং বিদ্যালয়ের অভ্যন্তরে শিক্ষার্থী মূল্যায়ন করা। সুতরাং উপসংহারে বলা যায় নৈতিক মূল্যবোধ উন্নয়নে পারিবারিক প্রতিটি কর্মকাণ্ডে অনুশীলন করা। সন্তানের মূল্যবোধ বিষয়ক নির্দেশনা দান এবং এ বিষয়ে উদ্বুদ্ধ করা, ধর্মীয় প্রতিষ্ঠানগুলোতে জ্ঞানী ও পুরোহিত গণের দ্বারা নৈতিকতা বিষয়ক উপদেশ দান এবং পাঠ্যপুস্তকে মূল্যবোধ সম্পর্কিত বিভিন্ন গল্প, ঘটনা ইত্যাদি সংযোজিত করা। অভিভাবকদের সচেতনতা বৃদ্ধি করা। শিক্ষার্থীদেরকে বিদ্যালয়ের অভ্যন্তরীণ মূল্যায়নে নৈতিক মূল্যবোধের উপর মূল্যায়ন করা। ইলেকট্রনিক মিডিয়াতে নৈতিকতা বিষয়ক ঘটনা কেন্দ্রিক নাটক উপস্থাপন এবং কুসঙ্গ বলয় থেকে শিক্ষার্থীদেরকে মুক্ত রাখা বাঞ্ছনীয়।

## **A Follow-up Study on Educational Research Methodology Course Conducted by NAEM [June - 2007]**

**M. A. Maleque; Bidhu Bhusan Balo and Musfique Ahmed**  
*Deputy Directors and Training Specialist, National Academy for Educational  
Management (NAEM), Ministry of Education, Dhaka, Bangladesh*  
*E-mail: abdulmaleque@yahoo.com, Cell: 01716055122*

### **Abstract**

A follow-up study of Educational Research Methodology (ERM) course conducted by NAEM has been designed to examine the effect of the course on 324 participants. All participants successfully completed the ERM course in 13 batches from 2001 to 2006 at NAEM. The research team constituted the Questionnaires focusing the contents of ERM course and sent them to all participants by mail. About 65 participants out of 324 & respondednt to this and sent back the questionnaire after filled in. The study team processed the raw materials obtaining from the questionnaire and made a thread bare analysis along with the Focus Group Discussions. The team detected about 18 participants (28%) is

directly and indirectly involved in research work in terms of research article reading, writing, publishing and pursuing higher studies with research proposal. Two participants of them have already been awarded PhD degree from Dhaka University and Jahangir Nagar University in the meantime. Participants are with the opinion that the ERM course to be standardized with the use of Internet facilities. They further opined that the course should be residential with training allowance and research degree to be considered for the case of promotion and posting.

## **A Study on the Use of Library at College Level Educational Institutions in Bangladesh [June - 2007]**

**Md. Lokman Hossain and Md. Rafiqul Islam**

*Assistant Director (Research and Documentation) and Deputy Director (Admin & Finance), National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

### **Abstract**

The study was conducted with a set of objectives, such as, to find out the standard of college libraries; to know the existing physical facilities, and to explore the extent of use and obstacles of the readers to use libraries. Five respondent groups, i.e. principals, librarians, learners, library science specialists and library planners were consulted. All the respondent groups attached paramount importance on library study for better performance and continuous development of students and teachers (100%) and noted that the standard of college library depends on the volume of students (65%) and the financial strength (35%). In 70% cases college libraries were set-up in academic building. 25% cases in the administrative building and only 5% cases in separate building. Of the 40 colleges 32 colleges have librarians and the rest are monitored by the classroom teachers. A total of 25% respondents concurred that library books are purchased from the internal budget but government colleges were endowed with government financial support. Among the librarians 55% were trained and 45% untrained. Library books were not arranged properly (87.5%) in cataloguing system. In 90% cases college libraries failed to preserve the subject based books as per need of students. In 8.5% cases the library books were in good conditions, 5% books were unsuitable for reading. In 87.5% cases the libraries remained open during college hours and the behavior of librarians was dissatisfactory (87%). The respondents identified some bottlenecks on the way of making library work regular, 14.22% registered their view about insufficient subject related books in the college libraries; 11.07% underscored insufficient recent and demanding books and other reading materials collected for readers; 9.88% mentioned lack of awareness on the importance of library study and there was no incentive for library work; 9.49% advocated

inadequate space for sitting;9.09% expressed lack of time to go to libraries as they use to go to private tuition;6.72% reported that available number of note books and guides are in the market places; 6.32% mentioned less attention of learners and teachers to read books regularly; 14.74% noted lack of congenial environment, 12.82% mentioned lack of manpower and 7.69% divulged absence of separate room for teachers. On the aspects of institutional rule, there was no specific time for library work in the class routine. Among the measures to be taken for making the colleges libraries user-friendly, 15.42% recommended for collection of latest and demanding books; 12.94% for skilled manpower be recruited in the vacant posts; 11.94% noted that marks should be allocated for library study; 10.45% opined for separate rooms for teachers and learners; 8.46% advocated adequate furniture be purchased and congenial atmosphere be maintained for peaceful study; 4.64% expressed that books should be furnished in cataloguing system; 4.98% mentioned that library automation with internet facilities should be ensured in college libraries. In line with the finding of the present study the following mitigation measures could be followed, library building should be isolated form academic building, enough space and modern furniture be provided, separate reading room for teachers and students be developed, cataloguing system with internet facilities be ensured with the help of government and non-government donor agencies, more trained and skilled librarians be recruited for smooth monitoring of the college libraries.

## **A Study on Disaster Management Related Contents in the Secondary Level Curriculum : Impacts and Limitations [June - 2008]**

**Khan Md. Mainul Hoque; Saelina Rowshan and Samsun Nahar**

*Training Specialists, National Academy for Educational Management (NAEM)*

*Ministry of Education, Dhaka, Bangladesh*

*E-mail: tsmainul.naem@gmail.com, Cell: 01711187244*

### **Abstract**

In the study, the researchers thinks that the research findings would be very much relevant in identifying the weakness and limitation of existing curriculum and at the same time it helps all the stakeholders including the students, teachers and education management officials regarding the practical utilization of the curriculum in managing the risks of disasters. The objectives of the study were: to review the topics non disaster management in the text books for Grade VI to X, to find out the effectiveness of existing curriculum in addressing disasters in Bangladesh and to identify the issues and strategies for updating the contents on disaster management at secondary level. All the teachers at secondary level schools have been considered as source of data or as the population of the study and it was very much essential to collect data from the respective teachers and the students.

Data have collected from the classroom teachers who are teaching the related subjects as well as the students. Random sampling method has used for collecting data and separate questionnaires were provided to the 75 teachers and 357 students for collecting data. The scientific sampling techniques were followed for the study considering disaster prone area, socio-economic condition, cultural and geographical status and uniformity of curriculum through out the country. A purposive stratified sample of 16 schools from 2 districts of Bangladesh was selected for the study. As the study was limited for the teachers and students relating disaster contents, the respondents have been selected randomly. Four data collection instruments were used for collect the data from the primary source and secondary source. The data collection were are checklist for textbook review, questionnaire for the teachers and questionnaire for the students and interview-schedule for the teachers. The findings of the studies are: all the contents are theory based and dominated as descriptive and the subject matter is memory based. The contents are covered with mainly facts and concepts in descriptive method. These are mainly first phase of cognitive domain i.e., knowledge. 65.27% students achieved the highest score in the comprehensive test, 59% students achieved 50% and more marks in readability test. All the contents regarding disaster management is the last chapter of the books. Logically this chapter teaches for third term examination at the end of the academic year.

## **A Comparative Study of Communicative English Courses Conducted by NAEM, ELTIP and BIAM [June - 2008]**

**Mohammad Moninoor Roshid; Md. Zulfeqar Haider and  
Md. Abdur Razzaque Mian**

*Lecturer, Institute of Education and Research (IER), Dhaka University; Associate Professor, ELTIP, Dhaka and Assistant Director, NAEM Ministry of Education, Dhaka, Bangladesh  
E-mail: tsrazzak.naem@gmail.com, Cell: 01711933543*

### **Abstract**

This paper is based on a comparative study of the English Language Teacher-Training courses conducted by three national level training institutes projects- ELTIP, NAEM and BIAM. The study aims at comparing the effectiveness of the three courses and to suggest necessary measures for their improvement. The research has been conducted on the basis of the views of the trainers and trainees of the respective training courses and observations of lessons taught by the trainee-teachers. It is found that all the three training courses are making significant contributions in enhancing the professional development of the trainee-teachers. However, while ELTIP and NAEM are found to be more successful in achieving the desired training outcomes, BIAM is slightly logging behind. The study comes up with some recommendations for improving the training courses.

## **A Study on the Role of Head Teachers in Ensuring Quality in Secondary Education of Bangladesh [June-2008]**

**M. A. Maleque; M. Musfique Ahmed and Rokshana Bilkis**

*Training Specialist of NAEM; Assistant Director and Deputy Director of National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*

*E-mail: abdulmaleque@yahoo.com, Cell: 01716055122*

### **Abstract**

The study was carried out to explore the role of head teachers who virtually led the secondary schools. Successful school management in ensuring the quality of secondary schooling is a concerted effort. But the single most important and critical input is head teachers. The head teachers played a central role and made a bridge between in school management and other stakeholders outside the school. Therefore, the issue of academic supervision in order to ensure the quality of secondary education depended on the capacity of head teachers. However, a head teacher alone could not ensure the quality of secondary education. She/she needed both internal and external support. Teachers, students, SMC members and guardians were important factors in this regard. In reality, all these factors went along with the leadership of the head teacher in ensuring the quality of schooling and improving the culture of collective responsibilities.

## **Effectiveness of Administration in the Govt. College of Bangladesh [June - 2008]**

**A. F. M. Nurul Huda; Mohammad Nurul Islam and**

**Mohd Mozammel Hossain Choudhury**

*Deputy Director, NAEM; Associate Professor of Management, Govt. Titumer College, Dhaka; Associate professor, Dept. Management, Govt. City College, Chittagong; Ministry of Education, Dhaka, Bangladesh,*

*E-mail: sesiphuda@yahoo.com, Cell: 01712126109*

### **Abstract**

This paper empirically examines the roles and responsibilities of the govt. College administrator in Bangladesh. The increased practical importance of Govt. College administrator highly related to the promotion and development of quality education in our country. A large number of students are studying in the govt. Colleges. To ensure the quality education of them, college administrator have been working with some initiatives to provide better academic environment, hostel facilities, co-curriculum activities etc.

With some constraints, sometimes college administration is not allowed to run properly. The study reveals that administrator has some inbuilt limitations and there are some external complex factors, which creates administrative problem bitter. To minimize these problems govt. along with all stakeholders should come forward. To address these issues, data were collected using 3 different structured questionnaires by personal interviews of the govt. college teachers, staffs and students.

## **Learning Friendly Inclusive Environment : A Search for its Status in Secondary School Classroom [June - 2008]**

**Shah Shamim Ahmed; Md. Saiful Malak; Md. Nurul Huda and Sharmin Huq**

*Lecturers, Institute of Education and Research (IER), Dhaka University; Training Specialist, NAEM and Professor of IER, Dhaka University, Dhaka, Bangladesh  
E-mail: ssahmed@ierdu.ac.bd, Cell: 01712126109*

### **Abstract**

The Concept of inclusion has been incorporated both by the Ministry of Primary and Mass Education (MOPME) and Ministry of Education (MoE) with major emphasis on the quantity and quality of the existing education system as well as to enhance the standard of performance of the students to a level for them to provide a quality output. The main aim of the study was to investigate whether the classroom environment at secondary level is inclusive and learning friendly. The specific objectives of the study were (1) to explore the nature of teaching-learning strategies in secondary classrooms. (2) to identify the teacher-students relationship in secondary classroom (3) to examine the nature of classroom assessment in secondary schools (4) to examine the extent of which the current pedagogy in secondary schools are learning friendly. Data were collected from 6 divisions, 24 districts and 24 schools, 384 students, 96 teachers and 48 classrooms for observation. The major findings of the study are: teacher student relationship was very significant and peer interaction was found to be quite positive. Gender differences and biasness was a common concern in context to the sitting arrangements in approximately most of schools. Multiple teaching methods like discussions, lecture and story telling were used in classroom teaching – learning process. Teachers mainly used chalkboard / and geometrical instruments in presenting the lessons. Most of the teachers provided group work as a part of classroom activity. The teachers usually assign home works at the end of the daily lesson and the students also complete it carefully. Teachers were too rigid to assess students' classroom performance through uniform techniques. The feedback about student's responses was given orally by the teachers in most of the classrooms.

## **A Case Study on the Status of Rural Secondary Schools in Bangladesh [June - 2008]**

**Yasmin Banu; M. A. Maleque and Musfique Ahmed**

*Director (Planning and Development), NAEM; Training Specialist and Assistant  
Director, National Academy for Educational Management (NAEM), Ministry of  
Education, Dhaka, Bangladesh*

*E-mail: abdulmaleque@yahoo.com, Cell: 01716055122*

### **Abstract**

The paper aims to explore the factors related to the status and positions of rural secondary schools in Bangladesh. Using both qualitative and quantitative research techniques four cases have been conducted on four secondary schools located in the rural areas outside the municipality. Four schools were purposively selected from Dhaka and Sylhet administrative divisions for observations. Head Teachers, teachers, staff, students, SMC members guardians, supervisors and community participation play vital role in the school matters. Each case is an independent example. It is the complex interplay of multiple factors attributed the culture of collective responsibility in the school matters and consequent results.

## **A Comparative Study of English Language Teaching Between Bangla and English Medium Schools [June - 2009]**

**Md. Zulfiqar Haider; Mohammad Moninoor Roshid,  
Md. Abdur Razzak Mian and Mariam Begum**

*Associate Prof. and Teacher Trainer, ELTIP; Lecturer, Institute of Education and  
Research (IER), Dhaka University; Assistant Director of NAEM and Associate Prof.,  
IER, Dhaka University, Dhaka, Bangladesh*

*E-mail: tsrazzak.naem@gmail.com, Cell: 01711933543*

### **Abstract**

This research finds that using English as medium of instruction has given rise to the question of widening disparity among young learners. There have been debates on the suitability of English of medium education system has been running along with the mainstream Bangla medium for years. It is not denying the fact that English medium education is getting popular among more wealthy section of the society. Whether the mushrooming of so many English Medium schools are contributing to the growing social discrimination is the one questions, the other concern is how successful these English Medium schools are educating the young children of the country. It is generally believed

that the private owned English medium schools are creating more proficient users of English while the main stream Bangla medium schools are running behind. However, there is no research – based evidence to support or challenge this notion. This research attempts a comparative study of the states of English teaching at both Bangla and English medium schools in Bangladesh. The study aims to identify the differences between the English curriculum, syllabus, textbooks and teaching practices in Bangla and English medium schools and suggest ways for improving the state of English education in both of them. Data for the study were collected through questionnaires and classroom observation and checklists designed for the grade six English teachers of both medium of English of schools. The findings show that although the English medium schools have more qualified teachers with better English language Skills, the Bangla medium schools offer better pedagogic practices in the classroom. It also reveals that despite the superior English proficiency and better environment, the English medium teachers are lacking in overall classroom management and communicative language teaching skills. However, The Bangla medium teachers have some shortcoming too which include poor English ability, poor presentation skills and discouraging learners’ critical ability. The study suggests that the English and Bangla medium schools need to address the weak areas identified in the study and both type of schools can ensure better teaching by trying to replicate each others’ strong areas in their own context.

## **Effectiveness of the Training Courses for the College Level Teacher’s Conducted by Higher Secondary Teachers’ Training Institutes (HSTTI’s) of Bangladesh [June - 2009]**

**Md. Lokman Hossain; Md. Rafiqul Islam and Md. Ayet Ali**

*Asst. Director (Research); Deputy Director (Administration and Asst. Director (Research) National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

### **Abstract**

The present study has been made with a view to assess the effectiveness of training courses conducted by Higher Secondary Teacher Training Institutes (HSTTIs) for the college level teachers’ of Bangladesh. The study work has been completed with a set of objectives, viz. identify the need and importance of subject based training ; measure the strength and weakness of the training programs and compare the performance of subject based teachers before and end of training program. There were three respondent groups i.e. heads of colleges, classroom teachers who have received training from HSTTIs and staffs of five training institutes. It was revealed from the study that all the respondent groups, attached with the study, unequivocally agreed about the necessity and importance

of subject based training of classroom teachers. It was emphasized on regular training; subject based training in particular, because curriculum and syllabus are changing day by day, as per need of the age. According to the weighted average value on the opinions of respondents are; subject based training- inevitable to make effective teaching, boost up the professional motivation of teachers, make skilled teachers for producing quality learners, ensure standard teaching-learning methods and techniques, improve knowledge of teachers for satisfactory service, develop capacity to change the teaching techniques, enable to learn techniques to make the lessons understandable, improve presentation skills, develop confidence level for conducting sessions, recognize the dignity of own profession, makes teachers familiar with modern and need based curriculum, develop the creativity in conducting the classroom session, appropriate use of teaching aids, helps to develop ability to assess the psychology of the learners, helps to have up skills to develop the questions for learners evaluation, afford awareness of teachers duties and responsibilities. On the other hand, some negative aspects of training programs has been identified viz. insufficient number of training are organising for subject based teachers, incentives allocated as training allowance were insufficient, lack of follow up training, course duration was insufficient, refreshment facilities during the training period were not satisfactory, trainers had to remain under physical and mental pressure during training period, quality of foods supplied from hostels was substandard, student of colleges suffered when teachers attended training program. However, the respondents put forwarded some suggestions regarding the implementation of training. These are: training must be imposed for teachers' at least one month for each year, be promulgate as compulsory at an interval, be imparted with versatile methods, i.e. participatory, question answer method, role play, oral presentation, learning by doing method, etc. It was found that the training courses organized by five HSTTI's for Mathematics and Chemistry teachers were effective. The performance of trainee of subject-based-teachers of Mathematics and Chemistry were deviated significantly between pre and post Test in all the five HSTTI's. So, the difference between the gain from the pre-training and post- training etc was statistically significant ( $t_{\text{cal}} = 11.46$   $df=48$  and  $p < 0.01$  and  $t_{\text{cal}} = 11.05$   $df = 48$  and  $p < 0.01$  significant with respect to tabulated value  $t = 2.58$  respectively). In fine, it should be affirmed here that training for subject based teachers at higher secondary level should be organized regularly for professional improvement of teachers vis-a-vis the development of education system.

# **Comparison of B.Ed. Program Conducted by Government and Non-Government Teacher's Training Colleges (TTCs) of Bangladesh [June - 2009]**

**Azizur Rahman; Shamsun Nahar and Tahsina Akter**

*Director (Research and Documentation), NAEM; Training Specialist and Assistant*

*Director, National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*

*E-mail: draziz\_08@yahoo.com, Cell: 01711786555*

## **Abstract**

The study was carried out to explore the comparison of B.Ed. program conducted by government and non-government Teacher's Training Colleges (TTC). Since 2008 National University has initiated concerted B.Ed. program is to prepare a secondary level teacher equipped with required skill and knowledge. But lack of adequate capacity and appropriate mechanism teachers training at this level i.e. B.Ed. has been rendered ineffective to attain desired level. There is a gulf of difference between the ability of a government run TTC and the non-government TTC's. It is envisaged that mushroom growth of non-government TTC's contributed greatly to meet fast increasing demand of teachers at secondary level at the cost of breach of quality. B.Ed. program is conducted to bring teachers with diverse knowledge to a common platform. A well articulated curriculum, highly educated and skill trainers and harmonized training objectives are the fundamental tenants of B.Ed. program. For obvious reasons these fundamentals have not been followed ruthlessly by various. TTC's resulting disarray and negative impacts on secondary education level. So, it is pertinent and calls for the time to find out the effectiveness of B.Ed. Program in various TTC's and institutions as these plays significant roles to bring positive change in teacher training for ensuring quality teaching at secondary level. Educational background and training of the trainers in non-government TTC's are less than Government TTC's. The physical facilities of non-government TTC (building, library, laboratory, seminar and computer etc.) are remarkably poorer then government TTC. Except 23 non-government TTC, most of the non-government TTC is not following the proper mode of training. Supply of teaching aids and training materials are comparatively very poor in number. The overall situation of non-government TTC's are very bad. But only government TTC's are running a proper manner to some extents. Some of the non-government TTC's are in dilemma whether they may exist or not because of the present decision of the National University and Ministry of Education.

# Analysis of Higher Secondary Level Textbooks (Bangla and English) for Ethical Contents [June - 2009]

**Rokshana Bilkis; Md. Arizul Islam Khan and Masud Ahmmed**  
*Deputy Director (Research and Documentation), NAEM; Assistant Director, NAEM and Language Trainer, FLTC, Dhaka, Bangladesh*  
*E-mail: adplarizul.naem@gmail.com, Cell: 01552410547*

## Abstract

The researchers examined and analyzed the whole text of English (English for Today, for classes 11-12, NCTB:2001) and Bangla Text Book (উচ্চ মাধ্যমিক বাংলা সংকলন, একাদশ ও দ্বাদশ শ্রেণীর জন্য, এস.সি.টি.বি: ২০০৮, বাংলা নোবেল {বন্দোপাধ্যায়, মানিক, (২০০৭), পদ্মা নদীর মাঝি- একাদশ ও দ্বাদশ শ্রেণীর জন্য, (৪র্থ সংস্করণ), এন.সি.টি.বি, ঢাকা} and Bangla Drama {চৌধুরী, মনির, (২০০৮) রক্তান্ত পান্তর, (৬ষ্ঠ সংস্করণ), এন.সি.টি.বি. ঢাকা}. For this study the researchers have used both qualitative and quantitative approaches i.e. mixed method approach. Questionnaires, focus group discussions and textbooks exploration have been applied as data collecting tools. Content has been analyzed by the researchers with the help of experts in respect of ethical and unethical point of view both English and Bangla subjects. A total of 20 (Twenty) male and 15 (fifteen) female represented as subject teacher's population, 07 (seven) male and 03 (three) female educationist (Head of the department, English and Bangla) and 10 (ten) male and 10 (ten) female students represented both subjects simultaneously. The study has found out and identified more ethical issues and aspects in the English Textbook than in targeted Bangla Textbooks. The findings of the study about English for Today, (for classes 11-12, NCTB: 2001) is quit appreciable regarding ethical and unethical contents, though the text has been identified as extra large by many of the subject teachers and the learners. It has been considered as too long to complete in the college periods. So, they suggested reducing the contents of Bangla Textbook (উচ্চ মাধ্যমিক বাংলা সংকলন, একাদশ ও দ্বাদশ শ্রেণীর জন্য, এস.সি.টি.বি: ২০০৮) on the ethical consideration. The respondents live that Bangla Noble {বন্দোপাধ্যায়, মানিক, (২০০৭), পদ্মা নদীর মাঝি- একাদশ ও দ্বাদশ শ্রেণীর জন্য, (৪র্থ সংস্করণ), এন.সি.টি.বি, ঢাকা} and Bangla Drama {চৌধুরী, মনির, (২০০৮) রক্তান্ত পান্তর, (৬ষ্ঠ সংস্করণ), এন.সি.টি.বি. ঢাকা}. Should be dropped out from the syllabus of higher secondary level as these two books are not appropriate for their age on ethical contents consideration.

# **Status of Tribal Children at Secondary Schools in Rangamati Sadar and Godagari Upazila [June - 2009]**

**Khan Md. Mainul Hoque; Selina Rowshan and Shamsun Nahar**

*Assistant Director and Training Specialists, National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*

*E-mail: tsmainul.naem@gmail.com, Cell: 01711187244*

## **Abstract**

A total of 150 million people inhabited in Bangladesh of them at least two million belongs to 45 tribal communities. Most of them are vulnerable by terms of economical, social, educational, cultural and human rights conditions. Overwhelming majority of them cannot even fulfill their basic needs to a minimum desirable extent. It is, therefore, no wonder that they generally lag behind in education. Ensuring education for all, only can remove all curses from the society. This study reveals the status of tribal children in secondary education in our country. The gross enrollment rate, net enrollment rate have risen gradually among the tribal attention for mobilization tribal communities. The objectives of the study to find out the Net Enrollment Rate (NER), Gross Enrollment Rate (GER) and Dropout Rate of tribal children, to identify the causes for fewer enrollment in schools and to examine the student performance and achievement of educational objectives. The methodology of the study: two tribal communities namely the Chakma and Santal have been selected as sample among all tribal communities considering the highest and second highest number of population from Rangamati and Godagari respectively. Data have been collected from both the sources i.e.; primary and secondary. Major finding of the study: Gross Enrollment Rate is 95.71%, Net Enrollment Rate is 74.28% and Drop out Rate is 20.18% for the Santal children. Poverty, lack of awareness, parents' inability to teach at home is the major hindrance for fewer enrollments, absenteeism and dropout. The average pass rate in SSC examination of Santal student is 50.63% and the Performance level of Santal students is GPA 5 (0%), GPA 4-5 (5.06%), GPA 3-4 (20.25%), GPA 2-3 (25.31%) and GPA below 2 is (18.51%). Though a good number of Santal students are enrolled at secondary level, it was a catastrophic picture of absence of teacher from Santal community. Santal-Non tribal teacher ratio is 1:80, Santal-Non tribal student ratio is 1:38. Without considering ethnicity, Boys and girls ration 1:21.70, per school student ratio is 1:220. Gross Enrollment Rate is 88.10%; Net Enrollment Rate is 74.05% and Dropout Rate is 21.16% for Chakma children, poverty, help in family activities, unawareness of guardian, bad communication are the major hindrances for fewer enrollment, absenteeism and dropout. The average pass rate in SSC examination of Chakma students is 60.16% and the performance level of Chakma students is GPA 5 (0%), GPA 4-5 (15.66%), GPA 3-4 (42.16%), GPA 2-3 (42.16%). Teacher-student ration is 1:50 Chakma-non-tribal student ratio 41.4 :1 without considering ethnicity Boys girls ratio is 1.12:1 The suggestions are sought for solving the problems of tribal students; the suggestions are ensure income generation activities, providing free educational materials, creating awareness among the tribal, appointment of tribal teachers, motivating teacher to take extra care of low performing tribal students.

# **A Study on Computer Application Training Courses for Secondary Level Teachers Conducted by NAEM [June - 2008]**

**Md. Mamun-ul-Haque; Md. Farhadul Islam Bhuiyan and  
Md. Aminul Hoque**

*Training Specialists and Assistant Director, National Academy for Educational  
Management (NAEM), Ministry of Education, Dhaka, Bangladesh  
E-mail: tsmamun.naem@gmail.com, Cell: 01711186302*

## **Abstract**

National Academy for Educational Management (NAEM) is an apex institute of Ministry of Education is conducting a good number of training courses for education cadre officers, teachers and educational administrators of secondary to higher education level of Bangladesh. Among the courses, Computer Application Training Course for Secondary level Teachers in an important course. The overall objectives of the study was to find out the relevance of the course content with the classroom teaching on the computer studies as well as identify the work load of the computer teacher in the respective schools. The research team also observed the application of the learning in the classroom and analyze its impact on SSC result of the schools. The research team conducted the study selecting the sample of 21 schools from 06 districts covering Dhaka, Rajshahi and Khulna division. More than two third schools were selected from rural areas. Data were collected with the help of questionnaire from Head of the institute and trained computer teachers. The team also observed and collected data by a checklist to know the actual scenario of computer. Collected data was analyzed manually and by spreadsheet analysis program. The study has found out the 80% relevancy of the training content with the SSC syllabus: teachers are applying their acquired knowledge in classroom and official works. The workload of other subjects for computer teachers is remarkable. Schools are facing several scarcities of computers and power failure. The research team recommended that Government should take initiatives for providing computers for the schools with internet facilities and making support for uninterruptible power supply and NAEM needs to extend the duration and content of the course. The findings and recommendations will help NAEM, Directorate of Secondary Education and Ministry of Education in making policy decision regarding computer studies in secondary schools that will contribute the vision of establishing Digital Bangladesh.

# **A Study on Effective Teaching Learning Environment of Secondary Educational Institutions in Dhaka City [June - 2009]**

**Shaikh Ekramul Kabir; Md. Atiqul Islam Pathan and  
Khandaker Md. Maroof**

*Director General, NAEM; Deputy Director, NAEM and Research Officer, SESDP,  
Ministry of Education, Dhanmondi, Dhaka, Bangladesh  
E-mail: dirpl.naem@gmail.com, Cell: 01552330027*

## **Abstract**

The title of the research study is “Teaching Learning Environment of Secondary in Dhaka City”. Objectives of this research were to analyze the existing nature of teaching learning environment of secondary school in Dhaka City; to identify the problems and to find out techniques for effective teaching-learning environment for secondary schools. All government and non-government secondary schools of Dhaka City were constituted the population for the study. For collection of data various tools were used; a questionnaire was prepared for the teachers working in the schools of Dhaka City. This questionnaire included closed as well as open-ended questions. Questions deals with nature of teaching-learning environment, teachers and their commitment, teacher training , learning materials, teaching aids and assessment system ; a questionnaire was prepared for the head teachers and series of questions were put forward. This questionnaire included questions concerning teaching – learning environment, teacher training and other academic and administrative matters; a questionnaire was prepared for the students with a series of questions consisting teachers role, teaching and learning environment, supervision, school leadership, and obstacles faced by teachers in classrooms teaching and also an observation checklist was prepared for observing teaching-learning environment with respect to their content. This checklist included classroom situation depending on a number of factors such as teachers’ commitment, methods used, curriculum, learning materials, teaching aids and assessment system. The data for the research were collected from primary sources through those tools and data were also collected from the secondary sources through literature survey form study of books, journals, reports relating to education, especially teaching-learning, available in libraries, educational offices in Dhaka City. Major findings of this research are: majority school teachers don’t prepare lesson plans regularly, use traditional methods, but do not use modern teaching methods, and other related aids regularly; assess their students orally, homework, but they do not use other modern methods; do not take any step for the inclusive learners; the teachers-students ratio is more than 1:60 in majority schools; teaching-learning goal is not achieved for the causes of inadequate time allocation , large number of students in a class and sound pollution around the school; hindrances in teaching-learning environment are limitation of time allocation for a class, lack of appropriate teaching aids, lack of modern textbook, under performers learners coming from elementary schools, lack of trained teachers, appointment of inappropriate teachers;

lack of infrastructure facilities of the school; negative role of SMC, local political influence; majority of secondary schools don't have facility of using library; majority schools don't have scouting and girls guide programmes. For creating positive teaching-learning environment at secondary schools some recommendations have been suggested, these are: for ensuring preparation and using of lesson plan in teaching and learning, SMC and head teachers should take administrative steps. DSHE should also have clear directions for preparation and using lesson plans in teaching learning in schools; SMC and head teachers should have directions to the teachers regarding to applying modern teaching-learning methods. DSHE should also have instructions in writing about teaching methods to be used in the class teaching of our schools; SMC and head teachers take action plan to procure modern teaching aids and also to encourage teachers to prepare locally teaching aids and ensure its using, schools authorities may arrange complimentary teaching programme for the poor performing' students at schools and by this dependency on private tutors may be decreased. DSHE may formulate a policy statement for that purposes; the researchers recommend that the teachers-student ratio should be at 1:30 and time allocation 45 minutes for each class; schools authority should take action plan immediately to establish a functional library in each school.

## **A Study on Some Selected Secondary Girls Schools Education Problems and Prospects [June - 2009]**

**Md. Abul Kalam; Md. Salimuzzaman and Roxana Khanom**

*Associate Professor, Dept. of Management, M.M. College, Jossore; Deputy Director,*

*NAEM and Lecturer in English, Govt. B. L. College, Khulna, Bangladesh*

*E-mail: ddplsalmuzzannaem@gmail.com, Cell:01552356296*

### **Abstract**

Education is a required means for economic development, exclusion of gender discrimination and creating a stable social set up. As women are half of the total population in our country, without their participation no steady progress is possible. Like some other developing countries of the world, the woman in Bangladesh remains backward in terms of education, social and economic aspects. For this reason it becomes tough to maintain a balance state everywhere, either in economic development or in maintaining social justice. Government of Bangladesh different international organizations and NGO's are taking tremendous initiatives to paves the path of educaiton for the females of the country. In Bangladesh there are four tires of education system in formal school education. Secondary education is a significant tire as it bridges a gap between Primary Education and Higher Education. So, this research commences to find out the existing problems and prospects in this sector. This study also tries finding out the means to overcome such problems after identifying the existing setbacks. To achieve these objectives, three

divisions of Bangladesh are taken into study area. Twenty-five schools have been selected in different categories: Govt., Non-govt, Co-education schools and girls' school, school in both rural and urban. The research team Visited in the selected schools to obtain accthetic information and serving individual questionnaire among the head teachers, guardians and students and their specific opinions have been collected. Besides, the research team to concur with the real situation has filled a checklist. After getting field study, data has been analyzed statistically and some problems have been identified. Some recommendations have also been cited, analyzing the existing problems in the female secondary education arena. Hopefully, this study will be able to reflect the prevailing situation genuinely regarding girl's students in the secondary schools level. This study will also be helpful to those who are relating to policy formulation and decision-making regarding female secondary education. Besides, this study can be guideline for those who crave to embark on a very profound and comprehensive study.

## **A Preliminary Assessment of Quality of Education in Selected Private Universities in Dhaka City [June - 2010]**

**Nahid Quayyum and Md. Abdus Salam**

*Deputy Director (Research) and Documentation, NAEM and Research Officer,  
American World University, U. S. A (Bangladesh Study Centre), Dhaka, Bangladesh  
E-mail: nahidquayyum@yahoo.com Cell: 01711407223*

### **Abstract**

This research takes a glance at the preliminary assessment of quality education in selected ten private universities of Dhaka City. The universities were selected purposively based on some preset criteria. Three companies were selected purposively and graduated of the selected Universities were compared in the job market also. In Bangladesh, the higher education system has often failed to deliver value of its beneficiaries, diminishing its value to its shareholders largely because of its failure to meet expectations. The image of the Private Universities have also been seriously compromised and asemlance of quality marked eroded by the lack of an effective governance mechanism. The research attempted to provide insights into various quality dimensions of education quality and their subcomponents, namely teacher's quality and their subcomponents, course quality, student quality and administrative support. Out of ten Universities, graduates from one University are more successful in securing more jobs than any other University as revealed by data obtained from the selected three companies. Quality of education can be improved by appointing full time experienced teachers, providing course curricula similar to public universities and maintaining strict evaluation methods of students.

# **Analysis of Existing Situation of Inclusive Education in Secondary Level of Bangladesh [June - 2010]**

**Sk. Amzad Hossain; Md. Kabir-ul- Hasan and Khan Md. Mainul Hoque**

*Training Specialists of National Academy for Educational Management (NAEM), Dhanmondi  
Ministry of Education, Dhaka, Bangladesh*

*E-mail: tsmainul.naem@gmail.com, Cell: 01711187288*

## **Abstract**

On the social, economic and humanitarian perspectives, practice of inclusive education is inevitable globally. Education is a fundamental right to everyone by the UN (1948 & 1989) laws. The Salamanca statement and framework for Action (1994) on special needs education puts forward concrete guidelines to planning action for governments, international organizations, national agencies, in order to implement the principles and recommendations for inclusive education. The Salamanca statement (1984) stated that schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. The right to an education free of discrimination is also stated in the Universal Declaration of Human Rights (UN, 1984), Rights of the Child (UN, 1989) and in the UN's standard rules on the equalization of Opportunities for Persons with Disabilities (UN, 1993). As so many international legislations, declarations and commitments have brought a standard unified guideline for all the signatory countries to prepare teachers for inclusive educational practices, the purpose of this research is to "Analyze the existing situation of Inclusive Education in Secondary Level of Education". Questionnaire was used to collect primary data. In addition to it, relevant literature was used as secondary sources of data. Mixed methods were applied for data analysis emphasizing creates narration. This investigation provides some evidence to narration. This investigation provides some evidence to demonstrate that teachers are not ready enough to meet the diverse needs of an inclusive classroom. So they need training on inclusive education, how to implement it. Research findings also revealed that 7% of total students studied in secondary level institutions having special needs. The main threats of implementing inclusive educations are insufficient physical infrastructures and lack of awareness among the guardians of this group of children. Ensuring inclusive education, it needs teachers' empathy, patience, and need based seating arrangements and related teaching aids. Government can also provide scholarship program for study and conserve quota system for providing them into service to encourage them to study. Separate toilet facility, medical facilities are the most required facilities to activate teaching-learning-process in inclusive education. Among the total special needs students 37.28% are working students, 1.69% are orphan and 61.06% are handicapped. Insufficient physical infrastructure (86.67%), lack of awareness among guardians (96.67%) is the main hindrances to implement inclusive education. Residential facilities are needed to ensure inclusive education. Government is providing special training for the teachers and stipend to the female students. Rewarding to the highest attending student (91.67%), informing

the guardian about the absenteeism of the ward (80%), students' friendly environment (53.33% ) are important steps taken by the school authority to accelerate attendance rate and to minimize the dropout rate. Most of the teachers pay equal attention towards diverse student in the class (86.67%). Teachers equal attention to all learners in the classroom is required (33.33%) implementing inclusive education. Preservation of quota for the special need trainees (66.67%) is the most effective steps taken by the government and government should ensure employment facilities (33.33%) to the special need trainees. Relationship between the normal and the special need trainees in TTC are cordial. Seating arrangement with high and low performing students (55%), seating arrangement mixed with high and low performing student (95%) and allows asking more questions to the weak and special need children (68.33%) are needed to implement inclusive education. In the existing system few teachers (33.33%) following seating arrangement as a technique of implementing inclusive education but most of the students are refrained from answer (61.67%). According to students views for implementing inclusive education parent-teacher-student relationship, training for the teacher and social awareness are equally important (23.33% ) teacher, among diversified students 61.06% are physically impaired, 37.28% are working children and 1.69% are orphan. They also feel that special teaching aids and toilet facilities are essential for ensuring teaching-learning friendly environment in inclusive education. Most of the teachers emphasis equal importance to all diversified students in school. To make regular attendance and minimize dropout rate reward to the most regular student and creating awareness among guardians are the most effective strategies. They (53.12%) also opined that strategies for ensuring inclusive education, availability of teaching aids and its proper utilization are very effective and creating social awareness, special training for the teachers and enhancing the relationship among students, teachers and guardians are very much important.

## **Change of Stream from Science to others at HSC Level Education of Bangladesh [June - 2010]**

**Md. Lokman Hossain and Md. Zahirul Islam**

*Training Specialist under Training Division of NAEM and Assistant Professor, Dept.  
Zoology, Narayanganj Government Mohilla College, Narayanganj, Bangladesh  
E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

### **Abstract**

The research work was undertaken to identify the causes of stream change form science to others at Higher Secondary Level Education of Bangladesh. There were four respondent groups, viz., principals, science teachers, learners and guardians. In this research work it was found that all the respondent groups have attached paramount importance on the necessity of science education in the present age of globalization (100%). A total of 80%

respondent mention that science education is essential but unfortunately the number of students is decreasing day by day. On the other hand 20% respondents divulged that students of business studies are increasing gradually. In terms of the probable causes of decreasing science student at HS level, 93.5% respondent offered their view that science study is comparatively painstaking followed by lack of appropriate teaching-learning materials in the market places (88.5%), inadequacy of relevant books and instruments for science study (88%), science curriculum is comparatively elaborate (86%), comparatively expensive (44%), syllabus never complete within the academic year (38%), less responsibility of teachers to the students (36%); science study is comparatively time consuming (15%)

In line with the causes of stream change at HS level, 74% respondent opined the science study is very much expensive followed by science syllabus is comprehensive and hard (64.5%), less possibility to get expected marks in practical class (36%) and phobia to practical exams (31.5%). On the some negative aspects, the respondents identified some bottlenecks on the way of study in science at HS level, 64.5% science teachers mentioned that more study is needed to success from science ; science education is more expensive (59.5%) , science curriculum is comparatively hard and elaborate (56.5%), SSC science without higher mathematics that reflected negatively to take decision to get admission in science at HS level (34%); less scope to get suitable job after completion of education (31%) ; lack of appropriate teaching- learning materials (23%); inadequate laboratory facilities (13%) in the colleges level institutions ; lack of better colleges with teaching and equipment facilities (12%).

According to the respondent principals (62%) they have taken some initiatives to encourage the learners for science study i.e., scholar but poor science students are supported by half free and full free scholarship (56%) ; motivation program have been organized for teachers and students (48%) ; laboratory facilities have been ensured as per need of the learner (42%), awareness program had been arranged for highlighting the importance of science education (34%), extensive program on practical classes to relief from exam phobia (40%) ; appropriate teaching materials has been arranged (32%), meritorious students are motivated to get enrolment in science group (24%).

Of the obstacles for expanding science education at HS level, 54% respondents mentioned that less number of science teachers are available in colleges; insufficient teaching learning materials in the market places (48%), insufficient teaching -learning materials in laboratories (46%); inadequate space and ventilation in the laboratories (41.5%); irregular sessions in science classes (41%) ; absence of requisite number of subject related books in the libraries (36.5%); competent science teachers are not interested to join as teacher (36%); science education is very much expensive (28.5%); lack of experienced and trained science teachers (28%).

The factors which influence SSC passed science students to change group at HS level, 44.5% respondent science teachers identified that phobia to practical classes and examination are the main factors that deter the students to get admission to other groups rather than science; science curriculum is more comprehensive (37.5%) ; shortage of efficient science teachers in colleges (36%),.

According to the guardians they faced some problems when their children were the students of science at SSC level, i.e., 88 % respondent mentioned that science study is very expensive, class hours of science subjects are lengthy (64%), phobia to practical

classes and practical examination (60%); learners failed to achieve expected results(72%); no sufficient skilled and efficient science teachers at secondary level (66%) , more competition awaits for science graduates in the job markets (60%); less scope of joining the subject job after completion of science education (58%); learners are compelled to go to private tuition (35.5%) and science students need to attend the classes regularly (36%). In line with the impact to be evolved in future for decreasing science students have been denitrified i.e.. there will be scarcity of science teachers and learners in course of the time(85%); scarceness of skilled manpower in the global labour market (85%); learners will no be a good and competent citizen (84.6%); scientist and technology know how person will reduce in the national level (84.6%); nation will legging behind in the global context (78%); science and technological expert people will not be available for holding he wheel of socio-economic (77.4%) According to the respondents the following measures should be taken to increase science students at HS level, 86% respondents offered their view that science syllabus should make brief, easier and compatible for the students; 74% divulged that subject based job should be created as an urgent basis; 60% thought that stipend should be provided to science students; requite amount of teaching learning materials and equipment for science study should be ensured (49%) ; research based projects and assignments should be introduced in education institutions for more involvement of the learners (39%); initiative should be taken to accommodate the science students with suitable jobs (36%); awareness building program should be organized for highlighting the importance of science study (35%); Skilled and competent science teachers should be recruited in schools and colleges (33%); motivation program would be arranged for learners (26%); phobia to practical examination should be removed through comprehensive program on practical classes (22%), science fair would be organized twice a year in each educational institutes (14%) for encouraging the students to continue science study at HS level. The students who changed the groups at HS level they have lost their standard in terms of GPA score (0.40 % %), failure (11.90%) and drop out case (10.26%) was happened.

# **Peace Education : A Case Study on Bangladesh [June - 2010]**

**Md. Mahfuzur Rahman; Md. Lutfur Rahman and Ashia Khatoon**  
*Training Specialist of National Academy for Educational Management (NAEM),  
Emeritus Prof. of Economic and Secretary, Dhaka, Bangladesh and Deputy Director,  
BPDM, Dhaka, Bangladesh*  
*E-mail: lutfur.rahman.1943@gmail.com, Cell: 01711237527*

## **Abstract**

The word 'peace' has a broad spectrum of meaning which covers all aspects of life. Peace is the first demand of all living creatures. In human life every things is wanted to ensure peace. Education for peaces is different from education on peace. Education on peace simply gives knowledge and information, which do not include preparation on what to do for peace. Education for peace is the education to grow people who create a peaceful world. Peace is the ultimate aspiration of mankind all over the world despite all ethnic and cultural differences. Without peace life loses it meaning, beauty and dignity. The researchers examined and analyzed the secondary level curriculum mainly Bangla, Social Science and Religion. For this study the researchers have used both qualitative and quantitative approaches. Questionnaires, FGD and Textbooks exploration have been applied as data collecting tools. Content has been analyzed with the help of experts. In findings of the research report, the respondents have suggested that the Textbook formulated by NCTB should bring a change for considering ethical and peace related issues from primary education. The findings and recommendations incorporated in this research paper might help to conduct further research work on content analysis. Through educational motivation and inspiration, the learners' fundamental values and attitudes should be changed for shaping a solid ground and moral character and mentality. So education would be the reflector of scientific attitudes and processes that would flourish through nourishing and practicing and would become the integral part of the learner's habit. Therefore, peace and education are corresponding to each other.

# **Role of School Management Committee of Non-Govt. Secondary Schools for Ensuring Quality Education in Bangladesh [June - 2010]**

**M. Arizul Islam Khan; Md. Iqbal Hossain and Md. Ashraful Haque**  
*Assistant Directors of NAEM and Lecturer, Amla Govt. College, Amla, Bangladesh*  
*E-mail: adpiarizul.naem@gmail.com, Cell: 01552410547*

## **Abstract**

School Management Committee is solely responsible for managing a non-govt. secondary school, from planning to implement of all decisions. So the role of SMC at secondary education in Bangladesh is very important in all respect. The general purpose of the study was to measure the effective role of SMC in the secondary schools. Under this broad purpose the study attempted to find out the role of SMC's in school management for quality education; to investigate the monitoring process of SMC and to make some recommendations for policy implications on SMC for quality secondary education. The study was mainly descriptive and empirical in nature. Survey method was used. Both primary and secondary sources of data were used. The primary data were collected from the SMC members, the head teacher, the class teachers, the students and the guardians of the secondary level. The secondary data were collected from different libraries, and govt. and non-government organizations, etc. The major findings are that most of the SMC's cannot play their proper role for increasing student's attendance, availability of instructional materials, co-curricular activities, teacher training, preparation of school plan, peaceful campus, safe drinking water, etc. The study has drawn a number of recommendations. One of the important recommendations is that Ministry of Education (MoE) should prepare a manual for SMC for discharging their powers and responsibilities, which would help in ensuring quality in Secondary Education Sub-sector.

# **Library in Teaching-Learning and Research of Higher Education Institutions of Bangladesh in terms of Digitization : Problems and Prospects [June - 2010]**

**Rokshana Bilkis; Md. Harun-or-Rashad; Md. Ayet Ali and  
Md. Masud Ahammed**

*Deputy Director Research and Documentation, NAEM; Librarian, National University;  
Assistant Director, NAEM and Teachers Trainers, ELTIP, Dhaka, Bangladesh  
E-mail: ddresrokshana.naem@gmail.com, Cell: 01552573798*

## **Abstract**

For building a better nation we should ensure better education system including better learning environment and opportunities. Therefore, the present study entitled “ Library in Teaching - Learning and Research of Higher Education Institutions of Bangladesh in terms of Digitization : Problems and Prospects “ has investigated the role of computerized and digital Library for effective teaching learning and research at the tertiary level education in Bangladesh. The general objectives of this study is to investigate the status of libraries at higher education institutions of Bangladesh acquiring, processing, preserving and dissemination of digitization aiming of establishing users friendly library system and services. The specific objectives of this research are to find out the role of digital library in higher education for better teaching, learning and research; to find out the present status of the libraries of tertiary education level in Bangladesh, in terms of collection of e-resources, automate material processing system and services provided by the libraries; to find out the existing infrastructure facilities in libraries; to assess the human resources working in those libraries, especially ICT personnel; and to make some recommendations for policy implications applicable to institutional and rational level. Both qualitative and quantitative approaches have been applied to conduct this research. Primary data have been collected through survey method from students, teacher, library personnel of public and private universities and colleges. Major findings are: libraries of university and colleges in higher education have large number of library users and they need more knowledge and information support in teaching, learning and research.. Users recognize that digitization of libraries can met the ir information needs. Computerized and digital library have much strength in collection, processing and providing information services and also in resource sharing with other libraries. This study also shows that lack of adequate infrastructure, policy, plan and skilled manpower are the major hindrances in digitization of libraries. The study recommends that institutions should have policy guideline, strategic plan, and adequate allocation for the purpose. Recommendations of this study might be applied in the improvement of national education system in Bangladesh as it is very much related to quality of higher education.

# **Follow-up Study on Educational Planning and Development Training Courses for Officer's under Ministry of Education Conducted by NAEM [June - 2010]**

**Md. Salimuzzaman; A.K.M. Monirul Islam and Rita Parveen**

*Deputy Director Planning and Development, NAEM; Assistant Director, NAEM and*

*Lecturer, Eden Girls College, Dhaka, Bangladesh*

*E-mail: ddplasalimuzzaman.naem@gmail.com, Cell: 01552461497*

## **Abstract**

The role and function of planning in any organization or institution is undeniable. It plays a pivotal role in mapping the way forward and in allocating the appropriate resources to do so. It remains the nerve center for the organization as it provides feedback on performance and the need for changes designed to achieve greater efficiency and effectiveness in service delivery. Planning is a management tool and should be pursued at all levels throughout the organization. Effective management is the key to success of the educational institutions. Not to speak of success but quality education primarily depends on the way educational institutions are managed. Heads of institution is the focal point of the institution and the whole system is squarely dependent on his or her efficiency and the quality of leadership. There is no alternative to good management for achieving the set objectives of the institution. That is why the head of the institution has to be efficient and committed in running the administration successfully. With that end in view NAEM has been organizing this training program for professor, Associate Professor and Assistant Professor of the Government Colleges. A total of 80 questionnaire were distributed at different categories of govt. institutions i.e., Government Women College, DSHE, Education Board, DIA, and Government colleges among the participants through mail with return envelope who have completed the EPD course from NAEM. Among the 80 trainees, 50 sent the questionnaire after respondents filling up the questionnaire properly. Besides the trainees, the questionnaires have also sent to 20 institutional heads through mail. Among them, 15 institutional heads have sent the filled up questionnaires. Sample survey method and FGD were also followed for collecting necessary data. Among the 50 participants (66%) are presently working at different govt. colleges and 34% are working govt. offices. After this training only 4% participant have participated in other EPD course, 82% participants have got change to participated in EPD related work in their own organization, 46% of the total respondents reported their grater satisfaction (very good) regarding the skill of the trainer. Among the 50 respondents 96% are interested to work in the field related to educational planning and 96% also interested to participate in the refreshment-training course. After the course the participants had been able to understand the modern concept of educational planning, different areas of educational studies and identify the problems of educational planning. The training course helps to increase the knowledge and skills of the officers associated with the educational administration and management. The responded have been inspired by EPD for working in the development

sectors like NCTB, NAEM, HSTTI, BISE and other agencies under MOE. They have also forwarded some recommendation for the development of the EPD training course such as - use of computer, internet should be ensured for the participants, a set of updated planning related books, journal etc. should be provided to the trainees, attachment program for planning may be included in the course syllabus for acquiring practical knowledge from organization like planning commission which deals with planning process.

## **A Study on the Effectiveness of School Based Assessment (SBA) System in Secondary School of Bangladesh [June - 2010]**

**Md. Abdul Maleque and Musfique Ahmed**

*Training Specialist and Assistant Director, National Academy for Educational Management (NAEM), Ministry of Education, Dhaka, Bangladesh*  
*E-mail: abdulmaleque@yahoo.com, Cell: 01716055122*

### **Abstract**

This paper examines the effectiveness of newly introduced School Based Assessment (SBA) system in secondary schools of Bangladesh. The Assessment system of students in school has always been guided by the instructions of curriculum. It covered learner's ability of memorization and comprehension skill. Other categories of skills like application, analysis, synthesis and evaluation are hardly included in the assessment. Through introduction of SBA in secondary schools, some of the essential qualities like oral presentation, leadership, tolerance, mutual cooperation, school behavior, co-curricular activities and social values are now included. As a result, learners' trend to rely heavily on their memorization skills shifts to formative assessment done by class test, class work, homework, assignment, oral presentation and group work. Thus, learners apparently engage themselves in teaching-learning activities with some more interest. Private tuition and insufficient pay of teachers may be some problems in the process of implementing SBA. But it may be overcome in the course of time ahead.

# **A Study on Secondary Education Administration at Upazilla Level of Bangladesh : Problems and Prospects [June - 2010]**

**Md. Farhadul Islam Bhuiyan; Md. Mamun-ul-Hoque and  
Md. Aminul Hoque**

*Training Specialists and Asst. Director, National Academy for Educational Management  
(NAEM), Ministry of Education, Dhaka, Bangladesh  
E-mail: tsmamun.naem@gmail.com, Cell: 01711186302*

## **Abstract**

In Bangladesh, massive expansions of secondary education over the last decade have been greatly supported by the government through the provision of salary subvention to the non-government institutions. Ministry of education could not cope with the required process for quality assurance and development of secondary education with the huge number of teachers and staff and the institutions. Many initiatives were taken and is being under taken for the development of secondary education by different projects organized by MoE. A significant success is achieved in student enrollment, decreasing dropout, enhancing female education as well as increasing the pass rate at SSC examination. Government has set up and Upazilla Secondary Education Administration at Upazilla level to implement and monitor the government policies and activities in the field level institutes as well as to provide the relevant data and report to higher authority for helping the government. The research team studied the activities of 18 Upazillas around 06 divisions of Bangladesh. The team collected primary data from the USEOs and the head teachers though questionnaires and FGD, and collected secondary data by literature review form different reports and circulars of govt. The team analyzed the job description of USEOs approved by the MOE and made question on the activities mentioned in their ToR. The researcher tried to make a real comparison with the mentioned activities and actual activities of on-month duration. Getting and analyzing the data, the team sorted out the findings. It is found that although the Upazilla Secondary Education administration has logistics but the offices have limited manpower, source of fund especially on fuel and TD/DA office accommodation. The offices have no photocopier, telephone and Internet connection. Although the USEOs have a long experience of 15 years, but their experience are not totally linked with their ToR. Moreover, they have no pedagogical training that is hindrance of their better performance. In spite of these, the USEOs are contributing in SMC/MMC election, renew, recognition and inspection of school affiliation, public examination, implementing co-curricular activities, distributing female stipend, selection of teachers trainee for different training courses, coordinating the DEO, UNO, DD and DSHE. The USEOs have a heavy load to supervise 4-7 institutes per week. The USEOs are not contributing for the improvement of teaching learning environment, financial management and quality improvement of education of the schools. Moreover, they are unable to contribute in the task like school audit; ACR writing of the heads of institutes,

counter sign the bill of development works due to lack of administrative orders and coordinate with USA and UEED. The existing manpower USE administration yet not posted against the revenue budget. Moreover there is no tier of promotion of the staff. For that frustration is prevailing among the USE office staff. On the basis of the findings, the research team made some recommendations. We hope that the authority will take necessary initiatives according to the recommendation and thus expected performance of the Upazilla Secondary Education Administration can be achieved.

## **A Study on the Problems and Prospects in Introducing Creative Question Approach into Secondary Level Education in Bangladesh [June - 2010]**

**Md. Azizur Rahman; Shamsun Nahar and Tahsina Akter**

*Professor of Economics and Director, NAEM; Training Specialist and Assistant*

*Director, NAEM, Ministry of Education, Dhaka, Bangladesh*

*E-mail: draziz\_08@yahoo.com, Cell: 0177-786555*

### **Abstract**

Introduction of Creative Question (CQ) by the Government is an important step in developing creativity of students at secondary level. After introduction of this new system a mixed repercussion has been seen among teachers, students and guardians. The objectives of CQ are very unique. These are: creativity development of students and breaking down the present trends of memorization. Teachers have got training on this issue. However some barriers are still remaining in effective implementation of CQ. That is why the present study was an attempt to investigate the problem and prospects of newly introduced creative approach at secondary level. The teachers and students were the respondents for the study. The study observed that teachers are facing problems mainly to construct CQ form question due to lack of references books and absence of rich texts. Also they opined that the training on CQ approach was inadequate in respect of time and concept. The class load and subjects burden are two important barriers for effective implementation of CQ. Moreover teachers have to engage much more time in CQ system than the traditional system. Thus the opportunity cost of CQ approach is very high for them. The salary structure must be increased to overcome this hurdle. From the students side the opinion came that class duration would be extended and more relevant examples should be included in text and more training of teachers on CQ is required. Otherwise, the approach is quite good for a students' to increase knowledge, creativity, innovation and breaking down the trend of memorization. Time to time training program for teachers, modification of texts, addition of reference, reduction of class load of teachers and employment of teachers as per standard teacher student ratio are required. In creative form question there is provision for two types of question: (1) creative form question and (2) multiple-choice question. This system increases thinking capacity in the form of application, perception, analysis, synthesis and evaluation.

# **A Study on Foundation Training Course (FTCs) Conducted by NAEM and its Application at College Level [June - 2011]**

**M. Azizur Rahman, Shamsun Naher and Tahsina Akter**

*Professor of Economics and Director, NAEM; Training Specialist, NAEM and Assistant  
Director, NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail: draziz\_08@yahoo.com, Cell: 01711-786555*

## **Abstract**

The present Study revealed that all the modules in the brochure contributed to enrich trainees' knowledge. Of the 5 major areas, Bangladesh Studies and Extension Lectures are the most effective to increase professional skills. The techniques used in FTC such as presentation (66%), group discussion (73%), use of teaching aids (82%), syndicate (64%), assignments (63%) and classroom management (76%) etc. help to develop professional skills. FTC helps to change attitude, enhance moral and ethical values, makes trainees more optimistic, more punctual, devoted and committed teacher, develop teacher-student- guardian relationship. Training rooms and cafeteria are not up to the mark. The co-curricular contents are appropriate and applicable. A few modules are less applicable. These are M-02, 06, 09, 11, 12. Logistic supports and physical facilities are the constraints to some extents. Less cooperation in arranging cultural program, sports, workshops, seminars, and debates by the faculty has been noticed sometimes. Big class size and time constraints are also good barriers. Contents on education reforms, education commission, education policy, govt. rules and regulations, the constitution of Bangladesh and its amendments should be extended. Well-equipped training rooms, standard food and cafeteria facilities, further training should be arranged for the education cadre officers to unlock the latent potentiality of the officers. The study has explored the extent of utilization of training skill in working field. Here the study found out barriers intimidating the training output in providing input for the colleges.

# **An Analysis of HIV/AIDS Related Contents in the Secondary Level Textbooks [June - 2011]**

**Shamsur Rahman; Khan Md. Mainul Hoque and Md. Kauser**  
*Professor of English and Director General, NAEM; Training Specialist, NAEM and  
Assistant Professor of Nabab Faizunnessa Govt. College, Cumilla, Bangladesh*  
*E-mail: tsmainul.naem@gmail.com, Cell: 0171187288*

## **Abstract**

National Curriculum and Textbooks Board has introduced HIV/AIDS related content in the Textbook at secondary level with different stream like General, Madrash and Vocational. It is widely recognized that knowledge information and skill perceived from formal education can play a vital role in the society and it creates a permanent impact on human life. Creating a permanent impact on HIV/AIDS among the teenager is the ultimate goal of introducing HIV/AIDS related content in the text at secondary level. In Bangladesh the textbooks are the main and only possible instructional material in the education context. Incorporated information and message brings about awareness among the teenage students regarding HIV/AIDS as well as their physical, mental and emotional development. A few sentences are there in the texts which assess the spontaneous exchange of view between students and teachers. Consultation with the experts is judicious to incorporate student friendly self explanatory alternative more suitable words and sentences replacing existing sensitive words and sentences in the textbooks. Most of the teachers do not have any training on HIV/AIDS related contents and good numbers of teachers are reluctant to use teaching material in the classroom for removing shyness from teachers and students active engagement of the students and teaching aids bring more effective results to perceive HIV/AIDS related contents. Consultation with the professional experts, academician and major stakeholders are needed to ensure quality content in terms of excellent relevance and standardization.

# **Drop Out of Children with Disabilities in Primary Education Level in Bangladesh [June - 2011]**

**Sharmin Huq; Azmal Hossain; Fariha Zabeen Gazi and Tahmina Begum**

*Professor, Special Education, Institute of Education and Research (IER), Dhaka University; Lecturers of Special Education, IER, Dhaka University; and Associate*

*Professor of Sociology, DU Dhaka, Dhaka, Bangladesh  
Training Specialist, NAEM*

*E-mail: tstahmina.naem@gmail.com, Cell: 01673881024*

## **Abstract**

A study on the impact of disabled children in the mainstream schools was conducted to assess the problems and constraints that beset both the disabled students and teachers in the learning and physical environments of the schools. Thus in this report, capability of the school to enroll students with disability, the coping strategies of the students, their easy access within the classroom and efficiency of the schools in terms of providing the acquisition of basic life and learning skills for disabled children have been assessed. As a baseline data, it is hoped that this report will serve as a good starting point for interested members of civil society and development partners in the formulation of program for the future mainstreaming of children with special educational needs.

# **A Study of Teaching-Learning Environment of Rural Secondary Institutions of Bangladesh [June - 2011]**

**Md. Mahfuzur Rahman and Ashim Kumar Bala**

*Regional Director, Bangladesh Open University and Ex. Training Specialist, NAEM*

*E-mail: ashimkumarbala@yahoo.com, Cell: 01715895877*

## **Abstract**

A teaching may be effective when a teacher uses teaching aids/tools. Teaching methods are very important for effective teaching/learning in ducation institutions. But majority teachers are not aware of applying modern teaching/learning techniques in the classroom. Learning may occur in a variety of physical locations, such as lecture theatres, seminar rooms, laboratories, workshops or field centers. The types of learning activity in each of these situations are often characteristic. Apart from the physical location, the learning environment also encompasses teaching delivery and approaches to learning. Examine these from the perspective of disabled learners and consider how you can adapt your practice to facilitate the participation of these students and to ensure an appropriate and inclusive learning experience.

# **Leadership of Head Teachers of Non-Government Secondary Schools in Bangladesh [June - 2011]**

**Dr. Md. Atiqul Islam Pathan, Golam Rasul Suny and  
Khandaker Md. Maroof**

*Deputy Director, NAEM; Assistant Professor of Social Work, Mohanagar Degree  
College, Laksmi Bazar, Dhaka and Research Officer, SESDP, Chmilla, Bangladesh  
E-mail: dirpl.naem@gmail.com, Cell: 01552330027*

## **Abstract**

The general objective of this research study was to find out the present status of Head Teachers leadership in managing education of non-government secondary schools in Bangladesh. The research work followed quantitative approaches. In quantitative approach, survey method with three questionnaire was adopted for data collection. Data and information for a research study were collected from two sources-the primary and the secondary sources. The research work undertaken was an educational study at secondary level. A number of stakeholders were involved in educational institutes' management comprising of head teachers, class teachers and members of the SMC. The primary data were collected from these stakeholders as respondents through three distinct questionnaire based on purposive sampling. This study also used secondary data and information. The research team found that leadership of Head Teachers of non government schools in Bangladesh was not up to the mark and it should be addressed properly.

# **A Study on Effective Mathematics Teaching Learning at Secondary Level (Grade 6-10) of Bangladesh: Problems and Solutions [June - 2011]**

**Sk. Amzad Hossain; Riad Choudhury and Md. Abdur Razzaque**

*Training Specialists of NAEM and Assistant Directors, NAEM,  
Ministry of Education, Dhaka, Bangladesh,  
E-mail: ddtrgriad.naem@gmail.com, Cell: 01711358358*

## **Abstract**

The study aimed at assessing a range of factors that were associated with effective mathematics teaching learning at Secondary Level (Grade 6 to 10) of Bangladesh: problems and solution. Conceptual background was developed for the study based on knowledge, beliefs, understandings and practices of teachers. Variables such as educational background, experiences of teaching professional practices and pedagogical knowledge were selected for the teacher questionnaire. The main findings of the study were (i)

Teachers' behavior during class; (ii) The interest of the learner to learn Mathematics is high but it is difficult subject to learn for majority of the learners; (iii) Teacher has no effective strategy to teach; (iv) Most of the teachers pay negligible attention towards backward learners, inattentive learners; (v) Teachers are weak in classroom management and reluctant to give feedback to the weak and backward learners after proper evaluation.

## **A Study on the Factors Affecting the Quality Education at Secondary Level in Bangladesh [June - 2011]**

**Md. Lokman Hossain and Mohammad Zahirul Islam**

*Training Specialist, NAEM and Assistant Professor of Zoology, Narayanganj*

*Government College, Narayanganj, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

### **Abstract**

In the present study all the respondent groups(100%) unequivocally agreed to the needs of quality education in order to develop skilled human resources, implant patriotism, make the people active and self- reliant, reduce unemployment problem, make capable person to use natural resources, strengthening the economy and intensify the honesty, sincerity, etiquette, manner and dynamic head teacher; trained teachers; professionalism of teacher; proper implementation of Yearly Work Plan; strategic use of class routine; proper implementation of co-curricular activities; effective and efficient SMC; well furnished and well equipped classrooms; automated libraries along subject related books attached with ICT facilities; Some factors are deterrent to achieving quality education viz. Lack of meritorious, skilled and talented teachers less number of subject based teachers; less accountability of teachers to the higher authority; lack of professionalism of teachers; lack of proper monitoring and evaluation; insufficient physical and financial resources; more attention of students to note book and guide books and to coaching centers; lack of requisite number of teaching -learning materials; more students enrolled in a same class; insufficient measures to find out the causes of poor performance of students; tutorial exams and feedback are not maintained regularly; no effective measures are taken to product dropout of students; no initiatives for gradual development of slow learners; teaching-learning methods are not properly followed; syllabus are not completed in time; no regular PTA in the schools; lack of attention of guardians about the progress of their children; irregular presence of students; teachers are recruited by political consideration and students are influenced by politics. Some constraints in secondary education have been identified i.e. talented persons are not interested to be a teacher; less qualified and unscrupulous people are included in the SMC; negative attitudes of teachers towards their job responsibilities; lack of teaching learning materials with ICT facilities. Some initiatives should be taken by the government i.e. subject based, qualified and competent

teachers should be recruited; training-of teachers should be ensured; teachers and students ratio should be maintained strictly, monitoring and evaluation system should be update; teachers evaluation system by the students should be introduced, requisite number of teaching- learning materials, classrooms, laboratories and libraries of schools should be ensured; computer labs with power supply facilities should be ensured; regular tutorial exams and SBA should be conducted; good relations should be maintained among the teachers, students and guardians; educational institutions should be kept free from politics; co-curricular activities should be more emphasized for quality education in secondary schools.

## **A Study on Application of Total Quality Management (TQM) in Secondary Education of Bangladesh [June - 2011]**

**Md. Arizul Islam Khan; A.K.M. Shah Alam and Md. Rafiqul Islam Akanda**

*Assistant Director, NAEM; Computer Programmer of NAEM and Documentation*

*Officer (cc), NAEM, Dhanmondi, Dhaka, Bangladesh*

*E-mail: adplarizul.naem@gmail.com, Cell :01552410547*

### **Abstract**

The present study has been made to assess the applicability of Total Quality Management (TQM) model to improve the overall management system at Secondary Schools of Bangladesh. It was found that 23% HT's of institutions are working without professional training; 93% institutions have shown no practice of institutional philosophy in terms of Vision, Mission, Objectives. It was found that 97% heads of institutions do not prepare long-term perspective plan. All schools have annual work plan but it was observed that majority annual plans included annual budgets only, no comprehensive academic plan. A total of 43% respondents of Head of institution set goals and objectives and prepared action plan in finalizing their school plans. It is found that 97% schools do not use objective verifiable indicator (OVI) during implementation of plan. Only 6% schools apply Total Quality Management (TQM) concept in planning process and management as they learned it in professional training courses. A total of 90% heads of institutions opined that elements of TQM would be very effective in implementing plans and management of school. The concept of TQM would derive benefit to them for the effective and efficient management of Secondary Schools of Bangladesh.

# **A Study on Pattern of Using Library by the Teacher and Students at Higher Secondary Level Educational Institutions of Bangladesh [June - 2011]**

**K. M. Monirul Islam; Md. Kamrujjaman and Md. Mizanur Rahman**

*Assistant Director, NAEM; Lecturer, Department of Social Work, Jagannath University,*

*Dhaka and Assistant Documentation Officer, BANBEIS, Dhaka, Bangladesh*

*E-mail: monorul.shagor@gmail.com, Cell: 01715496670*

## **Abstract**

The present study was conducted on using pattern of library by the teacher and students of the Higher Secondary Level educational institution in Bangladesh. According to the findings of the research the main source of income of the college library is college fund (85.71%). Findings of this research indicate that all of the respondent heads of the colleges have future plan for development of the college library. Maximum 89.28% head of the college would like to increase the number of books of the library. 78.57% head of the college wants to build separate library building. All (100%) of the respondent college teachers use the college library regularly. Maximum 42.86% of the respondent teachers use the library both for study at the library and study at home by issuing books from the library. Only 17.86% of the teachers study at the library. The respondent teachers usually use different types of books in the college library, such as academic books (75%), non-academic books (14.29%), research oriented books (07.14%) and other books (03.57%). 42.86% of the respondent college teachers use internet in the college library. According to the views of them the main barrier of using library is scarcity of books. Other barriers are having no separate lab (35.71%), lack of computer support (53.57%), having no separate budget (71.42%), and insufficient electricity (28.57%), lack of awareness of students and guardians (78.57%), lack of training of the librarian (35.71%) and others (35.71%), 71.42% library has the service of issuing books, 64.28% library has the facility to study at the library, 100% of the respondent library has the academic books. On the other hand 71.42% library has non academic books. It is to be mentioned here that research oriented books are not available in any library. There are some other books like story books and novels available in (17.85%) respondent library. It is found that a few libraries (only 17.85) have sufficient chairs and tables. On the other hand all the respondent libraries has electric fan. Only 03.57% library has the air condition facilities. Other Infrastructural facilities are purified drinking water (100%), entrance of air and light from outside (89.28%) and alternative arrangement of electricity (03.57%). 100% of the respondent librarian recommended to increase the budget for the library. 89.28% of the respondent librarian also recommended to increase the number of books in the library. 50% of the respondent librarian gave emphasis to give the pressure to the student to use library. Students usually read different types of books in the college library such as academic books (100%), story books (53.57%), reference books (71.42%) and other books like general knowledge books, cultural books (76.78%). Maximum 89.29% of the respondent students use the open for all time. On the other hand 44.64% of the respondents opined

that the librarian does not give them books as they required while 51.78% of the students told that librarian is not interested to help them. 75% of the respondent students are using library up to 5(five) hours per week. Only 25% of the students use library 6 to 10 hours per week. Maximum 96.42% of the respondents expects availability of reference books in the library. Other recommendations are that library should be open for all time (85.71%), to ensure the sound environment (55.36%), IPS or generator should be available (44.64%) and others (23.21%). With the findings of the present research the following mitigation measures could be adopted for resolving the identified problems; separate library building should be established, budget for library should be increased, library management should be improved, infrastructural facilities should be developed and emphasis should be given to recruit the trained librarian.

## **A Study on Practices of Strategic Planning in Secondary Education of Bangladesh : Problems and Prospects [June - 2011]**

**Rokshana Bilkis; Md. Abu Darda and Md. Harun-or-Rashid**

*Director (Training & Implementation); Assistant Professor of National University and*

*Librarian of National University, Board Bazar, Gazipur, Bangladesh*

*E-mail: ddresrokshana.naem@gmail.com, cell: 01552573798*

### **Abstract**

Secondary education is a very important sub-sector of the national education system of a country like Bangladesh. This sub-sector prepares the learners for the next stage of higher education and also supplies semi-skilled manpower for the production and services sectors of the country. The overall objective of the study is to investigate the existing practice of strategic planning process in secondary education sub-sector of Bangladesh aiming at identification of problems and making some recommendations for introducing proper strategic planning procedures; to investigate the present practice of planning procedures, especially strategic planning followed by the DSHE and educational institutions in secondary education sub-sector in Bangladesh; to identify the gaps of the existing practice in plans of DSHE in terms of strategic planning process in education; to find out the problems in preparing strategic plan of DSHE for secondary education sub-sector; to examine how to introduce proper strategic plan in development project and revenue budget provision. The research work followed both quantitative and qualitative approaches. The qualitative data are to obtain in-depth information through and quantitative data provided with concrete statistical information about the prevailing situation. The major findings are setting vision, mission, organizational chart, functions and description of the secondary schools. At present DSHE has a mid-term plan with amalgamation of revenue and development budget for the improvement of secondary education in the light of National Education Policy-2010. But no secondary school prepares any mid-term plan. This research study recommends the schools to take a mid-term plan if it is necessary for achieving short-term objective of the school.

# **ICT in Classroom Activities for Quality Education : A Study on Secondary Schools in Dhaka City [June -2012]**

**Md. Abdus Salam; Shah Shamim Ahmed and A.K.M. Monirul Islam**

*Assistant Professors Institute of education and (IER), Dhaka University and Assistant Director of National Academy for Educational management (NAEM), Ministry of Education, Dhanmondi, Dhaka, Bangladesh*  
*E-mail: monorul.shagor@gmail.com, Cell: 01715496670*

## **Abstract**

Research on ICT in education reveals that although teachers are gradually starting to integrate ICT into their teaching strategies, significant differences are observed in the way ICT is integrated in the classroom. The use of ICT in schools is taken very seriously by governments and education systems around the world. Bangladesh, like many other countries, is investing heavily (estimated BDT17,959 crore annually) in the education system considering as one of the core strategies to alleviate poverty and facilitate development include raising of the ICT skills of Bangladeshis and move towards the information society (Rahman, 2010). This is a testimony to the importance being placed on education and training in the use of ICTs and the setting of high priorities to improve learning outcomes to prepare young people for the contemporary information economy. Moreover, Bangladesh has an ICT policy formulated for human resource development that states that the country must prepare itself to compete effectively in the global ICT wave. With the development of ICT and its inclusion in education the developed countries of the world change its teaching learning to make it more effective. To compete with this new situation we must introduce and properly use ICT in the existing teaching learning process especially in the field of secondary education in Bangladesh. No doubt, in recent years ICT application appears in pedagogy with such an influential means that can progress the quality of secondary education in Bangladesh. In these circumstances, this study aims to measure the use of ICT in classroom activities for quality education. The specific objectives of the study were (a) to investigate the present status of the using ICT in classroom in secondary schools, (b) to explore the challenges of using ICT in secondary schools' classroom and (c) to ascertain the necessary measures for improving ICT capacity of teachers in secondary schools. To achieve the objectives, this study integrated both the qualitative and quantitative approaches to find out the real picture of the use of ICT in classroom activities for quality education. The data collection instruments were administered by personal interview, distributing questionnaire and observations. All the teachers and students of both Government and Non-Government secondary schools were the population of the study. A total of ten secondary schools from Dhaka City were selected as sample. Ten Headteachers, twenty subject teachers and fifty of students (five from each school) from secondary schools were selected as representative sample. Twenty classrooms (two from each) were observed to find out the ICT facilities. Purposive sampling technique was followed at every stage of the study. The methodological approach to this research was designed mainly as qualitative in nature, based on qualitative with some quantitative data analysis. Statistics for example frequency

and percentage was used for the analysis of data collected from different sample groups. The study discovered that every school had computers for various purposes mainly for office uses and for the Headteachers. Most of the schools were maintaining a range of 16-30 computers which were placed in computer laboratory. These computers were used for classroom teaching learning process and students' practical classes. Students got chance to use computer during laboratory class time whereas all the teachers had opportunity to use computers. Number of computers was also found insufficient so that student had to share computer during laboratory class. It was revealed from the study that majority of the teachers did not use computers for classroom teaching learning. Almost all the teachers could use computer where averagely all the teachers could use the following application or software such as MS Word, MS Power Point, MS Excel, Web Browsing, E-mail, Internet, Facebook, You Tube and Printing in a good way. Various ICT facilities were available in every school such as White board/ Black board, Electricity, Computer and alternative electricity. Surprisingly, it was found that none of the classroom which was observed had internet connection. Challenges of using ICT in classroom experienced by teachers and students were indentified in this study. Challenges faced by both teachers and students were lack of training, lack of ICT infrastructure, lack of teachers' skill and lack of interest of authority etc. Students sometimes also faced some different problems such as barriers from the teachers, lack of enough computer room, problems created by authority, large number of students, lack of teachers' training and irresponsibility of the teachers etc. To ensure ICT in classroom activities for quality education the authority and all the stakeholders should take some steps such as providing sufficient number of computer for every school, increasing awareness, arranging ICT based teachers' training, increasing ICT facilities, emphasizing ensuring ICT facilities in curriculum and supplying computers in reasonable price for schools, teachers and students.

## **A Study on Introducing Foundation Training Course for Non-Government College Teachers for Ensure Quality College Education in Bangladesh : Necessity and Practicability Issues [June - 2012]**

**Rokshana Bilkis; Md. Harun-or-Rashid and Tashfeen Gazi**

*Deputy Director (Research), NAEM; Librarian of National University Board Bazar*

*Gazipur and Corporate Trainer, S@ifurs, Dhaka, Bangladesh*

*E-mail : ddresrokshana.naem@gmail.com, Cell:01552573798*

### **Abstract**

A significant progress has been made regarding quantitative expansion of our college education since its inception in 1974 like other sub-sectors of education of the country, though quality remains the major concern. In fact, quality education depends largely on the quality of teaching and for ensuring teaching quality teachers' training plays vital

role. Role of teacher education and training is very important in achieving the goal and objectives of education, developing the quality of education and teachers and upholding the dignity of teachers. Though teachers training is one of the most important factors for achieving educational quality, there is lack of adequate and proper training, A large number of teachers engaged in non-government college education are untrained and not equipped to utilize their full talents properly and ultimately this affects quality of teaching-learning in college education sub-sector. The purpose of the study was to investigate the necessity and practicability of introducing Foundation Training Course for the Non-Government College Teachers aiming at improving quality college education in Bangladesh with five specific objects. This study was a descriptive type of research in nature and adopted survey method with two questionnaires as data collection instrument. This study has found significance and importance of the proposed foundation course for non-government college teachers. The study has also developed a curriculum on the basis of findings. The study also has found that existing HSTTIs and TTCs have not full capacity in terms of manpower, infrastructure etc to train the non-government college teachers of Bangladesh.

## **A Study on the Challenges of Upgrading Primary Education up to Grade Eight by 2018 in Bangladesh [June - 2012]**

**Nilufar Begum Nilu; Md. Nurul Huda; Farhadul Islam Bhuiyan and Riad Choudhury**

*Director of Admin & Financi NAEM; Training Specialists of NAEM, and assistand Director, NAEM Ministry of Education, Dhaka, Bangladesh  
E-mail: ddtrgriad.naem@gmail.com, Cell: 01711358358*

### **Abstract**

In National Education Policy 2010 of Bangladesh, Primary Level of education is directed to be upgraded from class five to class eight. In the process of implementation of this up gradation, 1,00,603 institutions (primary 81,508, junior secondary 3,494, secondary 14, 932, school & college 657, cadet college 12) and 5,75,244 teachers (primary 3,61,450, junior secondary 25,185, secondary 1,76,347, school and college 11,950, cadet college 312) directly needs to align with the policy change and adopt necessary changes. Primary education builds the foundation of further education and primary level of education deserves proper attention in every country. Any policy change generates an initial shock. The change requires many distinct steps, which are exposed to a great deal of challenges. It is of utmost importance to identify and address the challenges systematically for the success of the policy change. Moreover, since the independence of Bangladesh no education policy has been implemented so far in this country. The present education policy is an exception in this regard, which has already been able to attract mass acceptance and hence created an opportunity to contribute significantly to the education sector of

Bangladesh. The present study is supposed to identify the challenges systematically and has the potential to help the policy makers to address the challenges for proper implementation of the new education policy. The objectives of the study are to identify and prioritize the challenges in upgrading primary education up to grade eight and to explore the implementation process of the issue. The research team analyzed the relevant document specially the reports of education commissions and policy. The team collected data using questionnaire from the teachers, guardians and administrators of primary education in Bangladesh. The team analyzed the collected data and finds efficiency of the present administrative system for the up gradation, Coordination between the ministries of Primary and Secondary Education and the administrative functionaries, increase the number of classrooms, finance for the new construction, creating assistant head teacher's post, appointment of new teachers, enhance the capability of the existing teacher for the upgraded classes, ensuring teacher's accountability, change the attitude of the junior high school teachers, merging junior high schools to primary schools, tuition fees for class VI-VIII. Specifying minimum number of teachers, new construction of laboratory etc are the major challenges for the up gradation. The prioritized challenges were also identified at the study. The research also explored strengthening the administrative system with the post of assistant head teacher, accountant, guard, peon and office assistant, vertical extension in most cases to increase number of classes, government allocation for new construction, the control of administration up to class eight under ministry of primary and mass education and under its functionaries, salary for all teachers by govt. fast recruitment of teachers , setting permanent primary teachers recruitment commission, arrange higher training for existing teacher and revise the curriculum of NAPE etc as the implementation strategies for the up gradation of primary education up to grade eight. Moreover the research team recommended cluster-based and year-wise plan for construction, teacher's recruitment, training as implementation procedure for the up gradation.

## **A Study on the English Curriculum of Grades VI-VIII in Bangladesh [June - 2012]**

**Nafisa Begum; Md. Azad Rahman; Md. Rafiqul Islam Akanda  
and Mariam Begum**

*Lecturer of English Teachers' Training College (TTC), Dhaka; Assistant Teacher  
of English, Government Laboratory High School; Documentation Officer (cc) of  
NAEM, and Professor of Institute of Education and Research, University of Dhaka,  
Bangladesh, E-mail : dorafiq.naem@gmail.com, Cell : 01556351205*

### **Abstract**

English is taught as a compulsory subject in school. The main objective of teaching English in Bangladesh is to enable students to interact in real life situation. In 1995 National Curriculum and Textbook Board introduced Communicative Language Teaching Curriculum at grades 1-7. Since its introduction after completing the grade level VIII,

most of the students cannot use English according to their desired level. For this reason this research attempted to review the English curriculum and to investigate how far the communicative content is reflected in the Textbook and how it is being practiced by the teachers and students. Both quantitative and qualitative methods were used in this research. For gathering data and information properly questionnaire, interview schedule, observation checklist were used. Due to limited budget and time constraint the sample was selected from Dhaka City only. A total 20 schools, 20 English teachers and 100 students were selected; 4 teacher educators from different Govt. TTCs were selected as samples. From the analysis of the gathered data interesting findings came out. Curriculum has got two parts; theoretical part and implementation part. The English Curriculum document which has been introduced at grades 6-8 is completely matched with the CLT curriculum. The contents are well organized in textbooks according to the curriculum. Some contents need to be changed and revised. But the important finding is the implementation part of the curriculum. Most of the teachers are not using Communicative Approach properly and the present examination system does not match with the document. On the basis of findings some recommendations were made for curriculum development and its proper implementation.

## **A Study on Practice of Academic Plan at Secondary Schools in Bangladesh [June - 2012]**

**Md. Arizul Islam Khan; Tasmiri Tasmin Laboni and Sabikun Nahar**

*Assistant Director (Planning), NAEM; Head- Teacher, Bagha Govt. Primary School, Rajshahi and Research Associate, Royal Institute of Management, Mirpur, Dhaka, Bangladesh  
E-mail : adplarizul.naem@gmail.com, Cell : 01552410547*

### **Abstract**

Secondary education is a very important sub-sector of national education system of a country. This sub-sector prepares the learners for the next stage of higher education and also supplies semi-skilled manpower for the production and services sectors of the country. Heads of school manage all sorts of resources aiming at achieving national secondary school education goals and objectives. Management of organizations or institutes starts from planning. Each secondary school should prepare academic plan. Academic plan is very important; because all other tasks and activities in a school are actually for the improvement of academic purposes. Academic Plan is an important instrument to achieve school's goal and objectives. So, study of academic plan of our secondary school is very much important and relevant for quality teaching and learning. It also includes action plan and work-plan including performance management system of the teaching staff of the school to reach the goal and objectives. Considering its importance this study has attempted to achieve a number of objectives. Mainly it has tried to highlight the practice of Academic Plan in the general secondary schools. However, the following specific

objectives were assigned: to find out the status of academic plan of the general secondary institutions of Bangladesh; to investigate the problems in preparation of academic plan in the general secondary schools in Bangladesh and the major areas of content of an academic plan to be identified for developing academic plan for secondary schools. The study is conducted mainly descriptive in nature and the research team has followed survey method. One questionnaire with some observations of contents was developed and used for collecting data and information from eighty sampled schools. The study has found that forty percent schools do not prepare academic plan and others prepare but that is not up to the mark in comparison with recognized standard. The study has also found that school heads have lack of skills; lack of proper assistance by the officials of education department in preparing academic plan; some SMC members and some teachers are not interested in preparing academic plan. To solve these problems the study has made some recommendations like training and motivational programs for the stakeholders especially head teachers of a Secondary education of Bangladesh.

## **Encouraging Critical Reading at the EFL Classrooms of Bangladesh [June - 2012]**

**Naheed Quayum; Md. Zulfeqar Haider, Md. Abdur Razzak Mian  
and Elina Akhter**

*Professor of English and Deputy Director (Research), NAEM; Teacher Trainer, ELTIP;  
Assistant Directors, NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail : tsrazzak.naem@gmail.com, Cell : 01711933543*

### **Abstract**

Critical reading is a skill that is highly necessitated in both academic and everyday lives. The objectives of the study were (1) to investigate teachers' perception of critical reading (2) to explore the current practices of critical reading in EFL lessons (3) to formulate a set of guidelines to design and implement critical reading tasks in EFL classrooms of Bangladesh. The following methods were followed in order to determine the probable solutions to the problems involved in the study, i.e. (a) selection of critical reading tasks for the learners to be taught by the trained teachers of selected schools; (b) collecting teachers' views through questionnaires on their perception of and reactions to critical reading in their own teaching contexts; (c) Observing reading lessons taught by the selected trained teachers who responded to the questionnaire. The selected 20 teachers were asked to the questionnaire and they were observed while teaching preselected critical reading lessons to the students. The major findings were most of the teachers 'gave theoretical explanations or definitions of critical reading. 40% teachers responded that they used CR tasks with the students throughout the year. The major lesson of the lessons observed in this study was the high level of enthusiastic student participation.

This was attributable to some extent to the novelty of the task they performed: coming up with questions they thought would be answered in the text, rather than trying to answer superficial comprehensive questions or true-false statements prepared by the textbook writers.

## **The Pattern of Expenses Incurred by Parents for Secondary Education in Bangladesh [June - 2012]**

**Hedayet Hossain; Md. Azizur Rahman, Shamsun Naher and  
Tahsina Akter**

*Professor of IER, Dhaka University; Director (Research), NAEM; Training Specialists  
of NAEM, Ministry of Education, Bangladesh*

*E-mail: draliz08@yahoo.com, Cell: 01711786555*

### **Abstract**

Government has adopted various programs for expansion of both Primary and Secondary Education. Government allocates highest amount in budget to secondary and higher education in the forms of teachers and staff monthly salary, durable education materials, infrastructure development, school stipend program and textbook. In general parents have to bear expenses for school tuition fees, tiffin charge, computer lab or class IX and X), transport cost, dress, stationeries, extra books and out of school tutoring. The main objective of the study is to gain an understanding on changing pattern of educational expenses of parents at Secondary level in Bangladesh. Specific objectives of the study were (1) to find out the difference of fees/charge between private and public schools; (2) to analyze the grade wise differences in expenses per students reading in public and private secondary institutions; (3) to identify the differences in expenses with respect of gender; (4) to find out the differences in expenses in urban private secondary schools and rural private secondary schools; (5) to explore students expenses for private tuition and calculate the ratio of expenses on private tuition to total education expenses; (6) to compare the changing rate of educational expenditure with inflation and that of necessary commodity; (7) to find the changing pattern of expenditure incurred by parents on education over period of time. This is a quantitative study. Researchers used documents kept in the institutions and collected data through questionnaires which include both close ended and open ended questions. One significant finding of the study show that the educational expenses of the guardians has increased at a higher rate with the passage of time. It has possessed constant increasing trend over the period under review. Another significant finding is that although there is a constant effort of the Government to reduce cost the burden of guardians has increased at secondary level in Bangladesh. This is due to price hike of education and educational equipments. The third significant finding is that the price of education and educational equipments has risen at faster rate than the rate of

inflation. Regarding school fees there are significant differences in between government schools and Non Government schools. In metropolitan and urban area difference regarding school fees is less significant in government schools. Grade wise difference regarding school fees is not mentionable in government schools. In non- Government schools fees varies among metropolitan area, urban area, upazilla and rural area. Grade wise difference regarding school fees is also less significant in non government schools. Grade wise difference regarding tuition fees is higher between government schools and non government schools. Out of school expenditure (private tutor's salary, coaching fees, conveyance, reference books and stationary, school uniform) between Government schools and non- government schools are similar in metropolitan and urban areas. In non-government schools there are big differences regarding out of school expenditure (private) tutor's salary, coaching fees, conveyance, reference books and stationaries, school uniform) between metropolitan and urban areas and Upazilla and rural areas.

## **Junior School Certificate Examination 2010 : A Critical Review of Strength and Weakness [June - 2012]**

**K. M. Kowsar Ali; Md. Mahbubur Rahaman and Shikha Chakrobarty**

*Deputy Director, NAEM; Lecturer, IER, Dhaka University and Training Specialist of NAEM, Ministry of Education, Dhaka, Bangladesh*

*E-mail : tsshikha.naem@gmail.com, Cell : 01819468658*

### **Abstract**

This study explored the pros and cons of JSC examination in the country. The study was limited into general stream of Junior Secondary Education. Both qualitative and quantitative methodologies were introduced to find out appropriate information. Different secondary schools were included for the research, only seven districts from six divisions had been covered. Existing situation of junior secondary education in different educational setup had been analyzed by reviewing the available documents, reports, and research findings. Analysis was made focusing on the viability for JSC examination. Some good practices in the country had been reviewed as a note of references. Guaranteeing rights to quality education of all children in secondary education is the main concept for the research. The original study report consists of eight chapters. The report is started with a general introduction in chapter 1 that includes the information on background of the study, study team and study period, objectives, significance, limitations of the study. The theoretical and conceptual framework is presented in chapter 2, which establishes the study context in terms of theory and practices and also explores public examination as a means of providing information on student learning and also explores the factors related to students' success in examination. Chapter 3 comes up with review of policies and literatures with regard to Public Examination including JSC analysing documents. This

chapter helps us to understand the meaning of national assessment and public examination system. The meaning of public examination has been explored and different legislation regarding public examination and national education policies have been reviewed in this chapter. Chapter 4 contains the details of methodology. Chapter 5, 6 and 7 contain analysis and major findings respectively. Chapter 5 is on findings from documents analysis. This chapter analyzed available policy, legislative and other documents to explore the basic facts around JSC examination. Public examinations play a crucial role in many education systems. Thus, this chapter reflects the basic facts of JSC as a public examination. Analyzing the strategies, structure, questioning pattern, and evaluation system of JSC examination, this chapter shows that the public examination system is under review by the government in Bangladesh and the system is in a changing direction. Chapter 6 focuses on results derived from questionnaire, interview and observations, whereas chapter seven is concentrating on findings from Focus Group Discussions and Case Studies. FGDs focused on teachers' problem and issues that ascended due to the JSC examination. The discussions also reflect the opinion of head of the institutions, parents and SMC members. Beside, several case studies had been prepared and present in box for supporting the finding. The final Chapter 8 that contains discussions suggests some recommendations; conclusion has also been drawn in this chapter. Implication of the findings and future research suggestions are included in this chapter.

## **A Study on the Causes of Failure in English at Dakhil Madrasha [June - 2012]**

**Md. Abdul Awal Khan; Md. Mahfuzur Rahman; Monika Hoque  
and Mosarrafa Begum**

*Professor of IER, Dhaka University, Dhaka; Regional Director, Bangladesh Open  
University, Gazipur; Lecturer, DSHE and Librarian of NAEM, Dhaka, Bangladesh  
E-mail : librnazneen.naem@gmail.com, Cell : 01556351204*

### **Abstract**

English is a global language spoken and taught in many countries both as a native and second or a foreign language. It is taught in schools, colleges and madrasahs in almost every country in this world. It is learnt almost everywhere of the world because of English is considered as an international passport in terms of communication with entire world. In Bangladesh it is considered as a stair of prosperity, of acquiring knowledge and as a sign of sophistication. In Bangladesh English is a compulsory subject in schools, colleges and madrasahs from primary to bachelor level. In Bangladesh at Dhakhil level English is one of the most important compulsory subjects. But it is unfortunate that most of the students are weak in this subject. They do not pay much attention to English as they are imposed to. They are facing a lot of problems because of the poor performance in this subject. As

a result they cannot serve the purpose according to the expectation. They cannot expect in office work related to national and international affairs. Sometimes they fail to avail even foreign scholarships and other better chances. Our target was to find out those problems and we tried to have some solutions. It was found that in the age of communicative approach. Most teachers follow the grammar translation method in teaching English. Even the teachers do not explain the text in English, the target language; rather they prefer to say in Bengali, the mother tongue. They show reluctance in practicing English language skills. For this reason, mostly the learners at Dakhil level cannot understand/speak English with necessary fluency, correctness of grammar and pronunciation. It is noticed that teachers talk more in the class and remain busy while students sit idle as inactive listeners; problems are also found in the textbook items and contents. Students feel bored in the class and show disinterest on the lesson. For all these reasons a large number of students fail in the English subject in Dakhil examination. It is observed that maximum teachers are of inferior quality in terms of academic records, they do not use teaching aids during class period, they teach in the classroom by reading text books and they don't have proper training for professional development. The researchers recommended that for ensuring preparation and using of proper lesson plan in teaching and learning, IMC (Institution Management Committee) and supers should take storing administrative steps. English communication to and by this dependency on private tutors may be decreased. Proper monitoring system should be introduced for ensuring the uniform standards in teaching/learning at Dakhil education system. Using ICT enabled options for class pedagogy and students learning can be considered as the best choice to ensure an effective, technology based education system.

## **Learning Science at the Junior Secondary Level and its Impact on the Enrolment Trends in Secondary Science Stream in Bangladesh [June - 2012]**

**Quazi Afroz Jahanara; S M Hafizur Rahman; Md. Salimuzzaman and Md. Ataul Gani Osmani**

*Professor of Institute of Education and Research, Dhaka University; Associate Professor, IER, DU, Deputy Director, NAEM; Research Officer, DSHE, Bangladesh  
E-mail : ddplsalmuzzaman.naem@gmail.com, Cell : 055356296*

### **Abstract**

Science is being regarded as the most powerful tool for addressing human problems and is related to increasing personal and national productivity. The main purpose of the study is to investigate the enrolment trends in education in Bangladesh and to what extent the teaching science at the junior secondary level has impact on this trend. This trend will be analyzed in terms of teaching science at the junior secondary level. The sources of data

are school official, classroom observation (junior secondary level), and secondary school science teachers. Techniques were school information checklist, observation schedule x 26 schools), interview (26 teachers) questionnaire (104 students). Major findings of the study are the total number of students at grade IX in the sample schools had been steadily increasing although it is fluctuating in some years, and in the last five years a few more number of students than the previous year had enrolled at grade IX both in the urban and rural schools (School information). Most of the teachers claimed that their students enjoy the science lessons taught by them because they try to teach science ensuring students' participation and Question- Answer method is mostly followed by urban teachers whereas most rural teachers prefer lecture method for teaching science (teacher interview). Urban students like science subject's more than rural students. On the other hand male students like science subjects more than the girls.

## **An Investigation into the Results of Public Examination at SSC Level in Bangladesh [June - 2012]**

**Md. Lokman Hossain and Mohammad Zahirul Islam**

*Training Specialist of NAEM and Assistant Professor of Zoology, Narayanganj Govt.*

*College, Narayanganj, Bangladesh*

*E-mail: drlokmanhossain@yahoo.com, Cell: 01711358132*

### **Abstract**

The present study has been made between July 2011 and April 2012 as an attempt to explore the facts and figures on the results of public examinations of last 10 years at secondary level education held by different education boards (School, Madrasah and Vocational & Technical) of Bangladesh. The study has been completed with a set of objectives, viz. to find out the trends of achievement of students; compare the achievements of male-female students, public-private institutions, and school-madrasah-vocational institutions, and also among the humanities-science and business streams and to determine the relation of achievements with the variation of academic, administrative and physical facilities. Findings of the study have come out from the opinion of four respondent groups, namely headteachers, teachers, guardians and students. As the set of situations were different among the respondents, the responses were varied. This finding provided a unique opportunity to critically examine the nature and characteristics of the problem. The results of public examination are improving gradually but not as per expectation. According to respondents some probable causes reflect the disruption of results. These are- less qualified students (75%) and unconsciousness of guardian (50%) are the main reasons and lack of trained teachers (50%) for disrupting results. Majority of head teachers argued low grade teaching method and irregularity yielding class (97.5%); absenteeism of students (66%), extended syllabus were the main causes for causing bad result. Therefore, they emphasized on efficient teacher to be employed to improve the whole situation. They

also opined to stop political activities at institution premises. But the teacher opined that subject based training, regular attendance of students and teacher's accountability would play a vital role to improve this situation. The guardians emphasize on recruitment of trained teacher, regular attendance of students and lastly to taking care of the less meritorious students. On the contrary, students emphasized on their attentiveness, regular attendance in the class and teachers sincerity. In response to the question pertaining to dissatisfactory result some factors were identified to be responsible for disrupting the results; these are- less competent students, unconsciousness of guardian, inattentiveness of students, irregular attendance; student politics, lack of accountability of teachers and students, poor management, lack of logistic support are the determinant factor for causing dissatisfactory result. The respondents opined that the following initiatives may help in this regard i.e. regular presence' of student in the classroom, sitting for regular tutorial, teaching-learning congenial atmosphere, principals, teachers and students accountability to their assigned task, inclusive education in the class, special measures for weak students, subject based training for teachers, communication with guardian, equal emphasis should be given in schools, madrasah and vocational education at SSC level; facilities should be increased for science study; curriculum and syllabus might be need based and job related; policy should be adapted to develop teachers' professionalism, make sure teaching-learning environment, assure relevant teaching-learning materials, good management, regular monitoring and assessment, and teaching-learning methods should be modernized; In-service training of head teachers and subject-based teachers should be given priority; Academic supervision, monitoring and assessment system should be strengthened for academic and professional development. Students profile should be maintained to run the planned works throughout the year. Provision and techniques for self-evaluation of teachers should be imposed for professional development of teachers.

## **Classroom Management Practice in a Few Secondary Schools of Rural Bangladesh [June - 2012]**

**Khan Md. Mainul; Selina Rowshan and Md. Kauser**

*Training Specialists of National Academy for Educational Management (NAEM);  
Assistant Professor of Nabab Faizunnessa Government College, Cumilla, Bangladesh  
E-mail: tsmainul.naem@gmail.com, Cell: 0711187244*

### **Abstract**

The main function of schools is to teach the students. The process of education depends largely on three things: students, teachers and curriculum. Teachers and students jointly participate in teaching learning in a classroom environment. The general objective of the study is to explore the present situation about the classroom management practice in rural secondary schools. Specific objectives of the study were to find out the effectiveness of

teaching learning conditions and process-wise; to identify the strengths and weaknesses of teaching-learning environment and to identify the opportunities and threats in classroom environment. Questionnaire, non-participant observation, participant observation and document analysis were used by the teachers for data collection. Sources of data are headteacher, teacher, student, guardian and school managing committee, classroom, attendance register, students' results sheet, resource register. 79.49% teachers were male and 20.51% teachers were female; 18.80% teachers are non-trained and 13.33% posts were lying vacant. 80% students opined that teaching aids were being used in the classroom. Chalk duster (72.41%) and books (77.59%) were being used mostly as teaching aids. 41% guardians opined that existing teaching learning was not adequate for their children. 42% members of the school managing committee opined that existing teaching learning was not adequate.

## **ICT Training for the Students with Visual Impairment : Current Practices and Future Scope of Digitalization [June - 2012]**

**Diba Hossain; Md. Shahrier Haider; Md. Hamidur Rahman Mollah and  
Md. Fakhru Islam**

*Professor Institute of Education and Research (IER), University of Dhaka; Assistant  
Faculty Member, BRAC Learning Division and Computer Supervisor, NAEM, Dhaka  
E-mail: supfakhru.l.naem@gmail.com, Cell: 01816606343*

### **Abstract**

In this study, current practices regarding the nature and scope of ICT training for the visually impaired students have been explored and the educational implications of training were illustrated as well. Regarding this issue, contemporary thoughts and expectations of the visually impaired students and the training experts were also addressed. Furthermore, towards creating a barrier free access to information for the visually impaired in Bangladesh, globally used technologies to access information have been recommended for future digitalization; in accordance with those expectations. Organizations and the professionals related to import appropriate technology, distribution, training, supervision etc; and the trainee visually impaired students were interviewed; parallel to these interview schedules, document analysis was carried out to understand the current practices intensively.

# **Using English as an Instructional Language in EFL Classes at the Secondary Level of Bangladesh Challenges and Possible Measures [June - 2013]**

**Geetanjali Barua; Nafisa Begum and Md. Rafiqul Islam Akanda**

*Associate Professor of English, Teachers' Training College (TTC), Dhaka; Lecturer of English, TTC, Dhaka and Documentation Officer of NAEM, Dhanmondi, Dhaka  
E-mail: dorafiqn.naem@gmail.com, Cell: 01556351205*

## **Abstract**

English is the skill based subject that is taught in the secondary level of the education system of Bangladesh. The aim of teaching and learning English as one of the two major compulsory languages is to develop the communication ability in this language. It is expected that the learners will develop the communication ability through practice four basic language skills in the foreign language environment where the classroom-practice and the teachers' instructions are the main exposure to promote learners to develop the ability to communicate in English. The present research is done to determine the challenges of using English as the instructional language in the English language classroom and to propose some measures to overcome those challenges. In this research found the major challenges are the lack of expert subject teachers, large class size, lack of effective monitoring system, lack of supporting materials, lack of the practice of appropriate assessment system etc. which are presented in the report in words as well as graphical presentations. Measures are also submitted as recommendations of the research done in the secondary level education sector in Bangladesh. Although the study is done on the number of sample schools of both urban and rural yet the picture represents the average condition of the whole country secondary education sector. The review of the previous literature supported the view that there is an impact of the use of the target language in classroom activities to develop learners' ability to communicate in English. The proper use of English as instruction in the English language classroom can motivate the learners to use the English language also.

# **Classroom Assessment Practices in Selected Urban Secondary Science Classes in Bangladesh [June - 2013]**

**Shahjahan Mian Tapan; Shah Shamim Ahmed;**

**Md. Shahidur Rahman and Md. Serajul Islam**

*Professor, and Associate Professor of IER, University of Dhaka (DU); Deputy Director (Administration & Finance), NAEM, Dhaka; and Associate Professor of IER, University of Dhaka, Bangladesh*

*E-mail: ddadmin.naem@gmail.com, Cell: 01912469874*

## **Abstract**

With the aim of exploring the classroom assessment practices in Bangladesh, this qualitative study mainly focused on some selected secondary science classrooms. A total of seven schools are selected purposively from seven divisional cities areas. The General Science class of Class Eight (VIII) is selected purposively and observed in five consecutive days. The class teachers and students were interviewed as respondents. Results of this study show that assessing students learning outcomes and feedback were considered as the major objectives of classroom assessment; however, modifying teaching is totally ignored. Classroom feedback is 'right or 'wrong oriented followed by task-oriented and self-oriented in nature. Teachers dominate the classroom assessment practices and basically relied on the traditional methods specifically on oral questioning for assessing students' classroom learning. Teachers also basically depend on short-answer type questions followed by multiple-choice and true-false questions in classroom assessment. The classroom questions were basically demanded very specific or limited responses. Therefore, it is needed to make change in current practices by using alternative assessment strategies and focus on assessment for students' learning.

# **Implementation of School Performance Based Management System (SPBMS) at Secondary Level Education in Bangladesh under SESDP (June - 2013)**

## **Problems and Prospects [June-2013]**

**Md. Arizul Islam Khan; Md. Babul Hossain and Sabikun Nahar**  
*Assistant Director (Planning), NAEM, Dhaka; Lecturer, Rangpur Govt. College,  
Rangpur and Research Officer, CBI, Mirpur, Dhaka  
E-mail: ariznaem@gmail.com, Cell: 01552410547*

### **Abstract**

Secondary education is an important level of the national education system of a country, like Bangladesh. Secondary Education Sector Development Project (SESDP) to support the Government's plans to reform the structure and quality of secondary education. The ultimate aim of the project is to improve the quality of learning in secondary schools. The focus of SESIP (before SESDP) is overall quality assurance in secondary education. The project's three components of efficiency, quality and equity under the work on the performance-based management function. Mainly this study has tried to highlight the in-depth monitoring and implementation of School Performance Based Management System (SPBMS) at secondary level education in Bangladesh under SESDP. However, the specific objectives were (1) to investigate the status of performance based management system in secondary school and to evaluate its achievements; (2) to measure the improvement of management performance of the secondary school under SPBMS and thereby help enhancement of the quality of secondary education which is one of the major objective of SESDP ; (3) to identify the major problems in implementing SPBM in Bangladesh ; (4) to examine challenges and the prospect of the SPBMS to improve the quality of secondary education of Bangladesh. Secondary schools are the principal stakeholders of the SPBMS. This study adopted survey methods and questionnaire as data collecting technique. Through purposive sampling data were collected from Headteachers, teachers of urban and rural schools. Besides, required data were collected from officers working for SE at upazila and district Level Out of 7 administrative divisions, the study was conducted in 4 division's i.e. more than 50% coverage nationally. From each division two districts were selected. So, in all the districts were covered under the study. From each district at least 5 schools were selected out of which 2 were from urban areas and 3 from rural areas. So, the total number of schools covered under the study was 40. One of the major findings of the study is that all most of respondents' schools have been implementing the PBM system. But in terms of quality, the tasks done by the HTs regarding implementing PBM are not satisfactory. The researchers also found a number of problems in implementing the PBM system. However, on the basis of findings this study has made some recommendations to implement the SPBMS effectively and efficiently.

# **Digital Contents and Secondary Level Students' English Listening Skill at Smart Class Room in Bangladesh [June - 2013]**

**Md. Fazlur Rahman; S. M. Kamruddin Ropum; Hasan Toufiq Imam and Md. Shameem Mahboob**

*Professor, IER, University of Dhaka; Deputy Head of Education; Lecturer, IERT, University of Chittagong and Training Specialist of NAEM, Dhaka, Bangladesh  
E-mail: tssshamim.naem@gmail.com, Cell: 01918155553*

## **Abstract**

Communicative language teaching in English has been started in Bangladesh since 2001. Though many initiatives have been taken earlier but in the practical field most of the students can't communicate well in English. There are many reasons behind it. One of the big reasons in Bangladesh is evaluation system. In Bangladesh evaluation system, there are very little scope to assess students speaking and listening skills. That's why teachers and students are not interested to practice speaking and listening in English in regular in the classroom. In this situation, Dnet as well as government of Bangladesh are establishing many digital class rooms named "Smart Class Room" Multimedia Class Rooms" etc. across the country. Dnet already established 100 Smart Class Rooms in Bangladesh equipped with multimedia and digital content supports. Mainly 4 subjects (English, Mathematics and Science and Geography) are being taught in these class rooms. Concentrating on the above problems researchers designed a study to analyze the effectiveness of digital contents on students' English listening skill. It is an experimental study comprising two groups - experimental and control groups. Both groups are tested two times - pre and post testing. Within the two testing control group received general teaching and experimental group received digital content supported teaching. For this study, total 320 students were selected semi-purposively from 10 secondary schools of 5 divisions where 160 students treated as experimental group and rest of the students treated as control students. A listening test based on the competencies of 2012 curriculum was prepared as a tool of this study. This test has two major sections - MCQ and Fill in the Blanks. There were 10 questions. The data were analyzed descriptively through statistical analysis. Students' scores were classified into 5 levels. In pre-test, most of the control and experimental students scored almost similar (in level 3-4). After the intervention, both of the groups increased their scores but experimental students did it more. In post-test, control students scores mean is above 5 and the experimental students' scores mean is above 7. Moreover, in gender consideration, it is found that both boys' and girls' achievement is almost same. But in the area consideration, girls did better in Dhaka, Chittagong and Khulna division rather than the Sylhet and Barisal division. It happened due to digital contents positive impact. Experimental students received teaching through

digital contents so they gained almost double in all areas than the control students. From the above findings it can be clearly stated that digital contents have positive impacts so that technological infrastructure should be settled in the schools though they can practice language skills and also preparation and deliberation of digital contents are equally important.

## **Identifying the Differences in Achieved Process Skills between Urban and Rural Students of Grade VI in General Science [June - 2013]**

**Md. Salimuzzaman; Rezwanul Alam; Foujia Sultan and Jafrin Akter**

*Deputy Director (Planning), NAEM; Assistant Professor (Education), School of  
Education; Lecturer (Education), Bangladesh Open University (BOU), Gazipur and  
Lecturer, College of Development Alternative (CODA), Dhanmodi, Dhaka, Bangladesh  
E-mail: naemsalimuzzaman@gmail.com, Cell: 01552461497*

### **Abstract**

This study was conducted to find out a comparative picture of the achieved process skills between the urban and rural students of grade VI in General Science. Data were collected by administering a test to the students of grade VII as they had completed grade VI. Five (5) practical items were included in the test to assess the 8 process skills (observing, comparing, classifying, measuring, quantifying, experimenting, inferring and predicting) of the students. After piloting to 40 students (both male and female) in 2 urban and 2 rural co-education schools, the test was finalized. Then the test was administered to sample. Allotted time for the test was 40 minutes. Thirty two secondary schools from 4 administrative divisions (Dhaka, Chittagong, Rajshahi, Khulna) were selected purposively for administering the test. Eight schools from each division were selected where 4 were urban and 4 were rural schools. Ten students of grade VII were selected from each school. The total sample size was 320. Male and female students were equal in number (160 & 160). Data were processed through manually and computer applications (MS word, MS Excel). For analysis purpose, descriptive statistics like percentage distribution was used. However, the major findings of this study revealed satisfactory success rate in observing, comparing and measuring skills; good success rate in inferring and predicting skills; moderate success rate in classifying, quantifying and experimenting skills. Success rate was not poor in any of those 8 process skills. The study further indicated that the success rate was highest in measuring skill, whereas it was lowest in classifying skill. This study also revealed that, success rate of urban students was higher than that of the rural students in 6 process skills which were comparing, quantifying, measuring, experimenting, inferring and predicting. Apart from this, rural students did better than urban students in observing and classifying skills.

# **Effectiveness of Senior Staff Course on Education and Management (SSCEM) for Professors and Principals of Government Colleges of Bangladesh [June - 2013]**

**M. A Gani; Md. Atiqul Islam Pathan; A H. M. Yousuf and Rehana Khatun**

*Associate Professor, University of Liberal Arts (ULAB), Dhaka; Deputy Director*

*(Training & Implementation), NAEM; Assistant Director,*

*NAEM and Assistant Director, TQI-2, Dhaka*

*E-mail: dirpl.naem@gmail.com, Cell: 01552374226*

## **Abstract**

To perform all the activities of a college efficiently the professors and principals should have sufficient knowledge, skills and leadership qualities. He needs periodic and continuous renewal in order to be able to effectively respond to the changing environment. Training is one of their important approaches that make the professors and principals as efficient manager, administrator and leader. NAEM has been providing six weeks long in-service training of Senior Staff Course on Education and Management for Professors & Principals of College since its inception. Curriculum of this training course is developed by NAEM in response to the needs of the stakeholders and objectives of the higher education of Bangladesh. Another pertinent issue is whether the trainees are able to put into practice at the work place what they are taught during the training period. Hence the issue is whether and to what extent, on SSCEM for Professors & Principals' is successful in fulfilling its basic mission. The general objective of the study was to evaluate the SSCEM Course for Professors of BCS (Genaral Education) Cadre and Principals and Non-Govt. College for further improvement of such type of training course in future at NAEM. To make some suggestions keeping the general objective in mind the following specific objectives of the study are as follows: (a) To investigate the course curriculum and contents of the SSEC training Course; (b) To find out the effectiveness of the implementation methods and process of the training course; (c) To analyze the process of Training Need Assessment (TNA) system for designing the SSCEM training course; (e) To find out the role of the trained Professors and Principals at College level educational institutes; This study has attempted to examine the effectiveness of the training program on senior staff course on Education and Management for Professors and Principals' of college level institutions. Main focus of the study was to examine the relevancy of the training curriculum, the effectiveness of training methodology and to verify the extent to which the training program helps the professors and principals' to manage the affairs of the colleges. It was revealed that majority of the respondents (both faculty members of NAEM and Participants) affirmed that training curriculum was relevant to the actual need of the trainees and degree of relevancy appears to be high enough. Most of the trainees (80%) expressed their high satisfaction on training methods and course curriculum and 90% of the respondents observed that the attitude of Professors and Principals' have been changed in a positive way after completion of training, especially in the area of professional skill and manners.

# **Holistic Versus Analytical Marking : A Study of Reliability In assessing Writing at Higher Secondary Level [June - 2013]**

**Mariam Begum; Md. Zulfeqar Haider; Md. Abdur Razzak Mian and Elina Akhter**

*Associate Professor, IER, University of Dhaka, Dhaka; Coordinator, FLTC, Dhaka;  
Assistant Directors of NAEM, Dhanmondi, Dhaka, Bangladesh  
E-mail: tsrazzak.naem@gmail.com, Cell: 01711933543*

## **Abstract**

This study explores the ways students' writings are marked by the different markers at selected Higher Secondary colleges in Bangladesh. The study addresses questions such as- "Do different markers award the same marks to the piece of writing" and "Do they follow the same set of criteria for marking?" The study investigated into the question whether analytical marking produce more consistent test scores and, to what extent they do so. The paper compares the marks awarded to selected samples of writing by several markers, first holistically and then analytically and collects the views of markers on both types of marking. The study was conducted on the basis of comparing the markings of 100 different markers who marked a sample of student writing twice-first holistically, then analytically. For holistic round of marking, the markers were provided with any set criteria by the researchers for marking the scripts; they used their own impressionistic yardsticks to do the marking. After the first round of marking, the markers were asked to respond to a questionnaire on their own marking. The questionnaire had both closed and open ended structured questions regarding the markers' views and practices of marking students' scripts. The markers were asked to do a second round of marking of the same sample script using an analytical marking 5 scale. It is revealed from the study that there was very little consistency among the markers while they were asked to mark the sample in the first round. In fact, the marks awarded by different markers varied significantly as the lowest mark given was 5 compared to a highest score. It is also found that the most common criteria used by the markers for the first round of marking were- content, organization, grammar, vocabulary, mechanical device etc. However, the second round marking showed more consistent results and the inter-marker difference is limited to one mark only. Suggestions for making of writing compositions more reliable as found from this study include- introducing analytical marking, scheme could be followed by all markers, providing training to the markers on applying the rubric/marking schemes consistently, provisions of double/second marking, encouraging inter-marker discussion and, in case of holistic marking, defining at least a brief description of the various grades to be awarded.

# **The Role of Academic and Non-academic Factors Affecting Student Performance at Secondary Schools [June - 2013]**

**Shamsur Rahman; Khan Md. Mainul Hoque; Mohammad Kauser and  
Marunnahar Khatun**

*Ex. Director General of NAEM; Training Specialist of NAEM; Assistant Professor  
(Agriculture), Government Nowab Faizunnesa College, Laksam, Cumilla and Lecturer  
of Psychology, AK Sarker Degree College, Tanore, Rajshahi, Bangladesh  
E-mail: tsmainul.naem@gmail.com, Cell : 01711240326*

## **Abstract**

Student performance is an inevitable part of quality education. Academic and non-academic factors are interrelated for ensuring students' academic performance. Academic factors always relate to academic activities. Non-academic factors can influence academic performance, but cannot substitute it. Relevant non-academic characteristics can support student's academic achievement. There are no shortcut ways to achieve student performance. At first we should all focus on helping our students becoming academically prepared through direct academic interventions and secondly through cultivation of the non-academic factors that support academic achievement. The findings of this research may be considered for identifying major academic and non-academic factors for ensuring student performance. Its purpose is to improve the relevancy, standard and quality of the academic achievement at the secondary level in Bangladesh and take measures on the basis of the findings. Our findings indicate that both academic and non-academic factors have significant impact on students' academic achievement. Holding class regularly, teachers' preparation before entering the class and regular attendance of the students are major academic factors. Financial insolvency and lack of awareness of the guardians are the major non-academic factors which hinder to achieve good academic result.

# **An Evaluation of Science Textbook of Junior Secondary Level for Visually Impaired Students [June - 2013]**

**Diba Hossain; Md Shahrier Haider; and Md. Fakrul Islam**

*Professor, IER, University of Dhaka, Dhaka; Lecturer, IER, University of Dhaka; and Computer Supervisor, NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail: supfakhrul.naem@gmail.com, Cell: 01816606343*

## **Abstract**

Many of prior studies show, traditional science teaching and textbooks have been depended try on visual instructions. This makes it difficult for visually impaired or partially sighted its included in regular classrooms to learn the concepts as they have no visual input at all. Therefore, it must be educators' responsibility to investigate every aspect of teaching and learning process for visually impaired students to improve the educational settings they are to improve the instruction for visually impaired students, and to improve the visually impaired students' success in becoming part of an educated society. This is the reason that, the purpose of this study is to investigate and gain insight into how the science textbooks of junior secondary level are facilitating the learning of science to visually impaired students. This study is a small scale research in terms of data collection and its purpose. Therefore, it focused on science teaching to visually impaired students. In Bangladesh, education of science is obligatory for all lower secondary level students according to the curriculum provided by National Curriculum and Textbook Board (NCTB). This education should be the same for both- normal and visually impaired students. But the findings from the data obtained via interviews and questionnaire revealed that textbooks for general science education is neither implemented keeping the difficulties and limitations of a visually impaired student in mind, nor any direction for flexibility is given for the students of visual impairment. According to the study, if science does not relate to real life and practical factors, it becomes very difficult for visually impaired students follow this textbook and learn effectively and they need instructional and environmental accommodations to learn science. This study discusses the inflexibilities of the current textbooks and proposes possible solution as an effort to give the visually impaired students a better textbook for the study of general science education.

# **A Study on Teaching Learning Environment and Student Engagement in Mathematics Classroom at Secondary Schools in Bangladesh [June - 2013]**

**Md. Abdur Rahim Khan; Md. Abdur Razzaque; Md. Safiuddin Sheikh and  
A. K. M Shah Alam**

*Director, BSSRC, Planning Division, Ministry of Planning, Shere-E- Bangla Nagar, Dhaka; Assistant Professor of Mathematics, DSHE, Dhaka; Assistant Professor, of Mathematics Govt. Yasin College, Faridpur and Computer Programmer, NAEM, Dhaka  
E-mail: [alannaem@gmail.com](mailto:alannaem@gmail.com), Cell: 01552324379*

## **Abstract**

It was made with a view to find out the factors of effective mathematics teaching environment; assess students' engagement pattern in classroom activities and focus the managing capacity of the teachers in classroom activities. Within the purview of this study teachers and students' practices and beliefs were investigated and patterns of their engagement were examined, at the same time their perceptions and day-to-day experiences have also been documented. Researchers used different strategies especially survey method for data collection. Data were collected from 52 Mathematics Teachers and 100 Mathematics students. In addition, 20 Mathematics classrooms located within four divisions of Bangladesh were intensively observed to know about the teaching learning environment in real life situation. According to the opinion expressed by the teachers the clarification of the concept of the topic, the rules and procedures to solve the mathematical problems and to apply theoretical mathematics in real life situation are very important. Proper instruction to inspire and motivate the students to work in groups in classroom situation is also very vital. Instruction to work in groups within classroom acts as impetus to motivate and inspire the students to learn, enjoy and to participate spontaneously in classroom activities. Teachers are failing to act as the source of inspiration for the students. Teachers role is simply robotic accordingly they only use chalk/marker board and text books as teaching materials in mathematics teaching. Due to its distinctive nature the duration of the classes on mathematics should be extended and thus help students to concentrate and grasp many complexities of mathematics within one session. The role of a teacher at this end should be friendly and based on mutual cooperation and understanding. It is revealed that at present the scope for group and peer practice is quite limited. According to students' opinion, teachers led lectures, students' individual works, class exam using text books and the use of chalk/marker board are being applied as learning tools. But teachers are failing to provide proper orientation to the students about the importance of the concepts included as the topic for classroom discussion. They hardly focus on application of the lesson in real life situation. The similar type of role they play while giving instruction in group work situation. The students categorically stated that teacher's role in group work should be friendly, cooperative and directional in classroom activities. Students have shown comparatively higher interest and joys towards performing classroom activities in groups with the help

of the teacher. Creation of joyful environment in the classroom is equally needed. In order to keep the tenor of lessons' learnt while attending junior class's teachers must establish appropriate linkages in between the earlier one to next higher classes. The teachers as well as students must be mutually cooperative and friendly to each other. Students lamented that their teachers neither discussed the objectives nor the application of the lesson in real life situation. How the mathematical problems can be solved in groups in class room situation that type of instruction on the part of teachers is still lacking. Both teachers and students have strongly urged for special provision for longer duration of mathematical classes. However, overall teaching learning environment appears to be more than average. A serious lacuna was observed on the part of the teachers to present, discuss and explain the concepts and rules and procedures needed for accomplishing different tasks of mathematics, and the suitable environment is lacking for discussion on the objectives of the lesson, students to work in groups, cooperation among the students themselves in classroom activities. Also Head Masters' role in monitoring and supervision the performance of the teachers was not satisfactory. Apart from question-answering technique, the use of other teaching aids and techniques in classroom situation was not satisfactory though congenial environment prevails within the classroom for inspiring the students. In view of the fact and findings derived from this study researchers have quite strongly argued that mathematics education in secondary schools should be an integrated system of teaching learning where the stakeholders as well as the whole society must contribute towards improving teaching learning, motivation, engagement and encouragement. In this venture the researchers have humbly put forward a six- stage model comprising the processes of Initiate, Concept, Investigate, Estimate, Assimilate and Sweeping Statement for active consideration. If this model is successfully applied it would, according to the researchers, provide enough space in terms of time and brainstorming to formulate mathematical problems and the solutions there of.

## **Exploration of Learning Experience of Students with Special Educational Need in Mainstream Secondary Schools in Cumilla District [June - 2013]**

**Md. Tariq Ahsan; Sk. Amzad Hossain; Mrinal Kanti Sadhu and Farid Ahmed Mozumder**

*Associate Professor, IER, University of Dhaka, Dhaka; Training Specialist of NAEM; Lecturer, Govt. Teachers' Training College (TTC), Cumilla, Bangladesh  
E-mail: drskamzad@yahoo.com , Cell: 01712512419*

### **Abstract**

The last decade has seen enormous transformation in secondary schools in Bangladesh. One of the greatest changes is the increase in the diversity of learners and teaching methods in the classroom. Since 2010 education policies emphasize the development of quality education in inclusive settings meeting the needs of all learners. The concept

of inclusive education places emphasis on changing the system rather than the child, thereby requiring transformation of traditional approaches to participatory teaching-learning (Sebastain, 2004). The education systems across the world have been changing to achieve education for all, yet over 150 million children worldwide have no access to primary school (Sarker & Davey, 2009). It appears that “Education for All” remains a challenge for many educational systems (Evans, 2000). Since 2006, Teaching Quality Improvement in Secondary Education Project (TQI-SEP) introduced inclusive education. Both teachers and guardians of the students with SEN were encouraged to enroll the students with SEN in mainstreaming education. Presently it is a crying need to sustain their enrolment in secondary education. The causes of drop out and typical barriers to inclusion need to be identified so that they can be addressed. The purpose of this study is to find out the experience the students with SEN gather in adaptation to mainstream classroom and to explore the teaching- learning strategies used in the school for particular types of SEN children. The research method involved survey containing both quantitative yes/no answer based information regarding physical facilities of school, 25 items using a 5 point Likert scale) and qualitative methods (3 open questions and interviewing 5 Head teachers/Class teachers). SPSS was used to analyze rating scale data and central tendency, composite scores was done by using simple statistics. Findings reveal that in spite of the long list of barriers to successful implementation of inclusive education such as traditional infrastructures, lack of physical facilities, ineffective policies and legislation, inadequate funding, shortage of specially trained teachers, the students were satisfied with the behavior and attitude of the teachers but they are not satisfied with the government policy regarding inclusive education especially rigid curriculum and uniform exam system. Recommendations are made for developing a curriculum adjustment policy and flexible exam system and arranging training initiatives to encourage secondary teachers to create friendly learning environments that enhance inclusive movement successfully.

## **A Study of the Causes of Failure in English at Alim Madrashas [June - 2013]**

**Md. Abdul Awal Khan; Md. Mahfuzur Rahman; Md. Jahangir Kabir and  
Kallyani Nandy**

*Professor, IER, Dhaka University, Dhaka; Regional Director, Bangladesh Open  
University (BOU), Gazipur; Assistant Directors of NAEM, Dhanmondi, Dhaka  
E-mail: adreshkallyani.naem@gmail.com, Cell: 01714353730*

### **Abstract**

In Bangladesh English is taught as a compulsory subject in schools, colleges and madrashas from primary to bachelor level. English is a global language spoken and taught in many countries both as a native and a second or a foreign language. It is learnt almost every where of the world because knowledge of English is considered as an international

passport in terms of communication with the entire world. In Bangladesh it is considered as a stair of prosperity, a tool of acquiring knowledge and as a sign of sophistication. In Bangladesh at Alim level English is one of the most important compulsory subject but it is very, unfortunate that most of the students are weak in this subject. They do not pay much attention to 'English as they are imposed to. They are facing a lot of problems because of the poor performance in this subject. As a result they cannot serve the purpose according to the expectation. They cannot except in office work related to national and international affairs. Sometime they fail to avail even foreign scholarships and other better chances. Our target was to find out those problems and tried to have some solutions. It was found that in the age of communicative approach, most teachers follow the grammar translation method in teaching English. Even the teachers do not explain the text in English, the target language; rather they prefer to say in Bengali, the mother tongue. They show reluctance in practicing English language skills. For this reason, most of the learners at Alim level can not understand/speak 'English with necessary fluency, correctness of grammar and pronunciation. It is noticed that teachers talk more in the class and remain busy while students sit idle as a inactive listeners, problems are also found in the textbook items and contents. Students feel bore in the class and show disinterest on the lesson. For all these reasons a large number of students fail in the English subject in Alim examination. It is observed that maximum teachers are inferior quality in terms academic records, they do not use teaching aids during class period, they teach in the classroom by reading text books and they don't have proper training for professional development. The researchers recommended that for ensuring preparation and using of proper lesson plan in teaching and learning, institution management committee and Principles should take storing administrative steps. DSHE should also have clear direction to develop. English communication to and by this dependency on private tutors may be decreased. Proper monitoring system should be introduced for ensuring the uniform standards in teaching learning at Alim Level education.

## **A Study on Environmental Education of Secondary Students' Knowledge, Attitudes and Practices [June - 2013]**

**Rokshana Bilkis; Md. Masud Ahmmmed and Mahbubul Hasan**

*Deputy Director (Research and Documentation) of NAEM; Associate Professor of English, DSHE and Training Coordinator, DPE, MOPME, Dhaka, Bangladesh*

*E-mail: ddresrokshana.naem@gmail.com, Cell: 01552573798*

### **Abstract**

Environmental education is essential for developing a healthy and sustainable society. The general objective of the study is to measure the students' knowledge, attitudes and practices in environment. With that general objective in the study takes the following specific objectives are (a) to measure the level of knowledge in environment of the

secondary students (b) to find the attitudes of the students (c) to investigate the students\* practices. According to the objectives, tools are a comprehensive test to evaluate knowledge for students, five point's attitude scale, a questionnaire for practices to the students and observation. All tools are pre-testing two times. Total respondents are 88 from 7 non-government secondary educational institutions in urban and rural areas. The findings are Environmental knowledge of the girls' students was found slightly better than that of the boy's students. The rural boys were seemed lag behind the urban boys in the attitude towards the environment. The environment-friendly practices of the schools were not found enough to encourage the students to flourish environmental literacy. Particularly, rural schools were seemed mostly poor in the concern of environment-friendly practices. For achieving a foundation of environmental literacy, increased commitment to research, assessment, and evaluation are essential. The environmental education field could benefit from a more comprehensive, systematic, and formal assessment of the state of environmental education practice in Bangladesh.

## **Performance of Head Teachers in Ensuring Quality Education : A Study on Non-Govt. Secondary Schools at Rural Level in Khulna Division [June - 2013]**

**M. A. Halim; Shaikh Ekramul Kabir; Kalyanmaya Sarke r  
and Sarout Noor**

*Professor of Institute od education Research (IER), Dhaka University, Dhaka; Director  
General of NAEM; Director  
(Training and Implementation), NAEM and Training Specialist of NAEM, Dhanmondi,  
Dhaka, Bangladesh*

*E-mail : noorpysices@gmail.com, Cell: 01720965704*

### **Abstract**

Quality Education is a major challenge in Bangladesh. Student performance is an inevitable part of quality education. By ensuring congenial teaching learning supportive environment at home and school can be achieved. The general objective of this study is to investigate the performance of the head teachers in "Ensuring Quality Education on Non - Govt. Secondary Schools at Rural Level in Khulna Division" Specific objectives were (1) to find out the performance indicators of the Head teachers; (2) to explore the extent of the relationship between head teachers' performance and quality education;(3) to assess the views on the performance of head teachers in rural level school management; ( 4) to discover the challenges that secondary school head teachers face in performing their duties; (5) to find out secondary teachers are regularly supervised by their Head Teachers; (6) to examine teachers' viewpoints of supervision and quality of supervision in secondary schools. A total of 40 schools from 5 districts of Khulna division in Bangladesh have been

selected purposively for the study. Five teachers of every school and one guardian per school are under the purview of the study. The respondent teachers and guardians have been selected randomly. Tools were Interview -Schedule and Questionnaire. The findings of the study explored that the existing performance of the head teachers is not expected as per nations desired. Strategic plan is an essential tool for enhancing the teaching learning environment at school.

## **Active Learning Techniques for Quality Education at Secondary Level in Bangladesh : Capacity and Practice [June - 2013]**

**Md. Delwar Hossain Shaikh; Mohammad All Zinnah;**

**Md. Abdus Salam and Kalachand Shil**

*Professors of IER, Dhaka University, Dhaka; Associate Professor, IER, Dhaka  
University and Deputy Director of NAEM, Dhanmondi, Dhaka, Bangladesh*

*E-mail : ddtrgkalachand.naem@gmail.com, Cell :01715161475*

### **Abstract**

Active learning - the process of exploration and discovery, of acquiring knowledge, of knowing how to acquire it, is more likely than rote learning to foster a lifelong love of the learning process. The main objective of the study was to explore the social science teachers' capacity and practices on active learning at secondary level in Bangladesh. The specific objectives were as follows; (1) to identify the teachers' capacity of social science teachers on active learning techniques for quality in education at secondary level in Bangladesh; (2) to find out teachers' understanding about active learning techniques at Secondary level in Bangladesh, (3) to examine the extent to which active learning techniques are practiced at Secondary Level in Bangladesh regarding importance and capacity. The Study carried out purposively in 15 secondary schools in Bangladesh maintaining the urban and rural area. It included both government and non-government Secondary schools. More specifically, this intends to investigate the selected secondary school on urban and rural context. The 15 secondary schools including 4 governments and Non- government schools were selected purposively from 4 districts (Dhaka, Sirajgonj, Jhainadah and Patuakhali). Sources of data were Head masters, Assistant teachers. Learners and Classroom Activities as well as used tools were Semistructured Interview Schedule, questionnaire and observation checklist. The finding displayed teachers' in frequent active practice rather than practice of classroom teaching in a traditional manner although they possessed pedagogical understanding moderately. This finding could be explained in relation to the challenges that the teachers face in conducting classroom teaching.

বাংলাদেশে মাধ্যমিক ও মাদ্রাসা শিক্ষায় শিক্ষার্থী মূল্যায়নে সৃজনশীল প্রশ্ন প্রণয়ন ও প্রয়োগ পরিস্থিতি :  
একটি সমীক্ষা [জুন - ২০১৩]

উত্তম কুমার দাশ; অনিমা রাণী নাথ; এ, কে, এম মনিরুল ইসলাম এবং মো. আহিদুজ্জামান কারিকুলাম বিশেষজ্ঞ, এনসিটিবি, মতিবিল, ঢাকা; উপসচিব, এনটিআরসিএ; প্রশিক্ষণ বিশেষজ্ঞ, নায়েম এবং অধ্যাপক, শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা, বাংলাদেশ

E-mail : das.druttam@gmail.com, Cell: 01711193187

সারসংক্ষেপ

বাংলাদেশের শিক্ষা ব্যবস্থায় শিক্ষার্থী সংখ্যার ক্রমবৃদ্ধির সাথে শিক্ষার গুণগত পরিবর্তন নিশ্চিত করার লক্ষ্যে সৃজনশীল প্রশ্ন পদ্ধতির প্রচলন করা হয়েছে। ২০০৬ থেকে ২০০৮ সালের মধ্যে পরীক্ষা সংস্কারভুক্ত ২৩টি বিষয়ে ১ লক্ষ ২২ হাজার মাধ্যমিক বিদ্যালয়ের শিক্ষক এবং সকল মাধ্যমিক ও নিম্নমাধ্যমিক বিদ্যালয়ের প্রধান শিক্ষককে সেকেভারি এডুকেশন সেক্টর ইমপ্রভমেন্ট প্রজেক্ট (ঝউঝউচ) এবং সেকেভারি এডুকেশন সেক্টর ডেভেলপমেন্ট প্রজেক্ট (ঝউঝউচ) এর মাধ্যমে সৃজনশীল প্রশ্ন প্রণয়ন বিষয়ে প্রশিক্ষণ প্রদান করা হয়েছে। গণপ্রজাতন্ত্রী বাংলাদেশ সরকারের নির্দেশনা অনুসারে ২০০৮ সাল থেকে মাধ্যমিক বিদ্যালয়সমূহে সৃজনশীল প্রশ্ন পদ্ধতিতে অভ্যন্তরীণ পরীক্ষা অনুষ্ঠিত হচ্ছে। বাংলা ১ম পত্র ও ধর্ম শিক্ষা বিষয়ে ২০১০ সালের এসএসসি পরীক্ষা সৃজনশীল প্রশ্নপত্রে অনুষ্ঠিত হয়েছে। বাংলা ১ম পত্র ও ধর্ম শিক্ষা বিষয়ের ৪০ হাজার শিক্ষককে অগ্রাধিকার ভিত্তিতে ২০০৯ সালে দ্বিতীয়বার সৃজনশীল প্রশ্নপত্র প্রণয়ন ও উত্তরপত্র মূল্যায়নের উপর প্রশিক্ষণ প্রদান করা হয়েছে। ২০১১ সালে বাংলা ও ইসলামে ইতিহাস বিষয়ে দাখিল পরীক্ষা সৃজনশীল প্রশ্নপদ্ধতিতে অনুষ্ঠিত হয়েছে। এ উদ্দেশ্যে মাদ্রাসা শিক্ষায় ২০ হাজার শিক্ষককে প্রশিক্ষণ প্রদান করা হয়েছে। ২০১১ সালে আরো ৫টি বিষয়ে (রসায়ন, সাধারণ বিজ্ঞান, সামাজিক বিজ্ঞান, ভূগোল, ব্যবসায় পরিচিতি) ৯০ হাজার শিক্ষককে সৃজনশীল প্রশ্ন প্রণয়ন, পরিশোধন ও উত্তরপত্র মূল্যায়ন বিষয়ে পুনরায় প্রশিক্ষণ প্রদান করা হয়। ২০১২ সালে মাদ্রাসা শিক্ষায় আরো ২৫ হাজার শিক্ষক প্রশিক্ষণ পেয়েছেন। কিন্তু প্রশিক্ষণ পরবর্তী সময়ে মার্চপর্যায় কার্যকর মনিটরিং কার্যক্রম জোরদার না হওয়ায় শিক্ষকগণ প্রত্যাপন ফলাফল দেখাতে পারছেন না। সৃজনশীল প্রশ্নপত্র প্রণয়নের অনেকগুলো পর্যায় রয়েছে শিক্ষকগণ কোন স্তরে কী সমস্যা অনুভব করছেন তা জানা সম্ভব হচ্ছে না। প্রকৃত প্রস্তাবে প্রশিক্ষণ গ্রহণকারী শিক্ষকগণ সৃজনশীল প্রশ্ন প্রণয়ন ও প্রয়োগে কোনস্তরে অবস্থান করেছেন তার গভীর অনুসন্ধানই এ গবেষণার মূল বিষয়বস্তু। গবেষণার উদ্দেশ্য ছিল মাধ্যমিক স্তরে শিক্ষকদের ওপর পরিচালিত সৃজনশীল প্রশ্ন প্রণয়ন ও উত্তরপত্র মূল্যায়ন সংশ্লিষ্ট প্রশিক্ষণ কার্যকারিতা সম্পর্কে শিক্ষকদের অভিমত জানা; শ্রেণিকক্ষে শিখন-শেখানো কার্যক্রমে শিক্ষকদের সৃজনশীল হওয়ার ক্ষেত্রে সমস্যা সমূহ চিহ্নিত করা; সৃজনশীল প্রশ্ন প্রণয়নে শিক্ষকদের প্রতিবন্ধকতাসমূহ চিহ্নিত করা; বিদ্যালয়ে শিক্ষক প্রণীত সৃজনশীল ও বর্তনীবর্ধন প্রশ্নের মান পর্যালোচনা করা; বিদ্যালয়ের অভ্যন্তরীণ পরীক্ষা ও পাবলিক পরীক্ষার উত্তরপত্র মূল্যায়ন নির্দেশনা পর্যালোচনা করা; বিদ্যালয় পরিচালিত পরীক্ষার উত্তরপত্র মূল্যায়ন পদ্ধতির প্রয়োগ পরিস্থিতি সম্পর্কে জানা। এসএসসি ও দাখিল পরীক্ষায় সৃজনশীল প্রশ্ন প্রণয়ন, মডারেশন ও উত্তরপত্র মূল্যায়ন শিক্ষক প্রশিক্ষক এবং বিষয় শিক্ষক প্রশিক্ষক মাধ্যমিক শিক্ষার উন্নয়নের একটি গুরুত্বপূর্ণ কার্যক্রম। এ কার্যক্রমে মাধ্যমিক স্তরের বিষয় শিক্ষক ও মাদ্রাসা শিক্ষার দাখিল স্তরের শিক্ষকগণ অংশগ্রহণ করেন। মাধ্যমিক ও দাখিল স্তরের

শিক্ষকদের শতভাগেরই এ প্রশিক্ষণ রয়েছে। মাদ্রাসা শিক্ষার সকল শিক্ষার সকল শিক্ষক এ প্রশিক্ষণ পাননি বলে এ গবেষণায় তাঁদের অংশগ্রহণের হার কম। প্রশিক্ষণের জন্য সময় বরাদ্দ পর্যাপ্ত ছিল কিনা এ সম্পর্কে ৯৭.৫% (১১৭) শিক্ষক প্রশিক্ষণের জন্য সময় বরাদ্দ পর্যাপ্ত ছিল না বলে অভিমত ব্যক্ত করেন। প্রশিক্ষণের জন্য বরাদ্দকৃত সময় পর্যাপ্ত ছিল না এ মতের পক্ষে অবস্থানকারী শিক্ষকই বলেছেন মাঠ পর্যায়ের প্রশিক্ষণের মেয়াদ কমপক্ষে এক সপ্তাহ হওয়া অত্যাাবশ্যিক। এ মতের পক্ষে অবস্থানকারী অবশিষ্ট বিষয় শিক্ষকদের ৩১.৬৩% বলেছেন এ প্রশিক্ষণ দুটি ধাপে সম্পন্ন হওয়া উচিত। প্রথম ধাপে ৬ দিন এবং দ্বিতীয় ধাপে ৬ দিন। প্রশিক্ষণ ম্যানুয়েলে কোন কোন অধিবেশনসমূহ বরাদ্দকৃত সময় পর্যাপ্ত ছিল না এ প্রশ্নের পক্ষে অভিমত দানকারী শিক্ষকগণ (৯২.৫%) এবং বহু নির্বাচনি প্রশ্নে জ্ঞান স্তরের প্রশ্ন প্রণয়নে কোন সমস্যা নেই এ সম্পর্কে ৯৭.৬৭% শিক্ষক একমত পোষণ করেন। অধিবেশণ উপস্থাপনে আরও কয়েকটি সুনির্দিষ্ট সমস্যার কথা বলেছেন, এ মতের সমর্থনকারী (৫৫.৮৩%) বিষয় শিক্ষকদের একটি অংশ। ম্যানুয়েলে উপস্থাপিত অধিবেশনসমূহ আরও ব্যাপক ও বিস্তৃত হওয়া উচিত (৯১%); বহুনির্বাচনি প্রশ্নের গঠন সম্পর্কে বহুধরনের উদাহরণ থাকা উচিত (৭৯.১০%); ম্যানুয়েলে বহুনির্বাচনি প্রশ্ন গঠনে বহুধরনের উদ্দীপকের কথা বলা হয়েছে কিন্তু এর দৃষ্টান্ত নেই (৪৪.৭৭%); সৃজনশীল প্রশ্নে বহু প্রকৃতির উদ্দীপকের কথা ম্যানুয়েলে উল্লেখ থাকলে ও দৃষ্টান্তস্বরূপ শুধু এক ধরনের প্রশ্ন প্রয়োগ হয়েছে (৭৬.১১%); ৯১% শিক্ষক বলেন সৃজনশীল প্রশ্নে বিভিন্ন ধরনের দৃশ্যকল্প (প্রবন্ধ কেন্দ্রিক, ছবি ভিত্তিক, তথ্যভিত্তিক, লেখচিত্র, নকসা, সারণি, কার্যকরণ সম্পর্কিত ভিত্তিক, তত্ত্বভিত্তিক প্রভৃতি) নির্মাণ করা সমস্যা রয়েছে বলে মত প্রকাশ করেন; ৯২.২০% শিক্ষক বলেন দৃশ্যকল্প নির্মাণে শিখনফলের প্রতিফলন সন্নিবেশনগত; সমস্যা দৃশ্যকল্প নির্মাণে উৎস নির্বাচন ও ব্যবহারগত সমস্যা; উচ্চতার দক্ষতার প্রশ্নের সাথে প্রয়োগস্বরের প্রশ্নের সম্পর্ক স্থাপন করা সম্পর্কিত সমস্যা; প্রশ্নের শেষে বিভিন্ন ধরনের ক্রিয়াপদ ব্যবহার করতে না পারা। সৃজনশীল প্রশ্নের ওপর প্রশিক্ষণ, প্রশ্ন প্রণয়ন এবং উত্তরপত্র মূল্যায়ন সম্পর্কে প্রধান শিক্ষকদের মতামত : সৃজনশীল প্রশ্নের ওপর প্রশিক্ষণ, প্রশ্ন প্রণয়ন এবং উত্তরপত্র মূল্যায়ন সম্পর্কে ৭৬.৯২%, ২০ জন প্রধান শিক্ষক এবং ২৩.০৮% (৬) মাদ্রাসার সুপারিনটেনডেন্ট ভিন্ন ভিন্ন মত প্রকাশ করেন। প্রতিষ্ঠান প্রধানগণের ৮০.৭৬% (২১) প্রশিক্ষণপ্রাপ্ত বিষয় শিক্ষকগণ শ্রেণি কার্যক্রমে তাদের অর্জিত জ্ঞান প্রয়োগ করতে পারছেন না বলে মত প্রকাশ করেন। অবশিষ্ট ১৯.২৪% প্রতিষ্ঠান প্রধান বলেন বিষয় শিক্ষকগণ তাঁদের অর্জিত জ্ঞান কোনো কোনো ক্ষেত্রে প্রয়োগ করতে পারেন। তবে প্রতিষ্ঠান প্রধানদের সকলেই (১০০%) বলেন শ্রেণি কার্যক্রম সৃজনশীল না হলে সৃজনশীল প্রশ্নের সুফল পাওয়া যাবে না। শ্রেণি কার্যক্রম, সৃজনশীল প্রশ্ন প্রণয়ন ও উত্তরপত্র মূল্যায়ন সমস্যা সম্পর্কে প্রতিষ্ঠান প্রধানগণ সৃজনশীল প্রশ্নের ওপর প্রশিক্ষণ ধারাবাহিক হওয়া প্রয়োজন (৭৮%); সৃজনশীল প্রশ্ন মাঠ পর্যায়ে স্থায়ী করতে হলে পরিবীক্ষণ কার্যক্রম জোরদারকরণ জরুরি। বিদ্যালয় (৬০%) এবং মাদ্রাসার (৪০%) অভ্যন্তরীণ পরীক্ষায় ব্যবহৃত শ্রেণি অভীক্ষা, অর্ধবার্ষিক এবং বার্ষিক পরীক্ষার সংগৃহীত বিভিন্ন

শ্রেণি ও বিষয়ের প্রশ্নের পর্যালোচনায় নিম্নোক্ত দুর্বলতা লক্ষ্য করা যায়। গবেষণা ফলাফল পর্যালোচনা করে দেখা যায় সৃজনশীল প্রশ্ন প্রণয়ন মডারেশন এবং উত্তরপত্র মূল্যায়নে মাধ্যমিক ও মাদ্রাসা দাখিল

স্তরে পেশাগত দায়িত্বে নিয়োজিত বিষয় শিক্ষকগণের সংশ্লিষ্ট কার্যক্রমের প্রয়োগ পরিস্থিতি প্রত্যাশিত পর্যায়ে নেই। সৃজনশীল প্রশ্ন প্রণয়ন এবং উত্তরপত্র মূল্যায়নে তাঁরা বহুমুখী সমস্যা মোকাবিলা করছেন। শিক্ষকগণ প্রশিক্ষণ গ্রহণ থেকে শুরু করে বিভিন্ন কার্যক্রমে তাদের নিজস্ব মত প্রকাশ করেছেন। গবেষণায় সামগ্রিক ফলাফল বিবেচনা করে মাঠ পর্যায়ে প্রশ্ন প্রণয়ন সমস্যা উত্তরপত্র এবং উত্তরপত্র মূল্যায়ন কার্যক্রমের সঠিক ও ফলপ্রসূ বাস্তবায়নে নিম্নোক্ত সুপারিশ উপস্থাপিত হলো : মাঠপর্যায়ে ধারাবাহিক প্রশিক্ষণের ব্যবস্থা গ্রহণ করা প্রয়োজন। প্রশিক্ষণ দুটি ধাপে সম্পন্ন হওয়া প্রয়োজন। এ প্রশিক্ষণের মোট

সময়কাল ১২ দিন হওয়া আবশ্যিক। এ প্রশিক্ষণে বিষয় শিক্ষক, প্রধান শিক্ষকের সাথে মনিটরিং কর্মকর্তা এবং গবেষণা কর্মকর্তাদের প্রশিক্ষণ প্রদান প্রয়োজন; জেলা পর্যায়ে মাস্টার ট্রেইনার প্রশিক্ষণ এবং মাঠ পর্যায়ের বা উপজেলা পর্যায়ে প্রশিক্ষক হওয়া আবশ্যিক প্রশিক্ষণে ব্যবহৃত ম্যানুয়েলে অধিবেশনভিত্তিক বরাদ্দকৃত সময়ের সাথে অধিবেশন উপস্থাপিত বিষয়বস্তুর জন্য বরাদ্দকৃত সময়ের সামঞ্জস্যপূর্ণ হওয়া প্রয়োজন; মাস্টার ট্রেইনারদের দীর্ঘ মেয়াদি প্রশিক্ষণ থাকা আবশ্যিক। দক্ষ প্রশিক্ষকগণকেই মাঠ পর্যায়ে প্রশিক্ষণে অংশগ্রহণ করতে দেওয়া উচিত; উপজেলা পর্যায়ে একটা নির্দিষ্ট সংখ্যক মাস্টার ট্রেইনার থাকা আবশ্যিক এবং প্রতিটি উপজেলায় দুইটি সৃজনশীল মডেল বিদ্যালয় ও মাদ্রাসা গড়ে তোলা আবশ্যিক; মনিটরিং এবং গবেষণা কর্মকর্তাদের সৃজনশীল প্রশ্নের গঠন এবং মূল্যায়নের ওপর দীর্ঘ মেয়াদি প্রশিক্ষণ প্রদান আবশ্যিক; প্রতিটি জেলা পর্যায়ে একটি মনিটরিং এবং গবেষণা সেল গঠন আবশ্যিক এবং এ বিষয়ে জেলা ভিত্তিক গবেষণা কাজে উৎসাহিত করা প্রয়োজন; মাদ্রাসা শিক্ষায় সকল বিষয়শিক্ষককে প্রশিক্ষণের আওতায় আনা আবশ্যিক।

## **Low Performance in Secondary School Certificate (SSC) Examination : An Explorative Study [June - 2013]**

**Md. Hedayet Hossain; Md. Azizur Rahman; Tahsina Akter  
and Shamsun Naheer**

*Professor, Institute of Education and Research (IER), University of Dhaka; Director  
(Research), NAEM; Training Specialists, NAEM, Dhaka, Bangladesh  
E-mail :draziz\_08@yqhoo.com, Cell : 01711786555*

### **Abstract**

In each year a number of schools showing low performance in SSC and HSC examinations under every board. Present research was an endeavor to investigate the causes behind this low performance. The study was conducted in 51 schools having results 30% or less in SSC examination under Dhaka Board in 2010, 2011 and 2012. The study found that low performing schools are working with students who have come with weak foundation from primary level. Virtually they are excluded students of well established schools. They come from economically poor and socially and geographically backward position. Their guardians are illiterate and less supportive for their ward's education mostly due to economic hardship and lack of motivation. The students of these schools have to engage themselves in earning activities for supporting of their families. Most of these schools are newly established and have extreme economic constraints. Almost all teachers of these schools have no MPO. They are ill paid. They cannot engage themselves with full motivation in teaching-learning process due to economic hardship. Govt. support for these schools is very insignificant. Without government moral support, economic assistant and strong positive monitoring and motivation these schools would not be able to recover. A committee should be formed for providing special assistance for these schools. As

these schools are working with excluded students by established schools they preserve positive supports from government. Motivation campaign under MICAI training for headmaster, teachers, students, guardians and SMCs would be of much help for these schools. The low performing schools are working with system excluded students. These schools have no choice in selecting students. If they get positive support and motivation of the Government they would be able to play vital role in providing Education For All.

## **The State of Science Labs of Secondary Schools in Bangladesh : Problems and Prospects [June - 2014]**

**Mohammed Ekram Ali Shaikh; Md. Arizul Islam Khan;  
Sadrudin Ahmed and Md. Babul Hossain**

*Former Chairman, Secondary and Higher Secondary Education Board, Jessore;  
Assistant Director of NAEM; Associate Professor Rangamati Govt. College and  
Lecturer, Rangpur Govt. College, Bangladesh  
E-mail: adplarizul.naem@gmail.com, Cell : 01552410547*

### **Abstract**

Policymakers, scientists, educators and parents agree that high school graduates must have a working knowledge of science and technology to participate fully in the workplace, understand everyday decisions on matters ranging from health issues to energy resources, and participate as informed citizens in the civic realm. Science laboratory experiences for Secondary Level students are a fundamental, unique, and critical component for twenty-first century science education. Considering the science education in secondary school the research team selected this research problem for investigation. The general objective of the study was to investigate the present status of science labs in secondary education aiming at finding out the labs' management, its use, problems and role in learning science subjects in Bangladesh. The specific objectives of the study were: to investigate the present status of science labs in terms of materials, equipment and chemicals used as set in science curriculum and textbooks at Secondary Level to find out the state of infrastructure in terms of size, storage space, labs friendly construction and recommended class size and set up in away that effectively promotes student learning, to investigate the status of use of science labs equipment and materials in science lab classrooms; To find out the safety standard whether it meets or does not meet science labs standard of other countries; n %o analyze the national guideline/set standard regarding science labs at Secondary Level in Bangladesh. This study has followed survey method with five questionnaires for data collection. Data were collected from the thirty Head teachers, ninety teachers of Physics, Chemistry and Biology (thirty from each discipline) and two hundred forty science students purposively selected from the same thirty secondary schools of Bangladesh. Collected data have been statistically and descriptively presented and data have been analyzed mixing both quantitative and qualitative approach. Necessary tables, charts,

mean, average, percentage etc have been used to present and analyze data. The research team has drawn many findings. Among of these the major findings are inadequate equipment and reagents, space problem, unattractive lab room, no separate lab for each discipline, inadequate budget for lab, lack of trained teachers in lab work, etc. and no national standard for secondary school science lab in the country. However, the findings of this study cannot be generalized for all schools because the data was collected only from 30 schools out of thousands of schools. This is the major limitation of this study.

## **Use of ICT in Higher Education of Bangladesh : An Exploratory Study [June - 2014]**

**Md. Delwar Hossain Shaikh; Md. Abdus Salam; Kalachand Shil and  
G. M. Rakibul Islam**

*Professor, IER, Dhaka University, Dhaka; Associate Professor, IER, DU; Deputy  
Director of NAEM and Lecturer, Govt. Teachers Training College (TTC), Rangpur  
E-mail : ddtrgkalachand.naem@gmail.com, Cell :01715161475*

### **Abstract**

Integration of ICT in education especially in Higher Education is the demand of time at present as ICT is being used in many other sectors all over the world. Regarding this Government of Bangladesh is working for using ICT and implementing the Digital Bangladesh. This study was conducted to explore the use of ICT in Higher Education of Bangladesh both in academic and administrative sector. Data was collected by interviewing the teachers, questioning the staffs, FGD with the students and by observing the classrooms of universities and colleges. Data revealed that, each and every institution was facing the infrastructural problems in using ICT such as lack of ICT equipment, lack of manpower, lack of training and so on. Students were more interested about ICT integration in education than the teachers and staffs. Recommendations are based on the findings emerged from the collected data and analysis that ICT facilities need to provide in classroom for teaching learning activities and ICT based service system should be developed and practiced in administrative and academic purposes. It was concluded that teachers remain crucial Importance for continuing the improvement of quality education. Given this importance, the study focused on ICT training for multimedia classroom management and professional development of the teachers and staffs.

# **Secondary Educational Opportunities for Ethnic Communities : A Search for Its Status in Bangladesh [June - 2014]**

**A. S. M. Atikur Rahman; Shah Shamim Ahmed;  
Muhammad Salahuddin and Md. Ayat Ali**

*Professor and Associate Professor, Institute of Education and Research (IER), Dhaka University, Dhaka; M. Phil. Researcher, IER, DU and Assistant Director (Research and Documentation), NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail : adresayetalinaem@gmail.com, Cell : 01712099023*

## **Abstract**

The main objective of this study is to explore the present status of Secondary Educational opportunities for the ethnic communities in Bangladesh. This study has been conducted following mixed method research. The data have been collected from 30 Secondary Schools in Rangamati, Bandarban and Khagrachori districts. The primary data have been collected through school information schedule, classroom observation, checklists, interview schedule, and FGD guidelines. Following mixed method analysis it is found that the secondary schools are suffering for scarcity of teachers and teacher-students ratio is quite manageable. The ethnic students have limited opportunities to study in Science and Commerce groups whereas they have full opportunities to study in Humanities group. Furthermore, infrastructural facilities were especially classroom setup was found poor in the secondary schools located in the ethnic areas. However, majority of the school building is pacca i.e., made of brick and cement in the ethnic areas. The sitting arrangement of the secondary schools is traditional. Most of the Secondary Schools have tube-well as the main source of drinking water at the school premises. Almost all the schools have separate toilets for the teachers in both areas. Conversely, students are facing various problem like financial problem, communication problem, security problem, school and home related problem. To overcome this situation government should take necessary action from the development of ethnic Secondary Education. Specifically, they should take initiatives to teacher recruitment, infrastructural development, financial assistance, building awareness and improve communication system in the ethnic areas.

# **Study on the Perspectives of Pedagogical Use of ICT in Some Selected Secondary Schools [June - 2014]**

**Sk. Amzad Hossain; Md. Khademul Islam and**

**Md. Ahasanul Arefin Chowdhury**

*Project Director, ITEE Management Project, Bangladesh Computer Council, ICT Division, MoP, TTT; Training Specialist, NAEM and Assistant Professor, TTC, Pabna, Bangladesh*

*E-mail : tskhademul.naem@gmail.com, Cell : 01712645864*

## **Abstract**

The last decade has seen enormous transformation in Secondary Schools in Bangladesh. One of the greatest changes is the increase in the diversity of learners and teaching methods in the classroom. The Government of Bangladesh has adopted various policies for the integration of ICT in educational settings, for instance, the National ICT Policy-2009 recommends introducing multimedia based learning materials, and the National Education Policy-2010 suggests using multimedia materials in teaching-learning activities in every level of education. Accordingly, the government has initiated different programs to implement ICT in education, such as; the access to Information a2i program is pursuing the deployment of computers and multimedia systems in schools. The a2i has also designed a teacher training course, popularly known as Digital Content Development (DCD) that aims to build the school teachers' capacity in using ICT and to 'produce effective educational multimedia contents. Already more than 24,000 teachers are trained in DCD course, and the second phase of the Teaching Quality Improvement in Secondary Education Project (TQI-2) is continuing its support to increase that number more than 60,000. All these initiatives by the government reveal that multimedia based education is becoming an important part of teaching-learning practices in Bangladesh. The governments around the world, including Bangladesh, are investing enormous money and resources in integrating ICT for increasing the quality of education, however, the potential of ICT in enhancing quality of education is not clearly realized (Kozma, 2008, Chowdhury, 2012). One reason behind this is that there is a gap between theories and practices in the design, development, dissemination and implementation processes of ICT-based educational materials (i.e. multimedia resources) in teaching-learning activities. So, it is valuable to investigate appropriate ways of designing, developing, disseminating and implementing multimedia based educational materials; particularly in the context of Bangladesh according to the requirements of different policies of the government. Therefore, this study aims to explore how the Secondary teachers use pedagogical techniques with the help of ICT; to explore how the community of practice perceive the pedagogical use of ICT in Secondary Schools and to identify the issues that influence the pedagogical use of ICT in the Secondary School under the title "Study on the Perspectives of Pedagogical Use of ICT in some Selected Secondary Schools". This study was conducted with 100 respondents from 20 different Secondary Educational Institutions were invited to participate in this study. The schools were selected purposively according to two criteria: (i) schools that are provided with ICT equipment (e.g. computers, multimedia systems,

internet connectivity) by the Government of Bangladesh and (ii) some teachers of those schools are trained in Digital Content Development organized by the Government of Bangladesh. The schools that did not get ICT equipment and the teachers did not have that training was not considered for this study. According to these criteria, 20 schools from four different districts (e.g. Dhaka, Gazipur, Pabna and Kustia), five schools from each districts, were selected. These four districts were selected purposively since the members of the research team work in these districts and they considered the selected schools convenient for them to get access for data collection. The five schools from each districts consisted of 2 government schools, 2 non-government schools and 1 madrasah. Data were collected from 100 respondents including 20 Head Teachers, 40 Subject Teachers and 40 Students through Questionnaire, observation checklist and semi-structured interview. The collected data was arranged into frequency distribution. Frequency of responses was counted and percentages of the frequency were calculated. Tables and charts were used for representing the highest agreement and disagreement on each item. The researchers have got many important findings. Some of which are: Subject Teachers have sufficient technical ICT competence e.g. failing electronic documents (e.g. Word, Excel, PDF), taking and displaying digital photos, sending e-mail, browsing Internet for information, recording and editing video & audio clips, producing an electronic presentation etc; Respondent subject teacher knows how to prepare lesson plan and have knowledge how to create pedagogical situations suitable for ICT-use; “they use ICT technologies for various aspects of pedagogy such as, to motivate students for learning, to review their previous knowledge, to present new lessons with examples (e.g. Image, video clips), to evaluate their new learning, to make clear instructions for the learners, to make links and connections among different concepts and to summarize the lesson at the end of the class ; schools do not have required ICT-infrastructure, such as lack of digital learning resources; Teachers have limited flexibility to make decisions when planning lessons with ICT; Majority of the teachers and students of the schools have a little access to ICT inside the school. The researchers are also drawing some recommendations to solve these problems. Some of which are: (All the subject teachers of Secondary schools should be trained in using ICT in education; fall the subject teachers in Secondary Schools should know how to prepare lesson plan with the use of ICT, how to create pedagogical situations suitable for ICT-use. And they have to know the use of ICT in monitoring students’ progress; The subject teachers in Secondary Schools should know the use of ICT technologies for various aspects of pedagogy such as, to motivate students for learning, to review their previous knowledge, to present new lessons with examples (e.g. Image, video clips), to evaluate their new learning, to make clear instructions for the learners, to make links and connections among different concepts and to summarize the lesson at the end of the class; Internet access for the students of the Secondary schools should be ‘ increased; schools should have to increase ICT-infrastructure such as computer, multimedia system, internet connectivity, digital learning resources, etc.

# **Intercultural Representations in the Newly Published English for Today Textbooks [June - 2014]**

**Md. Abdur Razzaque Mian; Md. Zulfeqar Haider;  
Mohammad Moninoor Roshid and Md. Fazlur Rahman**

*Assistant Director, NAEM; Associate Professor, DSHE; Assistant Professor and  
Professor of IER, Dhaka University, Dhaka, Bangladesh  
E-mail : tsrazzak.naem@gmail.com, Cell : 01711933543*

## **Abstract**

Culture in English language teaching materials has been subject to discussion for many years. Changes in linguistic and learning theory suggest that culture can be used as an important element in language classrooms. The National Curriculum and Textbook Board, Bangladesh has published a series of new English Textbook titled English for Today for classes 6-9 following the new English curriculum of 2012. One of the aims of teaching English as specified in the curriculum is to promote the intercultural understanding of the learners and help them communicate effectively in local and global contexts. This study offers an analysis of the English for Today Textbook for classes 9-10 published by NCTB to identify the elements of intercultural communication inputs available in the book. The issue of intercultural representation in the EFT for class 9-10 has been looked at from the perspective of the materials presented to the learners. The issue is also examined in terms of the key principles of Communicative language reaching methodology which is the prescribed methodology for teaching English in Bangladeshi Secondary schools. The study is conducted through content analysis of 9-10 EFT textbook and a survey of 30 English teachers who use the new textbook in the classroom. The content analysis is done following the model suggested by Byram *et al.* (1994). The survey was conducted through a structured questionnaire on various aspects of cultural elements of EFT textbook. The findings from the content analysis show that there are both local and international cultures represented in the grade 9-10 English for Today Textbook. The findings from the teachers' questionnaire show the practicing teachers' views about the new textbook. It is evident that. Teachers are mostly convinced with the view that the current grade 9-10 English for Today textbook offers a good scope to promote intercultural understanding of the learners. However, it is also evident from the study that majority of the teachers believe that there is a good presentation of the local culture in the textbook.

## **Factors Associated with Schooling of Children : An Exploratory Study in Selected Hard to Reach Regions of Bangladesh [June - 2014]**

**Satyabrata Roy; Khan Md. Mainul Hoque; Mohiuddin Md. Shahjahan Bhuiyan and Md. Abdul Mannan**

*Ex-Executive Director, SESDC, Teachers' Training College (TTC), Dhaka; Training Specialist, NAEM, Dhaka; Assistant Professor, Zoology, Government Victoria College, Cumilla and Lecturer of Geography Lalit Mohon Degree College, Tanore, Rajshahi  
E-mail: tsmainul.naem@gmail.com, Cell : 01711187244*

### **Abstract**

Bangladesh is a country having a huge hard to reach regions. In this study the researchers investigate the major factors associated with schooling. The researchers investigate the major causes using a longitudinal house hold survey. There are two major factors having a great influence on schooling. Pull factors attract the children to enroll in school. On the other hand factors play a negative role in schooling. Parents income is one of the major factors associated with schooling. Poverty, illiteracy of the guardians, geographical hindrances, and absence of appointing local teacher creates a negative impact on schooling in the research area i.e. Char Majerdiar area. The policy implications of our results point to the need under the purview of Monthly Payment Order (MPO) of the remote school minimizing government terms and condition. It needs to take a special initiative from the government side for enhancing income generating program for every family and re focus government education allocation for hard to reach regions ensuring cloths and all learning materials for every child.

## **English Language Learning Journey of Rural Students : Causes from Bangladesh [June - 2014]**

**Mariam Begum; Rasel Babu; Md. Ashrafuzzaman and Md. Iqbal Hossain**

*Professor of IER, Dhaka University, Dhaka; Research Fellow, EIA-DU-OU (UK)  
Research Collaboration Programme, IER, DU and Assistant Director, NAEM,  
Dhanmondi, Dhaka, Bangladesh  
E-mail: tsiqbal.naem@gmail.com, Cell : 01711226888*

### **Abstract**

The present qualitative study aimed to explore the English Language learning journey of the Bangladeshi rural learners. In doing so the researchers identified the teaching Learning activities experienced by the rural learners in their English classes. Learner's environment and the family support for learning English and the impact of home Environment and the

family support on learning English were also investigated. Data was collected from two Secondary Schools and total number of respondents were twenty including the learners, parents and English teachers. The data derived from the direct classroom observation of English lessons, Interviews of learners, parents and teachers and informal artifacts collection showed that the learners had favorable environment in schools for learning English. Different types of interactive teaching-learning activities held in the classroom. However, teachers used Bangla most of the time in classroom. Though the school environment was good but the learners did not enjoy proper facility and environment in their home for learning English. Parents' economic background was poor and at home there were nobody with whom the learners could practice English Language skills. As a result they had to depend on school totally for learning English.

## **Natural Disaster Management Practices among the Vulnerable People in the Coastal areas of Bangladesh [June - 2014]**

**Sultana Kaniz Fatema; Kazi Humaun Kabir and Syed Md. Abdul Hannan**

*Education Specialist, IED-BRAC University, Dhaka; Accounts officer, NAEM and  
Teacher Trainer, NAEM, Dhaka, Bangladesh*

*E-mail: tthannan.naem@gmail.com, Cell : 01712140360*

### **Abstract**

Many types of disaster occur to the different areas of the country every year. There is a high amount of people suffered from different types of environmental problems and disaster hazards. However, this research has emphasized the following objectives are (a) to examine the socio-economic condition of the disaster prone people of the coastal areas; (b) to identify the exiting educational awareness about disaster and its management among the inhabitants; (c) to determine the initiatives of the people to cope with the disaster at the community level; (d) to explore the initiatives taken by the government and other non-government agencies to cope with the situation; (e) to determine the accessibility of disaster-hit children to education after natural disaster. This study applied a qualitative approach and areas were selected one rural district of Cox's Bazar, Kuakata and Mogla purposively. Interview, situation analysis, document analysis, FGD and observation Technicques were applited for the data collection. Number of the participants were 2 (two) local Govt. officers from disaster management,4 (four) disaster affected people (2 female + 2 male), one school Headmaster 2 (Two) local traders one farmer, FGD for students of Grade-X (8 students). When disaster occurred the country faces more complicity need to food shelder provide medicine, develop social conflict, etc. To deal with these problems the country has to face economic suffering. Natural disaster cannot be totally prevented. However, early warning systems, careful planning and preparedness on part of the vulnerable community would help in minimizing the loss of life and property .

# **Study of Head Teachers Leadership of Government Secondary Schools in Bangladesh [June - 2014]**

**Nurun Naher Hena; Md. Atiqul Islam Pathan; A. K. M. Mostafa Kamal  
and Khandaker Mohammad Maroof**

*Deputy Director (DS), NTRCA, Ministry of Education; Deputy Director (Training),  
NAEM; Deputy Director, DSHE, Dhaka and Research Officer, DSHE,  
Zonal Office, Cumilla, Bangladesh*

*E-mail: dirpl.naem@gmail.com, Cell : 01552330027*

## **Abstract**

The study was made to assess the effectiveness of head teacher's leadership for managing government secondary schools; to identify the problems of headteachers leadership in government secondary schools; and to make recommendations for introducing effective leadership in government secondary schools for ensuring quality education in Bangladesh. A total of 45% schools follow participatory leadership in administrative and managerial works and 27.5% school follow autocratic leadership in implementing all academic and administrative activities while 27.5% follow democratic leadership. No secondary school (100%) prepares long-term and midterm plan; 100% schools prepare one year plan/annual plan. 87.5% head teachers prepare plan in discussion with the stakeholders and 12% schools do not prepare plans discussing with the stakeholders. All teachers of 50% school prepare lesson plans and some teachers of 45% schools prepare plans and 5% do not prepare lesson. 50% schools arrange in house training programs for the professional development of the ir teachers and 27.5% schools collect professional books in library and ensure of use and 60 % schools send their teachers to government training institutions for training. 85% schools organize indoor and outdoor games and sports; 50% schools organize education tour and 55% schools organize girls' guide and boy's scouts while only 5% schools organize debate. Teaching aids are more or less collected in all secondary schools. But all types of teaching aids are not collected in schools. It reveals the poor collection of teaching aids in our schools. 25% schools have fully introduced SBA; 70 % schools have partial 25% schools have fully introduced School Performance Based Management System (SPBMS) and 75% schools have partially introduced SPBMS. Excessive number of learners and excessive class loads are two causes for partially or not introducing SPBMS in schools. 60% schools arrange meeting of the guardians for inspiring inclusive education; 55% arrange meeting of the teachers and 35% arrange in house training courses for the teachers. Stop-gap routine All Head Teachers opined that Head teacher leadership is needed in Academic, administrative and communication with different stakeholders while only 80% of them opined that they need Head teachers Leadership in School development activities. 40% Head teachers identify as political intervention of local leaders; 75% head teachers mention that they have undue pressure of admission, 80% respondents state that many guardians are not consciousness. 50% respondent opines that the teachers have lack of professionalism. 80% head teachers suggest providing extensive training teachers, and community leaders for improving their knowledge, skills and attitude; 40% suggested providing the students for increasing consciousness among the guardians and 40% head teachers suggested recruiting teachers

for the vacant post. DSHE should have clear directions for officials who are working under DSHE including institutional heads, should also have instructions in writing about teaching methods to be used in the class teaching of our schools; Head teachers should take action plan to procure modern teaching aids and also to encourage teachers to prepare locally teaching aids and ensures its use. Ministry of Education should address the problem; Schools authorities may arrange complimentary teaching programme for the poor performer's students at schools and by this dependency on private tutors may be decreased. Authority may formulate policy statements for that purposes. The researchers recommend that the teachers-student ratio should be at 1:30 and time allocation 45 minutes for each class; schools authority should take action plan immediately to establish a functional library in each school. Finally, Head teachers certainly play very vital role in leading the administrative and academic activities of the schools following the modern leadership styles to ensure quality education in their schools without effective leadership of Head teachers it is not possible to influence teachers, students and all the stakeholders of the schools.

## **A Study of Practicing Pedagogy in Implementation of Creative Questions at Secondary Level Education in Bangladesh [June - 2014]**

**Kalayanmaya Sarker; Md. Farhadul Islam Bhuiyan; Md. Asaduzzaman and Muhammad Shafiul Bashir**

*Principal, Shatpar Govt. College, Gopalganj; Officer on Special Duty, Directorate of Secondary and Higher Education (DSHE), Dhaka; Assistant Director (Finance), NAEM; Dhaka; and Lecturer, Department of Physics, Kabi Nazrul Govt. College, Dhaka, Bangladesh*

*E-mail: adcommon.naem@gmail.com, Cell : 01711260564*

### **Abstract**

Up to the present time, the most prominent reform in Secondary Level Education sector in Bangladesh is the implementation of Creative Question (CQ), can be said because almost all the students and all relative personnel involved in education system are shaken by the stimulation of creative question. But the time period of implementation and practices with or of creative question is not too big to make any strongly evidential concluding comments. That's why research and study are demanded for following up of the activities and outcomes of creative question. This study tried to focus on the scenario with some particular objectives. Data was collected from two sides; students' side and teachers' side who are immersed in the education system. These two sided data strengthened the reliability of findings. FGD (Focus Group Discussion) with classroom teachers and interview with students were main searching tools for this study along

with other possible subsidiary sources. Students of class IX-X (same ratio of boys and girls) in both city and rural areas and classroom teachers are selected as students of these classes are matured enough and classroom teachers are involved directly to give most reliable data. The research team aimed to find the practiced methods in classroom and the role of teachers to implement Creative Question (CQ) and the changes secondary education after implementation of creative question. Data was analyzed and compared and finally made the findings. The team finds that the most used and preferred method by the teachers in the classroom to implement CQ is Question and Answer (Q & A) method. The teachers' role in implementing CQ is to make lesson plan considering the learning outcomes of the session and assess the students according as the four skills of creative question. Teachers have role to make question preparing grid and maintaining percentage of questions regarding each skills. The research finds that the result of SSC has increased, tendency of memorization by students has decreased, increased the habit reading the whole book. Searching outside source for stem relating to the text topic by the teachers Practicing Pedagogy in Implementation of Creative Questions has also increased. The research also finds some barriers like large class size, multidimensional students, and socio-economic condition of students as well as short training on CQ for teachers to implement CQ in the schools. The team made some recommendations to overcome the problems. The researchers hope that the findings and recommendation will help Ministry of Education, Directorate of Secondary and Higher Education (DSHE), Board of Intermediate and Secondary Education (BISE) and the Schools as well as the teachers to make policy, develop management and improving teaching learning system in the schools for the development of our Secondary Education.

## **Team Based Learning (TBL) : Effective Update for Secondary Teachers in Bangladesh [June - 2014]**

**Harun-or-Rashid; Rokshana Bilkis; Md. Masud Ahmmmed and  
Nafisa Begum**

*Librarian, NAEM (Ex); Deputy Director (Research; Associate Professor, Directorate of  
Secondary and Higher Education and Lecturer, Teachers' Training College,  
Dhaka, Bangladesh*

*E-mail: ddresrokshana.naem@gmail.com, Cell: 01552573798*

### **Abstract**

Bangladesh wants to have an outstanding progress in education through innovative teaching learning strategy thus ensure quality education. Student centered learning and teaching is the demand of the era of 21st century. Team based learning (TBL) is one of the student centered approach. The investigation was done on application of Team Based Learning to Prepare Secondary Teachers for 21st Century in Bangladesh. As team based

learning is new in the context of Bangladesh that's why the objectives of the study were to identify the characteristics of team based learning as learner centered approach, explore the need of team based learning in preparing secondary school teachers and examine its effectiveness in teachers' achievement in training programs. Quasi experimental design-post test only was followed in this study. The findings were that teachers/learners achieved more in team based learning due to the collaboration and peer support among team members; it increased their pre-class preparation, attendance and better academic performance. Classes became lively and interactive. Learners were motivated and satisfied as large content was learnt within short time. It is easily applicable in the tertiary and higher level as well as in large class and small class. Use of TBL as instructional strategy is entirely depends on teachers' willingness and sincerity.

## **A Study on Cost Burden of Guardians of Primary Schools in Bangladesh [June - 2014]**

**Md. Azizur Rahman; Shahidur Rahman; Kallyani Nandy and Dr. Abul Ehsan**

*Director (Research and Documentation), NAEM; Deputy Director (Administration & Finance), NAEM; Assistant Director (Research & Documentation). NAEM and Director, Institute of Education and Research (IER), Dhaka University, Dhaka, Bangladesh*

*E-mail : ddadmin.naem@gmail.com, Cell : 01912469874*

### **Abstract**

In line with this roadmap Bangladesh pursued a comprehensive policy in the provision of access to quality education for primary school aged children including girls' through numerous interventions. The Primary Education Compulsory Act, which was passed in Parliament in 1993, underlined that no child be deprived of education for lack of teacher, learning materials and adequate space and no child be subject to disparities of access to primary education arising from gender, income, family, cultural or ethnic differences and geographic remoteness (JS-Legislation, 1990:2). Therefore, the research problem is to study the consequences of increasing guardians' cost burden on access, equity, quality, enrolment and sustainability. Due to increasing trends of cost burden of guardians which arises out of higher dependence on guidebooks, house tutors/coaching centre and other unseen costs causes out of school children and dropout and hindrance to quality education and good performance of children of hardcore poor people. Vis-a-vis the budget allocation of Government for printing books, tiffin in government primary schools has been increasing at a higher rate for making primary education free for all to achieve EFA goal. But this object is not achieved. Moreover good performances of students are associated with high cost of guardians. The government adopted demand

side intervention policies such as food for education program and stipend program for primary education. Of late, the government introduced primary education development program. Even then there are a significance number of out of children in the country and the comparatively well to do families who can bear the private expenditure with the govt. expenditure their children are doing better in the examination.

## **Challenges of Bangladeshi Secondary School Teachers in Implementing the New English Curriculum 2012 [June - 2014]**

**Goutam Roy; Elina Akhter; Shamsun Akhter Siddiqi and Shaeen Md. Kabir**

*Associate Professor, English and Curriculum Specialist, SESDP, NCTB; Assistant Director, NAEM; Assistant Professor, English and Assistant Director, FLTC Project, DSHE and Professor Dept. of English, Jahangirnagar University, Saver, Dhaka, Bangladesh*

*E-mail: adplsamsun.naem@gmail.com, Cell: 01927252796*

### **Abstract**

The National Curriculum 2012, which is in the process of implementation from 2013, is only few months old in Bangladesh. The curriculum sets new aims and objectives for primary and secondary levels after seventy years. The new Curriculum endorses 'constructivism' and emphasizes learning outcomes based learning for all subjects in all streams. As a result, there is a fresh curriculum for English as well. Additionally the new English curriculum acknowledges the need of Communicative Language Teaching (CLT) as an approach like the previous one developed in 1995. The new English Curriculum proposes some major changes in its teaching learning approach, aims and objectives as well as the themes and content of the textbook. It is hoped that these changes in curriculum would upgrade the standard of teaching learning situation of English in Bangladesh resulting in the better English language proficiency of the learners. A section of people are welcoming these changes as they believe these changes though late but inevitable. However there are mixed feelings among language practitioners. Many practitioners think that teachers are not well prepared to adopt these changes and once again change has been imposed upon them without considering their abilities. The study aimed to identify the new changes in the secondary English Curriculum highlighting the potentials of these changes, recognize the challenges for secondary English teachers in Bangladesh. The study was a combination of qualitative and quantitative research and the study primarily collected data from primary sources through questionnaire. The research found that though the new curriculum has arrived to many teachers, they are unable to make the

best of it. Most of the teachers are unable to realize the curriculum intentions, e.g., the major changes of the curriculum, potentials that the curriculum could offer for teachers and learners, or challenges for teachers. In fact, with the change of the curriculum, the desired secondary innovations such as professional academic and administrative change need to make way.

## **Status of School Science Laboratories and Scope to Implement Investigation at Secondary Schools in Bangladesh [June - 2014]**

**S M Hafizur Rahman; Md Salimuzzaman; Nasreen Sultana Mitu and Quazi Afroz Jahanara**

*Professor, Institute of Education and Research (IER), University of Dhaka (DU); Deputy Director, NAEM; Lecturer, IER, Rajshahi University and Professor, IER, DU, Dhaka, Bangladesh*

*E-mail: naemsalimuzzaman@gmail.com, Cell: 01552461497*

### **Abstract**

Science Practical work can be used to help students achieve a number of learning outcomes, including getting a feel for natural phenomenon, developing investigation skills and processes. It also provides a platform of experiences on which conceptual understanding can be built, giving students a sense of the nature of science and the excitement of inquiry and discovery. This study therefore explores the appropriate way of implementing investigation based laboratory work at secondary level in Bangladesh. The research questions are what is the status of the practical activities at secondary schools? what are the scopes of science investigations? and What are the challenges in implementing science investigations?. To explore its purpose this study therefore followed the investigation model proposed by Hackling and Fair brother (1996) to identify the status of investigation in laboratories work. More, the study also followed (Hegarty-Hazel, 1986)'s framework to identify the level of openness within this investigation process. The study also based on these two frameworks to identify the challenges to implement the investigation in Bangladesh properly. The methods include strategy of inquiry, sample and sampling, study instrument and data analysis framework. This study followed a mixed method research design with a mixture of both quantitative and qualitative approaches. The sources of the data of this study are secondary science students, secondary science teachers, and secondary science laboratory. Data have been collected from three districts and six schools. 48 students, 18 teachers were participated in this study. Moreover, 18 practical classes were observed. Qualitative and quantitative data analysis techniques were used to find themes and frequency from the data. The major findings of this study are: almost in all cases, students just follow their teacher's

demonstration or oral instruction after the demonstration. According to the scale of openness to inquiry the present practice can be decided as verification. Following the phases of investigation, it is found that, students are not given the opportunity to take any step by themselves in planning, conducting, processing or evaluating phase. They are not permitted to formulate the problem, predict the result, identify the procedure, perform the investigation, interpret evidence and draw conclusion. Most of the science teachers stated that they act as a demonstrator in practical classes and students work in small groups after the demonstration, whereas majority of biology teachers opined that they should guide the students to carry on the experiment instead of demonstration. But interestingly it is found that, in some of the biology classes, teachers just demonstrate the experiment and only particular students get chance to do it themselves. Several cases showed that, students do not really participate in the experiments. In the focus group discussions, a number of students expressed their frustration about biology practical class, saying- there is no hands-on activity and they only have to replicate figures on their notebook from blackboard/ textbook/ guidebook. In some cases, students found losing their interest in practical class as only particular students get chance to do hands-on activity due to lack of apparatus. Neither the teachers nor the students have any idea of open investigation approach. Most of the teachers believe the goal of practical class is to ensure concrete learning and to develop hands-on skill. Also they stated that practical work aims to clarify the theoretical concepts. Teacher's confidence to facilitate students' activity varies from subject to subject. It seems higher in physics and chemistry than Biology. No classroom was found well organized and well equipped to carry out investigations. Neither the seating arrangement and other physical facilities nor the teacher's attitude are found favorable to conduct investigation. A number of teachers and students agreed that essential logistic supports should be provided to the schools to conduct practical class effectively. It is observed that, most of the classes finished quickly without proper conclusion. Participant teachers and students also stated that the duration of practical class is too inadequate to run an investigation. Students are not oriented with hands-on activities from very early period, most of the school students do not get introduced with practical classes even in grade X, they only experience practical classes just 2/3 months before the SSC examination.

# **Inclusive Education in Secondary School : Question for a Working Model [June - 2015]**

**Diba Hossain; Rayhan Ara Zaman; Ridwanul Mosrur  
and Md. Fakrul Islam**

*Professor and Lecturer, IER, University of Rajshahi; Program Officer-Resource Mobilization; Programme Development and Quality, Save the Children, Dhaka and Computer Supervisor, NAEM, Ministry of Education, Dhaka, Bangladesh  
E-mail : supfakhrul.naem@gmail.com, Cell: 01816606343*

## **Abstract**

The study aims to frame out the legal framework of Inclusive Education in Bangladesh. For this, the study reviewed all related documents, laws, acts and international declarations. It reveals in the study that the Inclusive Education supportive laws, acts and declarations are enough to recognize, Inclusive Education. But, the real situation of inclusion in Bangladesh is not very impressive. Data are collected from two divisions-Dhaka and Rajshahi, 10 schools were purposively selected from each of the two divisions, among the 20 schools 10 were from rural and 10 were from urban areas. School heads, teachers, School Managing Committee members, students and guardians are the respondents of the study. Though Bangladesh has comparatively strong legal framework that supports the implementation of inclusive secondary education, yet there are many policy gaps and lack of problem specific strategies which are making the implementation of inclusive education a difficult task. The field scenario of inclusive secondary education is very depressing 'as there is neither the infrastructure nor the implementing process is in place, Even the stakeholders are now aware and in most cases the children with special needs (except the children with physical disabilities) remains unidentified until a certain age. However, if any children could make schooling at primary grades, the chance of being at secondary school is significantly limited due to proper education which is very much required to minimize the achievement gaps. Though there is legal framework and there are many hopes in the horizon, yet the implementation of inclusive secondary education is a big challenge for Bangladesh. Based on the findings and the analytics of the suggestions extracted from the 'inclusive education experts' interviews, this study is proposing a model along with necessary strategies towards ensuring proper inclusive education integration to the secondary education in Bangladesh. The model contains three fundamental phases and there are few sub-phases under each of-the fundamental phases.

# **Introduction of Listening and Speaking Skills Test at Secondary Education in Bangladesh and its Reflection on Teaching [June - 2015]**

**Md. Shamsul Huda; Mst. Rabeya Ferdous; Ireen Rahman and  
Muhammed Shahriar Haque**

*Teacher Trainers of National Academy for Educational Management (NAEM); and  
Professor and Executive Director, East West University, Dhaka, Bangladesh  
E-mail : ttshuda.naem@gmail.com , Cell: 01712284669*

## **Abstract**

Listening and speaking are two very important skills for successful communication. With a view to developing the communicative competence of our learners, Communicative Language Teaching (CLT) approach was introduced in mid 90s in our country and accordingly communicative textbooks were developed, in which all the four language skills were integrated and equally emphasized. But in the classroom teaching these two skills were totally ignored even by the trained teachers and one of the main reasons of it, mentioned in many researches, was that these two skills were not tested. So test of listening and speaking skills was introduced in the internal examinations at secondary education in our country in 2013. This research intended to find out whether the introduction of the tests has brought about any positive changes in teaching these two skills. It reveals that the condition of teaching listening and speaking skills has improved to some extent after the introduction of the tests but it is not at the satisfactory level. In around 35% schools listening and speaking skills are practised most of the time which is better than the time when these two skills were not tested. More than 60% schools are not taking these tests for various reasons and those who take the tests face different kinds of problems. This research also reveals that the ratio of testing and teaching is almost similar which indicates the positive backwash effect of the tests in the sense that these two skills are taken care of where the tests are taken.

## **.Experience of Team-Based Learning Process in Various Courses at NAEM [June - 2015]**

**Amran Hossain; Rokshana Bilkis; Masud Ahmmed and Sultana Kaniz Fatema**

*Faculty Member of Political Science, Dhaka University, Dhaka; Deputy Director (Research), NAEM; Associate Professor in English DSHE and Senior Education Specialist, BRAC-IED, Dhaka, Bangladesh*

*E-mail : ddresrokshana.naem@gmail.com, Cell :01552573798*

### **Abstract**

Team-based learning process is one of the most successful student centered approach in teaching and learning process, particularly in occidental countries. The attempt of this article is to acquire an empirical experience by demonstrate some model tests in class-based participants in NAEM. The TBL process is purely ideal education skills that have been basically imported from western concept. Western experiences implies that the secondary students are in teen agers, thus their age rarely permit to concentrate their mind in the lecture based teaching in a specific time schedule in front of a teacher. However, the objectives of this study are to identify the expertise of team-based learning in different courses at NAEM; to explore and measure the success of the team-based learning; and to find out its' implication in secondary level in future. This research work was followed by purposive sampling techniques and target population was the participants or teacher trainee of four courses at NAEM those completed the courses during this year. This research pursued qualitative and quantitative approaches and survey method on the basis of questionnaire-based test items essentially a total of four tests as well as four (04) Focus Group Discussion (FGD) were analyzed. Required primary data were collected through questionnaire based test items. It is found that the outcome of team test (questionnaire based test items) is higher than individual test. From FDG analysis essentially proves that maximum participants were encouraged and they took part in the Team-Based Learning (TBL) experiments wholeheartedly accepted during the session. Findings of the study revealed that output is suited to the fulfillment of the objectives.

# **Influence of Lesson Study in Promoting Students’ Scientific Literacy : A Perspective from Secondary Science Teachers’ Professional Learning [June - 2015]**

**Quazi Afroz Jahanara, S M Hafizur Rahman, Md. Salimuzzaman and  
Nasren Sultana Mitu**

*Professors of INstitute of Education and Research (IER), Dhaka University, Dhaka;  
Deputy Director (P&D), NAEM and Lecturer, IER, Rajshahi University, Bangladesh  
E-mail: ddplsalmuzzaman.naem@gmail.com, Cell : 01552461497*

## **Abstract**

Professional learning (PL) has emerged as an important educational descriptor which is indicative of a shift in ways of understanding the development of teachers and teaching. Professional learning has recently emerged as an issue of concern, because, as a construct it differs from that of traditional views of professional development. Professional learning deals with “what professionals do [to] learn about their own knowledge of practice” (Berry, *et al.*, 2007). It is for supporting teachers in directing their own knowledge growth. In most cases, issues in PL are not obvious or expected. PL encourages teachers to respond to the inherent contradictions between their intentions for teaching and their actual practice. In Bangladesh, the new curriculum at the secondary level was introduced in 2012. After that the new science textbooks were developed and introduced in the classrooms in line with the new curriculum. The main purpose of this science curriculum is to promote students’ scientific literacy. In so doing, one of the main focuses of this new science curriculum was to introduce new topics/chapters at all secondary science classes (Grade V to X). However, it is a major concern of all the stakeholders about how these new topics or chapters could be taught by our practicing science teachers in promoting scientific literacy. In our experiences, we have found that teachers of General Science tend not to be familiar with all the concepts in the General Science unit because of teacher’s academic background. They find difficulty or feel uncomfortable in teaching some particular aspects of the new curriculum. These all concerns raised questions and challenges about the proper implementation of the new science curriculum in the secondary science schools in Bangladesh. The main purpose of this study is to explore the influences of ‘Lesson Study’ on Secondary Science Teachers’ Professional Learning. Answer to the following questions will help to fulfill the main purpose through the study: How secondary science teachers view the activities of Lesson Study to improve their practice? To what extent the activities of Lesson Study influence secondary science. Teachers’ classroom activities in promoting students’ scientific literacy? What are the challenges in implementing Lesson Study at secondary schools in Bangladesh? This study followed qualitative approaches. The study design follow; three steps in two days for each phase. These are: ‘Plan’ Stage: Prepare a Lesson plan and share with science colleagues and then revise the lesson plan accordingly. ‘Do’ Stage : Conduct the lesson based on the revised lesson plan and the

colleagues will observe the lesson using an observation schedule focusing on criteria that emphasize more on developing scientific literacy and finally 'See' Stage : Post lesson Discussion, provide feedback and revise the lesson plan accordingly. The three stages will follow a phase and this research will conduct four phases at each school. In this study two schools were selected purposively; also selected four teachers; in each school purposively. The instruments for data collection are notes for plan stage; promoting scientific literacy observation schedule; notes for see stages; open ended questionnaire and finally FGD guidelines. The data analysis mainly focuses on four major aspects. Firstly it analyzes the impact of feedback on LP1 before developing LP2. Secondly the analysis focuses on comparing LP1, LP2 and LP3. Thirdly it focuses on lesson improvement by comparing aspects well emphasized through observer-teacher reflection. Lastly, it focuses on practice improvement by identifying teaching gaps with the help of colleagues. The major findings of this study are: all four teachers in both schools adjusted some issues after pre lesson discussion and then improved their lesson plan. We can consider these as the consequence of discussion among colleagues with LP1. We can therefore say that pre-lesson discussion on lesson plan has a positive impact on the improvement of lesson plan; all four teachers in both schools adjusted some viewpoints in lesson plan after post lesson discussion. We can therefore say that post lesson discussion on lesson plan 2 of the teachers of both schools has a positive impact on lesson plan 3; after post lesson discussion, number of viewpoints for improving lesson is increased for all four teachers in both schools; number of adequately emphasized viewpoints is increasing over the phases in both schools. In each case, viewpoints emphasized adequately in lesson plan 2 is higher than lesson plan 1 and viewpoints emphasized adequately in lesson plan 3 is higher than lesson plan 2 and lesson plan 1. Number of viewpoints emphasized adequately is increased over the phases in both schools. These are considered as teachers working together to provide emphasis on aspects that guide to improve students' scientific literacy; planning stage is very effective because they get the opportunity to modify their plan collaboratively with peers. Some teachers find it effective because it helps them to find the loopholes of a lesson; teachers think lesson observation stage helps them to identify their improvement areas; time constraint, lack of teachers' motivation and professional knowledge are some of the challenges. Teachers face to implement lesson study in their school. This study also developed a set of recommendations based on the findings of the study: These are: Teachers may then involve themselves in lesson activity to improve their teaching practice. These activities may guide teachers to provide emphasis on different aspects that guide to improve students' scientific literacy; to find the loopholes of a lesson and to generate new ideas for their practice; to find out different perspectives about their lesson and moreover it may help them to get a realistic picture of the lesson; to modify the lesson plan and rationalize what should have been done in the class and to find out the practicality of the plan we developed; to find a scope to review their subject knowledge from their colleagues. Finally recommendations also include involving school administrators in these lesson study activities that might help them to change their views about professional practice and also provide scopes for teachers to involve in these lesson study activities.

# **Trends and Issues of Student Enrolment in Science at Higher Education Level of Bangladesh : Problems and Solutions [June - 2015]**

**Md. Lokman Hossain; Md. Shahidul Islam; Md. Zahirul Islam  
and Md. Sohrab Uddin Sarker;**

*Associate Professor of Zoology, Dhaka College; Assistant Director, NAEM and Assistant Professor (Department of Zoology), Narayanganj and Professor, Department of Zoology, Dhaka University, Dhaka; Govt. Mohila College, Narayanganj, Bangladesh  
E-mail: drlokmanhossain@yahoo.com, Cell : 01711358132*

## **Abstract**

Practice of science is the prime factor in the economic development of any country. Bangladesh, unfortunately, is lagging behind in creating any positive environment or strong tradition in science education. For this reason the present generation of our country is too much reluctant towards science education. It was revealed from secondary data of 1990 to 2014 that the number of science students is decreasing in an alarming rate in our country and the trend of changing science stream is increasing day by day from Higher Secondary level to higher education level. Moreover, the respondents' attached with the study univocally agreed that science education is essential but unfortunately the number of students is decreasing day by day. They offered their view that science study is comparatively painstaking; lack of appropriate teaching-learning materials in the market places; inadequacy of instruments for science study; science curriculum is comparatively tough and expensive; science study is comparatively time consuming; curriculum of Science is comparatively hard, syllabus never completed within the academic year; dissatisfactory attention of teachers to the students. On some negative aspects related to the hindrance prevails in education which deters to popularize science education. These are less number of science teachers are available in colleges in comparison to other groups; Insufficient lab facilities; Inadequate space and ventilation in the laboratories; Competent science teachers are not interested to join teaching; Lack of experienced and trained science teachers; absence of requisite number of science subjects related books in the libraries. They also mentioned some factors which influence HSC passed science students to shift to other groups at B.Sc (Pass) and Hon's level, science teachers identified that phobia to practical classes and practical examinations are the factors that deter the students to get admission to science subjects. Some problems faced by the learners, when they were the students of science at SSC and HSC level i.e. those are science study was very expensive, class hours of every science subjects are lengthy; insufficient science teachers were in the colleges, learners were compelled to. Go to private tuition. In line with the impact to be evolved in future due to decrease of science students have been indemnified i.e. there will be scarcity of science teachers and learners in course of the time; scarceness of skilled manpower in the global labour market; Learners will not be good and competent citizen; Scientist and Technology know how person will reduce in the national level; Nation will lagging behind in the global context; Science and Technological expert people will not be available for our Socio-economic development.

# **Study of Effectiveness of the In-service Training Course on Digital Content Development for English Teachers of Grades 6-10 in Bangladesh [June - 2015]**

**Nafisa Begum; Rozina Begum; Md. Rafiqul Islam Akanda and Mahbun Ahsan Khan**

*Lecturer of English, Govt. Teacher' Training College, Dhanmodi, Dhaka; Assistant Teacher of English, Tejgaon Govt. Girls High School; Documentation Officer of NAEM and Associate Professor, IER, Dhaka University, Bangladesh  
E-mail : dorafiq.naem@gmail.com, Cell :01556351205*

## **Abstract**

Training is related to effective teaching. So this study examined the effectiveness of in service training on the Digital Content Development (DCD) for EFL teachers. The objectives of the study were to explore whether the DCD training course meet the needs of English teachers of grades 6 - 10; to identify the teachers' developed skills; behavioral changes and the benefits of the students attending the English lessons using digital content. The study was both qualitative and quantitative in nature. Sample of the study comprised of 2 training centers, 6 teacher trainers, 16 schools and 40 English teachers and 48 students of grade 6-10. The instruments used: questionnaire for teachers, interview schedule for teacher trainers; observation checklist and FGD guide lines for students. The findings came out that while on training English teachers were motivated enough and pledged to take classes with digital content but returning back to school they could not sustain their motivation. Most of the English teachers could not integrate technology with pedagogy properly while taking classes with digital content. Effectiveness of any program related to the proper functioning of its all elements. It was recommended that specific training program needs to be initiated on DCD for English teachers only where teachers would get enough pedagogical guide lines from English trainers. For proper implementation monitoring needs to be ensured by the authority.

## **Effect of Socio-Economic Status on Education of Sex-Workers' Children: Six Case Studies [June - 2015]**

**Md. Alamgir Hossain; Ariful Hoq Shanil; Sharmin Hena and Shikha Chakrabarty**

*Associate Professor; IER, Dhaka University, Dhaka; Research Fellows under IER of Dhaka University and Training Specialist, NAEM, Dhanmondi, Dhaka, Bangladesh*  
*E-mail : tsshikha.naem@gmail.com, Cell : 01819468458*

### **Abstract**

Sex workers are the marginalized group and the necessity of their education is being neglected in our society. The objective of this qualitative study is to find out the influences of socio-economic status on education of sex-worker's children. A total of 6 participants were selected purposively to collect data, along with 18 more respondents by snowballing sampling for supporting data. Observation schedule, questionnaire and in-depth interview were applied to collect data from home settings, student, and their mother, family and class teachers. The study found that students' family faced economic problem and socially deprived. Students have less or no communication with father and their mothers have more influence on their education; but there were no one to help them for study at home. However, girls faced harassment from school and community to continue study due to mothers' professional identity whether boys did not found any in differences from school. Moreover, the surrounding environments and community context are not helpful for study. Finally, the positive issue is that the students and their mother are satisfied to school, teachers and safe home.

## **Creative Questions to Measure Secondary Students' Creativity : Bangladesh Perspective [June - 2015]**

**Harashit Bala; Shah Shamin Ahmed; Md. Shahidur Rahman and Muhammad Salahuddin**

*Director (Administration and Finance), NAEM; Associate Professor, IER, Dhaka University, Dhaka; Deputy Director (Administration and Finance), NAEM and M. Phil. Researcher, IER, Dhaka University, Dhaka; Bangladesh*  
*E-mail: ddadmin.naem@gmail.com, Cell : 01912469874*

### **Abstract**

Creative question is not a new technique in Bangladesh education context. It would be wanted to measure student's creativity through paper pencil test. This study aims to explore the effectiveness of creative questioning to measure secondary students' creativity in Bangladesh. Firstly we have reviewed the questions as per phrasing criteria

and practicing criteria for identifying the nature of creative question and then confirmed it with the students and teachers as they are the practitioners. It is found that one-fourth of the questions measured the students' remembering level in phrasing criteria while it was more than three-fourth in practicing criteria. Mainly most of the questions of Bangladesh and global studies and general science wanted to measure students' knowledge level although it should be maintained higher order thinking level questions. However, it was positive that the students are reading their textbooks more to answer creative question? Teachers are trying to measure students' creativity inside and outside the classroom through creative questions but their initiative fails to do the same as students commonly depend on the available guide/note books. This study recommends that a committee of expert teachers might be formed in every district to prepare creative questions and serve it to all schools of a district. And teacher's training is needed to be more intensive emphasizing on construction of question papers. Finally, effective teaching learning method might be used in classroom so that students would be encouraged to at least understand topics not memorize.

## **ICT for Teachers' Professional Development : A Study Among Secondary School Teachers' [June - 2015]**

**Selina Banu; Mohammad Kowser Bhuiyan and Tasmia Nawrin**

*Professor of IER, Dhaka University(DU), Dhaka; M. Phil. Researcher, IER, DU and  
BRAC Institute of Languages, BRAC University, Dhaka, Bangladesh  
E-mail : selinabanu@du.ac.bd, Cell : 01552322760*

### **Abstract**

Now-a-days teachers' professional development vastly depends on ICT based supports. This study has focused on the perception and attitudes of secondary school teachers on the role of ICT for their professional development and using ICT as pedagogical tools respectively. The study mainly focused on to find out on ICT for secondary school teachers professional broadly and in specific objectives were to explore teachers' perception on the role of ICT for their professional development; find out teachers' attitude towards the use of ICT as pedagogical tools. The study was carried out with mixed method research approach integrating quantitative and qualitative approaches. A multistage sample selection technique was used in this study. Therefore, for gathering quantitative data field survey was taken the specific number of sample, where the sample size entailed "105 secondary school teachers considered purposively from 35 secondary schools and 3 respondents from each school from 7 upazilas from 7 districts of 7 divisions and tool was survey questionnaire. However, from those 105 secondary school teacher 7 teachers were selected from 7 divisions according to respondents' willingness. With regard to the first objective of the study the quantitative data suggested that 71% of the teachers use ICT for both professional and personal purposes and 15% of the teachers use ICT for only professional purpose. With regard to the second objective of the study, the quantitative data suggested that teachers' attitude was positive to use ICT as pedagogical tools.

# **Exploring the Situation of Listening and Speaking Practice in English at Secondary Level Education [June - 2015]**

**Md. Shahriar Shafiq; Sunil Kumar Howlader; Sabiha Sultana and Syeda Aticun Nahar**

*Attachment officer, a2i, Prime Minister's Office; Assistant Director, NAEM and Associate Professor, IER, Dhaka University, Dhaka, Bangladesh  
E-mail: shahriarshafique@gmail.com, Cell: 01554705654*

## **Abstract**

Based on an instruction from Directorate of Secondary and Higher Education (DSHE) listening and speaking in practice is being implanted in English language classroom in secondary level schools. This study was designed to explore the situation of listening and speaking practice in school level. Total 10 schools were selected in this purpose for data collection where total 100 students and 20 teachers who teach English language were interviewed using structured and semi-structured questionnaires along with observing the scenario of practice using an observation checklist. The study found that all the teachers are informed and aware about the necessity of listening and speaking practice in English language classroom. However, the level of practice is very low in the selected schools and lack of sufficient facilities and materials needed for practicing those skills. Teachers are not much motivated for the practice. Absence of assessment on listening and speaking skills in public examination was mentioned as one of the major reasons behind the lack of practice. Therefore, incorporating listening and speaking practice in public examination along with increasing the practice opportunity of those skills is one of the major recommendations of this specific study.

# **Perception of Different Stakeholders and Classroom Practice of Qawmi Madrasa Education [June - 2015]**

**A.B.M. Ahasan Raqib; Md. Ayet Ali; Muhammad Ohiedul Islam  
and Dr. Happy Kumar Das**

*Lecturer, Institute of Education and Research (IER), Rajshahi University (RU);  
Assistant Director (Res. and Doc.), NAEM; Research Fellow, IER, RU; Assistant  
Professor, IER, University of Rajshahi, Bangladesh  
E-mail: adresayetali.naem@gmail.com, Cell: 01712099023*

## **Abstract**

Madrasa is the fastest growing education sector in Bangladesh. Qawmi Madrasas are non-governmental educational institutions. They represent a private system of Madrasa education. Qawmi Madrasas teach religious subjects and are financed via various non-state sources such as private charities or foreign private funding. The equivalent of primary education in Qawmi Madrasas have duration of five years. It is important to note here that This was due to the fact that they mainly use a subject-based system rather than a grade-based system. That is, students are taught subjects without a clear class-graduated system. It is not feasible to try to “impose” class-graduated terminology on the ir primary educational system. To induce modernization, cash incentives were offered to madrasas as long as they registered and introduced additional classes on subjects such as Science, Mathematics and English. Qawmi Madrasa focuses on religious subjects. However it is slightly extending its’ focus on other type of knowledge (Bangla, English, Mathematics). Approximately, 4 million of children are attending Qawmi Madrasa now, so we cannot think for the further development or quality education avoiding this sector. This research titled “Perception of Different Stakeholders and Classroom Practice of Qawmi Madrasa Education” aimed at the following objectives i.e. to examine the different stakeholders’ perception; to evaluate the current teaching learning practice and to identify the entry points for the development of teaching-learning provisions on Qawmi Madrasa Education. The study takes an interpretive stance through semi-structured interviews and observations. A common thread throughout almost all forms of qualitative research is flexible nature. Flexibility can be built into the research design itself by employing a theoretical sampling strategy in which a researcher adjusts the sampling procedures during the data collection process based on incoming data. Based on our field experience we adopted convenience and quota sampling. Perception of different stakeholders of Qawmi Madrasa education measured by doing Focus Group Discussion (FGD) with teachers and students separately and by Key Informant Interview-KII with madrasa leaders. Majority of students (boys) want to be a famous and renowned Mawlana/Alim/Hujur. Most of students believe that to do something for teachers (Hujurs), Madrasa and Mosque is more benefited duties for them. They will get return in hereafter life. Teachers think that mass people and popular media have misconception about on Qawmi Madrasa and related personnel. Most of them strongly believe that Qawmi Madrasas are providing moral and ethical education to students. They also believe that there are a lot of good quality Qawmi Madrasas is

available in Bangladesh. They could have taken intensive care for children and children have been more benefited because Qawmi Madrasas are residential. Almost all parents want to prepare their child as an Islamic Scholars. It is very easy to know the Islamic code of life by a disciple of Madrasa. They think child gets education on both life Dunia and Akherat). Almost all parents believe that Qawmi Madrasa provides highly moral education and students prepared themselves with moral character. Parents expect their child will lead the prayer for salvation of their departed soul before burying and they always keep us with his prayer. Most of the parents meditate that as they could not learn the Quran and Hadith so they want their child will learn and lead their life on the guidance of Islam. Most of the madrasa leaders opinioned that Qawmi Madrasa students do not need to be given opportunity in government services rather they should play their role in religious sectors. Qawmi degree should be recognized by the government without giving any intervention in the system. There are sufficient job opening for Qawmi Madrasa students as reported by Madrasa Leaders. Teacher student relationship is the strong key factor for quality teaching learning. It is found that students are not encouraged to ask any question, teacher used to scold students. Classroom environment reported as not to be cheerful and learning friendly. There is no use of teaching aids and use of blackboard as instructional is quite evident. Teacher movement in classroom, questing as a teaching technique is being used frequently. Peer reading is the most dominant instructional strategy that is, being used by madrasa teachers. Fear free class environment is required by students; they also wish if they had playing materials like football, volleyball, cricket bats and stamp sets, rackets and net etc. From teachers perspective subject based teachers' training especially for general teachers is required. Separate classroom for quality teaching environment is required by teachers. They strongly felt the urgency of teacher training and quality diet for children. There is need to ensure child friendly classroom environment immediately through providing basic training on class management, teaching methods, assessment at Madrasa level. Teaching-learning session has been occurred at a same place where the students stay and sleep. On the other hand, environment that are healthy, safe and protective, and provide adequate resources and facilities are precondition to ensure Quality Education. As Qawmi Madrasa do not take any state support, so Govt. can be taken responsibilities of providing textbooks of respective boards, basic training for teachers and dress for poor students discussing with renowned Madrasa Leaders (Islamic Scholars). Madrasa leaders would be convinced regarding this vital point.

# **Prospects and Challenges for Using ICT in Madrasha Education at Dakhil Level: A Study in Dhaka City [June - 2015]**

**Dr. Md. Serajul Islam; Shah Shamim Ahmed; Muhammad Salahuddin and Saima Rahman**

*Associate Professors, Institute of Education and Research (IER), University of Dhaka (DU); M. Phil. Researcher, IER, Ministry of Education, Bangladesh DU; Assistant Director (Training), NAEM*

*E-mail: adtrgsaima.naem@gmail.com, Cell: 01716625386*

## **Abstract**

ICT is a useful tool to present a lecture in a classroom for better understanding of students'. It helps the teachers for providing a lecture effective way. The main objective of this study is to explore the prospects and challenges of using ICT in madrasha education at Dakhil Level in Dhaka City. This study conducted following mixed method research approach. Multiple instrumental approaches will be applied for collecting data. The primary data have been collected through checklist, questionnaire, classroom observation and FGD guidelines. The Dakhil madrasha's superintendent, assistant teachers and students was engaged with the study to collect qualitative and quantitative data. Following mixed method data analysis it is found that ICT training helps the teachers to ensure joyful teaching for the students, support to developing the student's creativity. Most of the (80.6%) madrashas have one to five laptops while 58.2% madrashas have one to five desktop computers. However, 93.6% madrashas' office rooms have 1 to 5 computers and 16.2% madrashas' have same number of computers in computer lab. Most of the (74.2%) computers used by the computer teachers, 67.7% computers used by the office assistance and 45.2% computers used by the superintendent. Most of the madrashas (90.3%) are facing lack of sufficient training for teachers and 74.2% madrashas are facing lack of infrastructure capacities for ICT.

# **.Integration of Multimedia Classroom in Secondary Education : Problems and Prospects [June - 2015]**

**Md. Abdus Salam; Kalachand Shil; G. M. Rakibul Islam  
and Md. Delwar Hossain Shaikh**

*Associate Professor, Institute of Education and Research (IER), Dhaka University (DU); Deputy Director (Planning), NAEM; Lecturer of Govt. Teacher's Training College, Rangpur and Professor, IER, Dhaka University*

*E-mail: ddtrgkalachand.naem@gmail.com, Cell: 01715161475*

## **Abstract**

Learning with multimedia technology has introduced an important paradigm shift in education that will have a very important impact on our educational system and the way teachers teach and students learn. The very same content can be converted into the electronic form and enjoyable by using multimedia tools and presented on the projector. This has enabled the teacher to present his/her lecture contents in a multimedia format and in an interactive, multi-sensory manner rather than in the traditional single media format. This not only provides the teacher with a more effective way to transfer knowledge and information to students, but also enable the students to learn in a more productive way. The focus in education is thus moving away from the conventional “chalk-and-talk” method to one which uses multimedia as the instructional media and a platform in teaching and learning. The use of digital multimedia technologies has generated a new paradigm in our educational methodologies and strategies. It has given rise to new modes of learning and enabled new and innovative ways to deliver instructional materials to the learners. The knowledge of using MMC in education and pedagogy for communication is not a satisfactory level at present in secondary education of Bangladesh. In recent years, the GoB and NGOs have started to focus on the problem of ICT in education and have expanded special programs for all. Ministry of Education, Ministry of Primary and Mass Education, Access to Information (a2i) program of Prime Minister's Office are working with other development partners to improve the quality of education by integrating MMC in secondary schools in Bangladesh. Along with a2i, ICT project of Ministry of Education is playing an indispensable role in promoting openness, accessibility, accountability, connectivity, democracy and decentralization-all the “soft” qualities so essential for effective social, economic and political development of the teachers as well as education. Bangladesh needs the capacity to network with people, ideas and initiatives. This is a critical and fundamental issue now a day. So, this study will be a milestone to strengthen the MMC in secondary schools and guideline for education related research of Bangladesh to explore the present scenario of MMC and its fundamental role in Secondary Education of Bangladesh more effectively. Field level administration (DCs, ADC Education, Assistant Commissioner Education and UNO) should be involved in the monitoring process of MMC through online MMC management system ([mmc.e-service.gov.bd](http://mmc.e-service.gov.bd)), planning workshops, monthly coordination meeting, field visit and organizing district level award

fair on Digital Innovation. Head Teachers also need to be sensitized on the effective use of MMC. Best teachers with outstanding performance in MMCs need to be provided incentive at upazila, district and national level. Orientation program should be arranged for the SMC members so that they could be aware about the MMC, government's investment and benefits of using MMC. ICT training should be given to the teachers of each institution. There are lots of teachers out of ICT training. Besides refreshers training can be provided to teachers trained on MMC for their further capacity building in this regard. The SMC of the institutions should organize regular in-house training on MMC for the teachers. Besides, involvement of education administrators and trainers of TTCs in the monitoring & mentoring of MMCs need to be strengthened to improve quality of MMC. Monthly follow-up, refreshers training and on-the-job supervision and guidance are very much needed for the teachers unable to use ICT knowledge properly conducting MMCs. Upazila Resource Centers (URCs) should also be equipped adequately to extend the support. Further emphasis through HTs/Superintendents /Principals and DCs/ADCs/DEOs/USEOs should be given so that teachers trained on MMCs are obligated to develop adequate number of digital contents every week on various subjects for teaching with multimedia. The SMC/GB of the institutions needs to be empowered to ensure that infrastructure and physical facilities of the institutions are adequate to conduct MMC properly. SMC/GB of the institutions needs to be obligated to mobilize local resources for developing adequate infrastructure for using ICT, conduct follow-up and refreshers training for the teachers on ICT, motivate teachers towards ICT and innovation for overcoming challenges of MMCs in their institutions. Inclusion of MMC management issue in different teachers' training programs should be taken into consideration of any teacher training program. Because government invested huge to establish the MMC and without proper management it would fail. Shikhhok Batayan is well accepted platform to the teachers and it is a main source of digital content for the teachers. Considering this the authority should ensure quality content in this portal or should take any policy or program that can ensure quality content in this portal.

# **Challenges of Access to Education : Transgender Society in Bangladesh [June - 2016]**

**Marium Begum; Md. Ashrafuzzaman; Sujit Roy and Mosarrafa Begum**  
*Professor of IER, Dhaka University, Dhaka; Lecturer, Department of Education, Prime  
University; Researcher, EIA-DU-OU (UK), IER, DU and Librarian of NAEM,  
Dhaka, Bangladesh*  
*E-mail: libmaneem.naem@gmail.com, Cell: 01556351204*

## **Abstract**

Transgender is a common phenomenon in our society. The present qualitative study aimed to explore the challenges of access and continuation to education of transgender people of Bangladesh. The secondary data were collected through document survey previous reports, articles and news, while the primary data were collected through semi-structured interview with transgender and semi-structured interview with experts including NGO officials and Head Teachers. The area of the study covered Dhaka division of Bangladesh. Respondents from urban and rural areas were selected purposively both from Dhaka and Tangail. Major findings study showed that, transgender do-not carry any recognized social status and people used to dislike them due to lack of education. All the respondents agreed about importance of transgender education. Transgender students face no major challenges in getting access to education. In few cases parents of female students consider transgender students' access to education as possible threat to their children especially female students. However, more than 90% transgender students cannot continue their education due to different attitude towards transgender, negative comments from peers, lack of economic and mental support, discrimination in the classroom and uncomfortable school environment. This study also found some possible recommendations for transgender education. Providing separate classroom, emphasizing on technical and vocational education like cook, sewing and beauty parlor are mostly recommended. Training for the teachers, including a chapter in the textbook, separate sanitation are also recommended by the respondents. But their empowerment is not possible without financial support. And the transgender people also require quotas in education and job market.

# **Present Status of Using ICT in Secondary Schools in Bangladesh [June - 2016]**

**Md. Atiqul Islam Pathan; Md. Muzaffor Ahammed; Md. Abdul Munim Khan and Md. Harun-or-Rashid**

*Director, NAEM; Deputy Secretary, Ministry of Foreign Employment, Associate Professor, Darul Ihsan University, Dhaka and Librarian of National University, Board Bazar, Gazipur, Bangladesh*

*E-mail: dirpl.naem@gmail.com, Cell: 01552330027*

## **Abstract**

Improved secondary education is essential to the creation of effective human capital in any country. The need for ICT in secondary schools in Bangladesh cannot be ignored. In this technology-driven society, everyone requires ICT competence to survive. Organizations are finding it very necessary to train and re-train their employees to establish or increase their knowledge of computer and other ICTs facilities. This calls for early acquisition of ICT skills by students. New Instructional technologies that use ICTs provide a different modality of instruments. For the students, ICT use allows for increased individualization of learning. In schools where new technologies are used, students have access to tools that adjust to their attention span and provide valuable and immediate feedback for literacy enhancement, which is currently not fully implemented in the Bangladesh secondary school system. Considering the importance of the use of ICT in secondary education the general objective of the research study was to investigate the present status of ICTs using in secondary schools in Bangladesh and in keeping the view of the general objective of the study in mind the specific objectives of the study were: to investigate the present status of use of ICT in various areas of teaching, learning, and school management in secondary schools in Bangladesh; to find out the level of knowledge, skills and attitude of teachers, students and education officers regarding the use of ICT at secondary schools in the country; to identify the problems in using ICT at secondary education in Bangladesh. The research work followed both qualitative and quantitative approaches. In quantitative approach, survey method was adopted for data collection for this proposed study. The research work undertaken was an educational study at secondary level. A number of stakeholders were involved in educational institutes' management. For this study primary data were collected from head teachers, class teachers, students and secondary education officers. Under this study the researcher purposively selected 400 respondents as sample size from all types of stakeholders, viz., head teachers (56), assistant teachers (52), students (256) and officers and education managers (36) from secondary level institutions of Bangladesh. The data have been collected through four different types of questionnaires as tools. The findings of the study have been drawn from the responses of above respondents. The abstract of findings indicates moderate use of ICT in secondary schools in Bangladesh.

# **Trend Analysis of the SSC Results in Lalmonirhat District : A Case-Study for Strategic Development [June - 2016]**

**S. M. Ali Reza; Md. Amran Hossain; Syed Md. Abdul Hannan  
and Md. Souman Mondal**

*Professors of Political Science, University of Dhaka; Teacher Trainer, NAEM and  
Lecturer, Lalmonirhat Govt. College, Lalmonirhat, Bangladesh  
E-mail: tthannam.naem@gmail.com, Cell: 01712140360*

## **Abstract**

The Present study is a case-oriented qualitative and quantitative study which explored a detailed inclination of the SSC results of last five years (2011 -2015) of ten selected Secondary Schools of the Lalmonirhat District, the northern part of Bangladesh. This study examined the recent propensity and variance of the SSC result based on existing results of the selected ten schools along with the candid opinions of students, teachers, and guardians, members of the school managing committee and socio-political as well as spiritual stakeholders of different schools of this district. This study observed that the tendencies of the SSC results of last four years (2011 - 2013 and 2015) were a similar type of flow in terms of their success rate, especially within the selected ten schools of Lalmonirhat district. Only a tremendous growth of excessive development particularly in obtaining GPA- 5 holders was unusual in 2014 than the three previous years (2011-2013) and again the trend became almost similar in 2015 in the same level of examinations. In light of respondents views, there were many factors involved to achieve and to proceed the better results in the SSC level not only in Lalmonirhat district but equally also applicable in others district in Bangladesh. These include in brief: recruiting qualified teachers and giving them extra incentive to keep them adhere in the peripheral areas. The students' guardian and SMCs should also be more attentive and conscious to their respective schools for better results. Finally, government educational officers must reinforce their strict watchdog to acquire the Sustainable Development Goals (SDG) by the specified time frame in Bangladesh, prescribed and declared by the UNO.

# **Pedagogy-ICT Integration in Multimedia Classrooms at Higher Secondary Level : Limitation and Possibilities [June - 2016]**

**Md. Abdul Quaium; Syeda Aticun Nahar; Kazi Humaun Kabir and  
Md. Abdus Salam**

*Assistant Professor, Boalmari Govt. College, Faridpur; Associate Professor, IER,  
Dhaka University; Accounts Officer, NAEM and Associate Professor of IER, Dhaka  
University, Dhaka, Bangladesh*

*E-mail: aohumaum.naem@gmail.com, Cell: 01711580548*

## **Abstract**

Integration of pedagogy-ICT in Education especially in higher secondary level of education is the demand of time at present as ICT is being used in many other sectors all over the world. Regarding this Government of Bangladesh is working for using ICT and implementing the Digital Bangladesh. This study was conducted to explore the status of ICT in Higher Secondary level of Education of Bangladesh in academic activities. Data was collected by interviewing the teachers, FGD with the students and by observing the classrooms of colleges. Data revealed that, each and every institution was facing the infrastructural problems in using ICT such as lack of ICT equipment, lack of manpower, lack of training and so on. Students were more interested about ICT integration in Education than the teachers. Recommendations have been made based on the findings emerged from the collected data and analysis that ICT facilities need to be provided in classroom for teaching learning activities and ICT based service system should be developed and practiced in academic purposes. It was found that teachers are crucially important for continuing the improvement of quality education through pedagogy-ICT integration in teaching considering the importance, the study then focused on ICT training on multimedia classroom management and professional development of the teachers.

# **Teachers' Perspective on the Mainstreaming of Autistic Students in Bangladesh [June - 2016]**

**Umme Mustari Tithi; Rajib Ahmed Faisal; Saira Hossain and Kallyani Nandy**

*Assitant Professor, Institute of Education and Reserch (IER), DU; M Phil Researcher IER, DU; Lecturer, IER, DU and Assistant Director, NAEM, Dhaka, Bangladesh  
E-mail: subratakally.naem@gmail.com, Cell: 01714353730*

## **Abstract**

“Autism” the mostly used as well as alarming form of disability on earth at present era. Constitute of Bangladesh expresses that the mandates the equity, equality and creation of justifiable measures for all those who are underprivileged under the patronages of the Ministry of Social Welfare. However, considering this theme selected the research title. Objectives of the study to explore the teachers’ perspective on the mainstreaming of children with autism in Bangladesh. The specific objectives were (a) to examine the perceptions of two sample two groups (group 01 - specialized teachers with exposure to autistic students. Group 2 - mainstream teachers with limited exposure to autism); (b) to explore the factors that influence the perception of teachers regarding the mainstreaming of autistic students in school. A multistage sample selection technique was used in this study. Therefore, gathering quantitative data field survey was taken the specific number of sample, where the sample size of this study entailed of 105 secondary school teachers considered purposely from 35 secondary schools and 3 respondents from each school teacher and 7 teachers were selected from 7 divisions according to respondents willingness for gathering qualitative data. Data collection tools were survey questionnaire and semi-structure interview schedule for gathering qualitative data. With regard to the first objective of the study the quantitative data suggested that 71% of the teachers use ICT for both professional and personal purposes and 15% of the teachers use ICT for only professional purpose. With regard to the second objective of the study the quantitative data suggested that teacher’s attitude was positive to use ICT as pedagogical tools.

# **Socio-Economic and Cultural Factors Affecting Job Performance of Female Teachers at Secondary Level in Bangladesh [June-2016]**

**Khan Md. Mainul Hoque**

*Associate Professor of Social Works, Training Specialist, NAEM, Dhanmondi, Ministry of Education, Dhaka, Bangladesh*

*E-mail:tsmainul.naem@gmail.com, Cell: 01711187244*

## **Abstract**

Performance is highly associated with socio-economic, cultural, psychological and environmental factors. The main objective of this study is to assess the socio-economic and cultural factors affecting the job performance of female teachers at secondary level in Bangladesh. Qualitative and quantitative methods have been adopted and descriptive research design is being used for this study. Few factors play positive role on performance like commitment and daycare center. On the other hand most of the socio-economic and cultural factors hinder the performance of the female teachers. 100% teachers opined household works; 87.15% child rearing, 89.07% opined taking care of old and sick; 61.30% opined role of father in laws 64.21% opined role of other family members, 70.69% opined nuclear family; 79.25% opined joint family. Moreover the social factors linked with family have significant negative impact on job performance of female teachers.

# **An Impact Study on Educational Administration and Management Training Course for Principals' at NAEM [June - 2016]**

**Sadrudin Ahmed, Anjuman Ara Begum, Chameli Das and Siraj Uddin Ahmed**

*Associate Professor, DSHE; Assistant Professor, Chaprashirhat Ismail Degree College, Noakhali; Teacher Trainer, NAEM and Former Principal, Dhaka College, Dhaka, Bangladesh*

*E-mail:ttchameli.naem@gmail.com, Cell:01754830289*

## **Abstract**

Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at anytime for an individual. In addition to the basic training required for an occupation or in profession, Observers recognize the need to continue training beyond initial

qualifications: to maintain, upgrade and update skills throughout working life. NAEM is the highest training institution for the teachers of Schools, Colleges and Madrashes of Bangladesh. Governed by the Ministry of Education, Government of Bangladesh has been conducting twenty four types of training courses including Educational Administration and Management Training Course (EAMTC) several times in an academic year. The objectives of the study is to know the existing condition of the trainees of EAMTC for Principals of College level education at NAEM; to assess how appropriately the course is helping to enrich the knowledge, attitude and professional skills of the Principals; to verify how far the modules and contents are appropriate and effective for the running EAMTC at NAEM and to evaluate effectiveness and applicability of the course for the Principals. Out of 50 Principals twenty (40%) respondents opined that the set learning objectives of the Education Administration and Management Training Course (EAMTC) were achieved and thirty (60%) respondents expressed that objectives were partially achieved.

## **Analysis of Environmental and Disaster Management Issues in Secondary Education : Bangladesh Perspective** *[June - 2016]*

**Md. Jahidul Islam; Ms. Tahmina Begum and Md. Kamrul Hasan**

*Deputy Director, Bangladesh Public Administration Training Centre (BPATC), Savar,  
Dhaka; Training Specialist, NAEM and Senior Assistant Secretary, Cabinet Division,  
Bangladesh Secretariat, Dhaka, Bangladesh  
E-mail: tstahimina.naem@gmail.com, Cell: 01673881024*

### **Abstract**

Due to climatic variability and human activities clear knowledge on environment and disaster management issues are crucial. Environmental degradation itself intensifies the frequency of disasters both man made as well as natural. Bangladesh is not an exception to this. Almost every year the country faces different types of disasters like floods, cyclones, storms, tornadoes, earthquakes, landslides, droughts, tidal surges, river bank erosion, desertification, ground water arsenic contamination and environmental pollution which lead to huge loss both physically, financially, economically as well as environmentally. As the students are thought as the future leaders so their understanding on environment and disaster management issues is crucial. From this perspective the present study emphasizes on students' understanding on environment and disaster management issues, the current contents on environment and disaster management and how the issues are being taught at secondary level more specifically at class IX and X as well as to identify the ways of mainstreaming the environment and disaster management issues. Both primary and secondary data was analyzed. As a source of secondary data different books taught at

secondary level were analyzed, related journal articles were also consulted. As primary source of data students, teachers, guardians and education officers were randomly selected for interviews. Study shows that 50% of the students said that they are being taught through discussion, 42% replied through lecture, 6% replied that they are being taught by all of them on environmental issues and on disaster management issues 40% of the students replied that they are being taught through lecture, 56% told through discussion and only 4% mentioned through all of them. 53% of the respondent replied that the topics on environment are taught in classes are not hard to understand and 34.6% think that the topics are to some extent hard to understand. So, teaching methodology is not beyond question. Streamlining the teaching methodology can be thought of. Among the teachers 60% think that the topic incorporated in the text books are appropriate, 24% think that moderately appropriate. Regarding curriculum development surprisingly 84% of the respondents mentioned that they have never participated in any stakeholder consultation on curriculum development. So, findings of the study might help to further curriculum development, updated teaching methodology as well as streamlining environment and disaster management issues. It may also help to conduct further research on the related issues.

## **Learning from Group Work in Science : Current Status and Challenges for Secondary Education Level (General) in Bangladesh [June - 2016]**

**Md. Abdul Awal Khan; S. M. Hafizur Rahman; Md. Selimuzzaman and Omiya Sultana**

*Director, Institute of Education Research (IER), Dhaka University; Professor of IER, Dhaka University; Deputy Director, NAEM, Lecturer of IER, Chittagong University, Ministry of Education, Dhaka, Bangladesh*

*E-mail: ddplsalmuzzman.naem@gmail.com, Cell: 01552461497*

### **Abstract**

Learning science in small groups is one of the current issues in science education (Hackling, 2003). Many courses in different education level involve in small group work for presenting, discussing, and/or presenting assignment or project work. Recent studies have suggested that there are several compelling reasons that can make learning in a small group more effective (Blumenfeld, Marx, Soloway, & Krajcik, 1996; Brewer and Klein, 2006; Johnson and Johnson, 1999). There are different approaches in group work and a particular approach of small group works effectively to achieve a particular type of learning outcome. The effectiveness of group work can be influenced by how the group is organised, what the tasks are, who the participants are and how the group is held accountable (Blumenfeld, *et al.*, 1996). Besides, participants often play certain roles and

develop or practice some social skills in working within a small group to make learning more effective. Also different types of discourse and cognitive processes occur in small group work that makes group learning more productive (Hackling, 2003). It is therefore research on learning from group work is considered as very important and is considered as current issue in science education research. In Bangladesh, the new curriculum at the secondary level was introduced in 2012. After that the new science textbooks were developed and introduced in the classrooms in line with the new curriculum. This curriculum suggested group work as a collaborative teaching strategy (NCTB, 2012). It is also mentioned that students get scope to learn more from their peers through a collaborative learning environment. It is also mentioned that group work not only helps to learn individual learning outcome but also help students to develop different human and social skills to promote scientific literacy. However, being closely involved in the teaching-learning processes of secondary science education, we have experienced that in many cases, students are not satisfied in working within a group. It is therefore urgent to check the current status and Challenges of learning from group work in Science for Secondary Level (General) in Bangladesh. The main purpose of this study is to explore current status and challenges in learning from group work in science. Answer to the following questions will help to fulfill the main purpose through the study: What are the different forms of small group learning exist in the secondary level science education in Bangladesh?; What are the roles of students adopt in small group work to make the science learning more effective?; What strategies do secondary science teachers use to foster the group.

## **Negotiating Identity Formation and Professional Performance of EFL Teacher Trainers in Bangladesh [June - 2016]**

**Mohammad Monmoor Roshid; Md. Zulfeqar Haider;**

**Md. Abdur Razzaque Mian and Md. Harunur Rashid Khan**

*Associate Professor, Institute of Education and Research (IER), Dhaka University;*

*Associate Professor, English & OSD, DSHE; Assistant Director, NAEM; Associate*

*Professor Department of English, South East University, Dhaka, Bangladesh*

E-mail: tsrazzak.naem@gmail.com, Cell: 01711933543

### **Abstract**

Teacher trainers are important agents who play significant roles developing the pedagogical knowledge and skills to teachers, shape their beliefs, attitudes, self-efficiency and prepare them to be successful in classroom teaching. While teacher trainers strive to support the professional growth of teachers, the question of their own identity becomes quite crucial. This research focuses on the issue of identity formation and its effect

on the professional performance of the English Language Teacher Trainers (ELTT) in Bangladesh. The research was designed with a view to address three questions – (a) What factors contribute to the identity-formation of an ELTT; (b) How do these trainers develop their professional identity? and (c) How does professional identity of teacher trainers affect their workplace performances. Data were collected through questionnaire and in-depth interviews of selected teacher trainers from two major government training institutes in Bangladesh. The findings reveal a number of factors that contribute to teacher trainers' identity formation which include English language competency, formal training and sense of ownership, respect, commitment and networking with colleagues. Except in certain contexts, all participants are happy with their current position and they are agreed that their professional identity as English teacher trainers positively supports them to successfully accomplish their professional performance because they have come to this profession 'by choice, not by chance'. Despite happiness with their professional performance, the researchers have identified hidden discrimination and identity gaps and crisis between two groups of trainers that is likely considered unfairness for resource utilization. It is recommended that formal training institutions and a certification authority could be formed in Bangladesh to enhance, support and monitor the professional excellence of English Language Teacher Trainers.

## **Effectiveness of Institutional Self Assessment Summary (ISAS) in Performance Based Management (PBM) at Secondary Schools in Bangladesh : A Study on a Selected Upazilla [June - 2016]**

**Sk. Amjad Hossain; Riad Choudhury; Md. Farhadul Islam Bhuiyan and Abu Ibrahim Mohd. Nurul Huda**

*Ex. Director (Training), NAEM; and Deputy Director (Training), NAEM; Training Specialist, NAEM, Dhaka, Bangladesh*

*E-mail: ddtrgriad.naem@gmail.com, Cell: 01711358354*

### **Abstract**

Institutional Self Assessment Summary (ISAS) is a tool to achieve the objectives of the Performance Based Management (PBM) in the secondary schools of Bangladesh. The PBM in the secondary schools is quantified by seven indicators with forty five sub-indicators. The PBM is being implemented in Bangladesh since 2005 in all the secondary schools. Later, the ISAS has been introduced in PBM in 2009. Nationwide ISAS report is being produced and published on the basis of ISAS data provided by 18500+ schools every year since 2011. All the schools have been categorized as A (top performing), B (well performing), C (moderate performing), D (poor performing) and

E (non performing) based on the ISAS data providing by them respectively. All ranks of planning and development wing of DSHE, EMIS Cell, SESIP (Secondary Education Sector Investment Program), Training Specialist of NAEM, DEO, ADEO, USEO, AUSEO, RO, UAS, Head Teachers are involved actively in the process of PBM and documentation and presentation of ISAS. Training was provided to HTs, teachers and SMC members and Field level officers during last 10 years. PBM materials and manuals are being published and distributed to the schools, which cost a lot. The team has been inspired to accomplish a study on effectiveness of ISAS in PBM at secondary schools in Bangladesh: A study on a selected Upazila. The objectives of the study were to check validity of ISAS report and to apprehend the problems faced by the HTs and field level secondary education officers in fulfilling the ISAS questionnaire, as well as to grasp the solutions of those problems. The team has selected the 'C category' schools that are middle ranged performing schools of Sylhet zone and from these category of schools again the team has selected nine schools of Sylhet Sadar Upazilla following purposive sampling process. The team has collected necessary information using structure questionnaire through interviewing method. Simultaneously some other techniques of data collection process like questionnaire, FGD, content analysis and cross-checking the ISAS questionnaire provided by the HTs. The information has been processed manually. ISAS reports are being considered as a data bank of the schools. This data bank plays a vital role in decision and policy making to allocate resources to improve the Qualitative and quantitative structures of the secondary schools of Bangladesh. But unfortunately the ISAS questionnaire itself is erratic with problematic options; there are some erratic indicators and sub-indicators which create dilemma to choose the options. The ISAS data mismatch the real situation of the schools. The schools are getting insufficient time to fill up the ISAS. The study team has apprehended that one of the major problems is lack of monitoring by the DEO and USED regarding this process ISAS. Lack of suitable and adequate training for all field level officials is also a problem. Due to all of these reasons the ISAS report is yet to be accepted as a policy matter. The study is providing some suggestions to review the ISAS questionnaire thoroughly by the experts, upgrading the EMIS software, enhancing the capacity of the PBM trainers as well as to provide adequate training for the HTs, UEO, and USEOs. In spite of very limited time and a very small amount of financial support allocated by NAEM, the study has achieved the objectives and the success with utmost sincerity and honesty. The findings of this study can be considered a pathway for the policy makers to take necessary steps for reviewing the ISAS questionnaire, the indicators and sub-indicators, to provide sufficient training for all related trainers and field level officials including the HTs and AHTs. Further study is needed to inspire further researches.

# **A Study on Higher Education in College Level Educational Institution : Problems and Prospects in Management Perspective [June - 2017]**

**Md. Harun-or-Rashid; Md. Atiqul Islam Pathan,**

**Mohammed Moazzom Hossain and Abdul Munim Khan**

*Ex-Faculty Member of NAEM; Director (Planning and Development), NAEM;  
Registrar, BAUST, Sayedpur and Assistant Professor, Darul Ihsan University,  
Dhaka, Bangladesh*

*E-mail: dirpl.naem@gmail.com, Cell: 01552330027*

## **Abstract**

In the education system of Bangladesh, Higher Education (HE) has a special significance as the producer of leaders of various social activities including politics and administration. The higher education was previously considered a privilege for the fortunate few but now it came to be regarded as a basic imperative need for the prosperity, development and stability of the country. The National University (NU) is an affiliating as well as on campus teaching university. On campus teaching comprises Ph.D as well as Teachers' Training Programme (TTP) for the teachers of the affiliated colleges. The 'off campus activities/ provide courses leading to Bachelor of Pass and honours degrees as well as Master's degrees in different disciplines through 2218 affiliated colleges/institutes. As an eminent organization of HE, the NU controls and coordinates more than eighty percent (80%) of the total of HE sector in Bangladesh. The general objective of this research study was to find out the problems and prospects of NU in terms of academic management in providing higher education through its affiliated general colleges. First questionnaire was developed for honors affiliated college principals and teachers (96 respondents) of the selected 24 (twenty four) colleges, second questionnaire was designed for students (72 respondents) of honors affiliated colleges and secondary data were also collected from different sources of printed and non-printed materials available in the libraries, documentation and information centres in Bangladesh. Knowledge and information resources available on the internet were also used for this study. Researchers made a number of recommendations for solving the existing problems of NU. The major recommendations include: a national standard for affiliation of colleges under NU should be prepared; academic supervision of affiliated colleges under NU should be on regular basis as per national academic standard determined by the UGC; Curriculum of courses of study should be prepared considering the standard curriculum of universities; a modern assessment system must be introduced in NU like thesis/term paper for 100 marks or 3,00 credits should be introduced in the 4 year of Honors Course; Class Test, Assignment Writing should be introduced; Semester system should be introduced like the other universities of developed and developing countries. On-line services through ICT should be introduced in admission, registration, subject change, college change and in other works in NU for providing prompt services to the students. Required number of teaching

post should be created in non-government colleges like government colleges. Service rules, service development opportunity, teacher training, higher education facilities like M.S., M. Phil, Ph. D with scholarship should be facilitated by NU for the non-government honors college teachers. Finally, researchers recommended for further study on different aspects of NU established for providing HE through affiliated colleges in Bangladesh.

## **Case Studies on Underprivileged Children Education : Challenges of Access and Continuation [June - 2017]**

**Mariam Begum; Md. Ashrafuzzaman; Sujit Roy and Mosarrafa Begum**

*Professor, IER, University of Dhaka; Lecturer, Department of Education, Prime University; Researcher, EIA-DU-OU (UK) Research, Collaboration Programme, IER, DU and Librarian of NAEM, Dhaka Bangladesh*

*E-mail: libmazneen.naem@gmail.com, Cell: 01556351207*

### **Abstract**

Underprivileged or not, every citizen of Bangladesh has the right of education. For improving the lives of underprivileged people, education can play an important role. The present qualitative study aimed to explore the challenges of access and continuation to education of underprivileged children of Bangladesh. The secondary data were collected through document survey, previous reports, articles and news, while the primary data were collected through semi-structured questionnaire /with underprivileged children and semi-structured interview with parents and experts including Educational Administrator, School Coordinator and Teachers. The area of the study covered Dhaka and Chittagong division of Bangladesh. Major findings of the study showed that underprivileged children did not face any problem getting admission in the JAAGO Foundation School. Only 7% students were dropped from JAAGO Foundation School in last three years. But literature revealed that, there is a very high dropout rate in formal secondary schools in Bangladesh, particularly amongst marginalized children. From the data it is found that, the main reasons for drop out were house or slum Shifting or migration, early marriage, financial problem, drug addiction and involvement to drug business, communication problem, socio-cultural aspects, lack of necessary mental support from family, natural disaster, lack of interest, school location and lack of support from community. This study identifies some possible interventions that reduces dropout rate at JAAGO Foundation School like, cost free education, sufficient support for study like pencil, pen, books, bag, uniform, shoe etc. including other equipment, sponsorship for students, suitable environment, joyful learning, entrepreneurship and empowerment, teacher-student friendly relationship, student centered teaching-learning approach, family support, skill based training and co-curricular activities.

# **Teacher Training or Inclusive Primary Education in Bangladesh [June - 2017]**

**Diba Hossain; Rayhan Ara Zaman; Fatema Begum Popy and  
Md. Fakhrul Islam**

*Professor, Department of Special Education, IER, Dhaka University; Lecturer, IER, Rajshahi University; Junior Teacher, Proyash Institute of Special Education Research, Cantonment, Dhaka and Computer Supervisor of NAEM, Dhaka, Bangladesh  
E-mail: supfakhrul.naen@gmail.com, Cell: 01816606343*

## **Abstract**

This study set out to identify the inclusive education related trainings and their content for primary education. The study is explorative in nature and both qualitative and quantitative approaches of data collection were considered according to the objectives of the study. Another aim of this project was to assess the effects of inclusive education training to implement inclusive education in the primary education sector of Bangladesh. For this study Seven (7) Government PTIs were selected purposively from the 54 PTIs of Bangladesh. Then Two (2) Instructors from each PTIs were selected purposively. Another type of respondents was URC Instructors; Nine (9) URC Instructors are selected purposively. Primary school teachers are another types of informant, 14 teachers were selected purposively. Besides, two (2) Inclusive education experts were purposively selected from national level. The study has shown that the number, volume and scope of inclusive education trainings in Bangladesh are limited. The research has also shown that the capacity of the training centers (especially URC) are not satisfactory, even questions raised about the capability of the trainers. From the findings it was found that there was no teacher who never receives training on IE. More than half of the respondents (61.1%) got 2 trainings. But still they have not any clear concept about inclusive education. This project has provided a deeper insight into the content of Dip-in-Ed book chapter on IE. Almost all PTI trainers said the training content is enough but it is tough to implement in the field level. 50% respondents believe it is possible to teach special needed students in a general class. Inclusive Education experts are not satisfied with the content and length of the training. According to them topics on Inclusive Education discussed in the trainings are not enough to understand the real philosophy of Inclusive Education, moreover they are not given sufficient scope to learn the techniques to manage diversity in the classrooms. The most obvious finding emerge from this study is that separate, full and more continuous trainings are mandatory for the successful implementation of Inclusive Education.

# **Assessment of Disaster Awareness among the Secondary School Level Students at the Rangpur City Corporation Area, Bangladesh [June - 2017]**

**Md. Abu Bakar Siddique; Md. Babul Hossain; Md. Abdur Rakib and Md. Nuruzzaman**

*Principal, Dinajpur Government College, Dinajpur; Assistant Professor, Department of Zoology, Dinajpur Government College, Dinajpur; Assistant Professor, Department of Disaster Management, Begum Rokeya University, Rangpur and Medical Officer of NAEM, Dhaka, Bangladesh*

*E-mail: monuruzzaman.naem@gmail.com, Cell: 0171443467*

## **Abstract**

Lives and livelihood of modern era has closely associated with natural disasters. The occurrence of natural disasters depends on its geographical location. For an example, devastating cyclones hit the coastal areas of Bangladesh almost every year usually accompanied by high-speed winds. Anthropogenic disturbances have recently accelerated the occurrence of natural disasters. In Rangpur district, hydrological disasters have been mostly occurred due to geographical location. Natural disasters bring about economic loses each year. Major and minor floods along with river bank erosion, drought and earthquake, cyclone are common natural events those the causes of economic loses. So, awareness on natural disasters is very essential for people in order to reduce economic loses and safety life. To build up the awareness of disasters among the people, the secondary school students would be great target for future generation. Therefore, the study was undertaken to examine the level of awareness of disasters among the secondary school students. The six both government and non-government school in Rangpur City Corporation (RCC) were selected for this study. A set of questionnaire was prepared for survey within selected schools for student, teacher and guardian. The role of existing course curricula for building the disaster awareness among the secondary school students, especially class VIII, IX and X was also evaluated. The result of the study indicates that about 60% of total students are conscious about natural disasters. Majority of students (66%) are aware of disaster from school as well they are requested to change teaching strategy. Our study find out the scenario of disaster awareness as well it will helpful to build up the awareness of secondary students.

# **Effectiveness Analysis of E-Governance Implementation for Training : A Case Study of National Academy for Educational Management (NAEM) [June - 2017]**

**Mohammad Shorif Uddin; Md. Abdur Rashid; Md. Iqbal Hossain and Md. Atiqur Rahman**

*Chairman, Department of CSE, Jahangirnagar University, Savar, Dhaka; Director (Administration and Finance), NAPD, Dhaka; Training Specialist, NAEM and Chief Technical Officer, Doel e- Services, Dhaka, Bangladesh  
E-mail: tsiqbal.naem@gmail.com, Cell: 01711226888*

## **Abstract**

Information and Communication Technology (ICT) is chronologically playing important role in our personal lives and also private and government organizations including the educational sector to reshape their activities. Govt. of People's Republic of Bangladesh is going to establish Digital Bangladesh. But it is' concerned that/ there are some absence of implementation of e-Governance at every institute especially at all educational and training institute like NAEM who provides training to all types of institutes. It is suggested that the teachers must be equipped themselves with the modern ICT based tools and techniques of teaching. The aim of this research study was to review the present ICT based facilities in NAEM campus and training classes, to study the online training management system for effective training and to study e-service delivery system facilities. This research study also tried to find the existing laps and gaps of e-Governance issues in NAEM for the formulation of an effective training strategy. Descriptive case study and questionnaire method were adopted to conduct the research study. Majorly this was a case study hence data have been collected visiting NAEM campus from observation, primary and secondary sources. Findings mainly shown, 61% trainees were not happy with internet download speed in lab. In campus, 94% trainees were not happy with Wi-Fi speed. This research study recommended 24 suggestions to improve e-governance in NAEM campus on the basis of findings. By proper implementation of these/findings NAEM can be benefited to improve the training activities of NAEM campus and can be champion at e-Governance implementation.

# **State of Gender Responsive Environment in the Training Institutions under the Ministry of Education of Bangladesh [June - 2017]**

**Ekram AH Sheikh; Md. Arizul Islam Khan; Dr. Md. Abud Darda and Md. Amzad Hossain**

*Professor and Chairman, BSHE, Jessore; Assistant Director, NAEM; Associate Professor of Statistics, National University, Gazipur and Vice Principal, Kushtia Govt. College, Kushtia, Bangladesh*

*E-mail: adplarizul.naem@gmail.com, Cell: 01552410547*

## **Abstract**

A gender responsive environment enables education structures, systems and methodologies to be sensitive to gender. Educational training institutes can play a vital role for practicing a gender responsive environment. This is important for both the trainees and trainers to become aware of gender parity, equity and equality. This study is an initiative to focus the gender responsive environment in the training institutions under the Ministry of Education of Bangladesh. Four educational training institutions out of nine institutions under the ministry of education have purposively chosen for this study. Selected training institutions are NAEM, NACTAR, HSTTI and BMTTI. National Academy for Educational Management (NAEM) is responsible for secondary and tertiary teachers and administrators training (in-service), Bangladesh Madrasah Teachers Training Institute (BMTTI) is responsible for Madrasah teachers and administrators training (in-service); Higher Secondary Teachers Training Institutes (HSTTIs) are responsible for higher secondary teachers training (in-service); National Academy for Computer Training and Research (NACTAR) is responsible for IT training (in-service and pre-service). The study is based on a sample survey of 284 respondents that includes institution chief, trainers and trainees at selected institutions. Results from survey data give an impression of good gender responsive environments in training institutions under ministry of education. NAEM and NACTAR are in a good position and HSTTI and BMTTI are staying in an average position regarding gender responsive environment. Unfortunately, the physical facilities of training institutions do not match with the respondents view. The FGD output further confirms that getting a gender responsive training institution requires more attention and further development of gender parity opportunities are essential. There might be a large gap between the understanding of gender related terms, their aspects and their application in practice. Results of the study prove that still there are proportion of teachers who don't have any training on gender related issue. Although the respondents didn't report, the researchers observe a huge scarcity of physical environment for creating a gender responsive campus. For example, no sufficient washroom stances with marks of use, no separate arrangement of prayer rooms other than Muslims and insufficient sports facility both for males and females. Also, no day care center or breast feeding corner observed in the training institution premises. Training program regarding gender

related issue should be strengthened and possibly be a part of other training program even for a short schedule so that misunderstanding and misconceptions can be eliminated. Concerned authority should take sufficient initiatives to set up physical opportunities both for males and females so that gender parity, equity and equality as well as gender responsive environment can properly be maintained in the training institutions' under the Ministry of Education, Bangladesh.

## **Evaluation of Educational Research Methodology Training Course of National Academy for Educational Management (NAEM) [June - 2017]**

**Satyabrata Roy; Khan Md. Mainul Hoque; Saraut Noor and Mohiuddin  
Md. Shahjahan Bhuyan**

*Consultant, SESIP, DSHE, Dhaka; Training Specialist, NAEM; Associate Professor of Physics, Shahid Begum Sheikh Fazilatun Nessa Mujib Govt. College, Dhaka and Assistant Professor, Dept. of Zoology, Govt. Victoria College, Cumilla, Bangladesh  
E-mail: tsmainul.neam@gmail.com, Cell: 01711187244*

### **Abstract**

The main objective of this research is to examine the status of Educational Research Methodology Training course of NAEM to meet the requirements of newly entrant BCS (General and Technical Education) Cadre officers to be a researcher in the field of education. In order to empirically measure the relevancy at what extent the objectives of the Educational Research Methodology Training course of NAEM has been met, the result is about 80.56% trained trainees were not involved in any research activities. Mixed methods have been applied to conduct the study. Output of Educational Research Methodology training course of NAEM focused on relevancy of the course objectives, training curriculum, training methods and appropriateness of the selection of the participants' i.e. training design have been revealed. About 36.11% trained trainees opined that existing contents fulfill the need of the participants to be an educational research. On the other hand 63.89% expressed their opinion existing contents do not fulfill the need to be an educational researcher. Steps of writing research proposal, writing style of literature review, literature review (Ex), Language and typing rules of research report, American Psychological Association (APA) Style Guide sessions should be incorporated in the training course. It is advisable to conduct Training Need Assessment before planning a course. To ensure higher level impact; Educational Research Methodology training course of NAEM needs to be redesigned.

# **Motivational Strategies for Mainstreaming the Slow Paced Bangladeshi EFL Learners : A Study for Secondary English Language Classroom [June - 2017]**

**Syed Shahrier Rahman; Mourin Barua; Swapan Kumar Nath and Subrata Kumar**

*Professor, Linguistics, University of Dhaka; M. Phil Researcher, EIA-DU-OU (UK), Research Collaboration Programme, Institute of Education and Research (IER), University of Dhaka; Deputy Director of NAEM and Lecturer of English, Gono Biswabidyalaya, Savar, Dhaka, Bangladesh*  
*E-mail: ddresswapan.naem@gmail.com, Cell: 01715660834*

## **Abstract**

The aim of the study is to explore the context of motivational strategies which can be a logical discussion for the environment of Bangladeshi slow paced learners. Here the context is mainly the English classroom of secondary level where a majority of slow paced learners hold very poor competency in English. In order to explore such challenges qualitative data have been collected through semi-structured interview questionnaire among eight teachers on mentioned issues, focus group discussions (FGD) have also conducted comprised forty slow paced learners among four selected schools and using observation schedule after providing some oral discussions or training to the selected school teachers about motivational strategies. The findings of the study reveal that slow paced learners are academically poor and they consistently fail to obtain good grade in the particular subject of English. On the other hand some motivational strategies may reflect the slow paced learners' active contribution to enhancing the effectiveness of learning. Moreover, the results of the study have implications for teachers, learners, educators, parents as well as the government level. Besides the mentioned issue needs to be addressed from psycholinguistic, social view-points, cognitive aspect and has been viewed from a pedagogic context.

# **Practicability of the Module ‘Ethics in Public Administration’ of Foundation Training Course Conducted by NAEM [June - 2017]**

**Sk. Amzad Hossain; Abu Ibrahim Mohd. Nurul Huda;**

**Riad Choudhury and Farhadul Islam Bhuiyan**

*Director of NAEM; Associate Professor of Sociology, Eden Mohila College, Dhaka;  
Deputy Director of NAEM and Program Officer of HEQEP, UGC, Dhaka, Bangladesh  
E-mail: ddtrriad.naem@gmail.com, Cell: 01711358354*

## **Abstract**

Training on integrity, ethics and anti-corruption is provided in many countries around the globe for government officials, including countries with relatively high levels of integrity in public administration as well as countries where corruption is widespread. In Bangladesh, Foundation Training Course (FTC) is compulsory for all new entrants to the Bangladesh Civil Service (BCS). The institutions like NAEM, BPATC, NAPD, BARD, NILG are engaged in providing Foundation Training to the different Cadre Officers of Bangladesh Civil Service. NAEM is imparting Foundation Training to the BCS (Education) Cadre officers for four months. In the course, there are 22 modules among which the 20th module is ‘Ethics in Public Administration’. The module has 10 topics for 15 hours. Five different methods are used by the speakers to conduct the sessions. The team has been inspired to accomplish a study on Practicability of the Module ‘Ethics in Public Administration’ of Foundation Training Course Conducted by National Academy for Educational Management (NAEM). It was found that the objective of the module is suitable. The training methods employed for nine topics out of ten are found ‘Suitable’. Time allocation for five topics out often is found practical. Rest four topics needs more time whereas one topic needs to reduce the existing duration. Group exercise being used as the only method of evaluation is ‘Not Suitable’. More other methods namely individual exercise, observation and workshop are needed to evaluate the trainees of the module. 61-80% trainers are competent considering capability to conduct session effectively following the training methods and using proper training aids. Significant difference has been found between the expectation and experience of application of the ethics learnt. 84.37 percent on-going trainees expected to be able to apply the learnt ethics in their personal and professional life. But 62.50 percent ex-trainees have the experience of application in their personal and professional life. It was found that, in spite of all its merits, the module on ‘Ethics in Public Administration’ of the Foundation Training Course conducted by NAEM cannot be termed as “practical”. The issues need to be addressed at the earliest possible time. The findings of this study can be considered a pathway for the policy makers to take necessary steps for reviewing the module to make it practical for all related trainees, trainers, coordinators, NAEM and other stakeholders.

# **An Empirical Study on the Training Needs Assessment of Advance Course on Education Management [June - 2017]**

**Niaz Ahmed Khan; Tahmina Begum; Md. Jahidul Islam and  
Md. Kamrul Hasan**

*Professor and former Chairman, Department of Development Studies, University of Dhaka; Training Specialist, NAEM; Deputy Director, BPATC, Savar, Dhaka and Senior Assistant Secretary, Cabinet Division, Bangladesh Secretariat, Bangladesh  
E-mail: tstahmina.naem@gmail.com, Cell: 01673881024*

## **Abstract**

To cope with the changing environment in the education system throughout the world training of the mid level and senior management related to the education is crucial. To carry out their assigned duties with quality teaching, professional knowledge and skill, required training of teachers is crucial for teaching profession up gradation. It can be done through an effective training with the specific objectives, appropriate modules and contents, training methodology and ensuring the overall training environment and better management. From this perspectives the present study emphasizes on the examination of the appropriateness of the objectives stated in the Advanced Course on Education and Management, examination of the modules and contents of the ACEM whether they meet the requirement of the participants and to explore the expectations of the participants of the ACEM with view to recommend steps for better performance. In delivering quality education and better educational management. Both primary and secondary data have been analyzed. Primary data has been collected from the participants of the ACEM and the faculties involved in ACEM. Regarding objectives 77% have mentioned that the objectives of the ACEM are appropriate and the rest 23% think that the objectives are not appropriate. On the other hand, 66.67% faculties think that the set objectives are appropriate while 33.33% faculties think negatively. 66.67% faculties think that contents are relevant and 33.33% think that content are not relevant. Inclusion of recent development in education sector, teaching skill development and teacher-student relationship, and computer based training and assignment to develop the ICT skills of the participants, issues on anti-terrorism and their management, curriculum and syllabus comparing with developed countries are being suggested by the participants as new content. Role play, case study, book review, reading assignment, seminar paper presentation and quiz test can be incorporate as evaluation method with the existing evaluation methods. Study shows that participants expects from the training course are ICT skills, administrative skills, language skills, financial management skills, skills on public procurement and office management skills, analytical skills and assessment skills.

# **The Causes and Consequences of Absenteeism and Truancy in Government Colleges at HSC Level : An Opinion Survey of the Guardians [June - 2017]**

**Md. Nurul Islam; Ahmed Ehsan Ul Hannan and Md. Mashiur Rahman**

*Professor, IER, Dhaka University, Dhaka; Associate Professor, Accounting, Govt. Sapahar College, Noagoan and Lecturer, Social Work, Bhawal Badre Alam College, Gazipur, Bangladesh*

*E-mail: adfin.naem@gmail.com, Cell: 01732522326*

## **Abstract**

Education is the key to development of any nation. It is proved that by dint of education the developed countries are leading the world. For better education, there have to be a nexus among the educational institutions, teachers, student as well as guardians/parents and family. And student life is the best time for acquiring knowledge. The study employed both qualitative and quantitative methodologies (mixed methods). A quantitative approach was adopted in order to allow the researcher to gather more precise and quantifiable information on the causes and effects of absenteeism and truancy. The qualitative methodology was also appropriate to this study because it allowed the researchers to get the data directly from the subjects themselves by sitting with the respondents and hear their views, voices, perceptions and expectations in detail. Researchers found from this study that the major cause of absenteeism 23% is poor financial status of the family. Student cannot present at college because of too much distance between colleges and residence that is occupied 14% absenteeism. Indifferent about the college or class occupied 18% of absenteeism. 4. 13% students are absent because they are indifferent about class Low quality teaching. 18% because of "Being awakes at night so the sleep in the sleeping in the morning Amusement on College on day Eve teasing against girl students, do not attend in the class" 5. 'Amusement with family members or friends on college day' by this way 9% student missed the class. In this case, guardians are responsible (47%) for this type of absenteeism. 6. Lack of quality of teaching cannot hold student at college or class the percentage is 15%. Now and then, there is complaining that the teaching quality is not good enough which can attract the students in the class. Sometimes teachers are involved themselves in private tuition. 7. Eve teasing against girl student: for this cause 8% student absent from college and they have to come to or go home with relatives or reliable company and it's a burden for the girl students. Causes of Truancy (i). Gossip, lollygag, roaming with friends outside of the college campus is 28%; sometimes inside the college campus 22%. They also use internet-especially social media website like facebook, YouTube, twitter so on by mobile phone. (ii) Teaching quality is not satisfactory with students' expectation for this 25% of the students are truant from some of the classes. (ii) A total of 19% of truancy occurred because of having tour with friend-long tour 24% and short tour 58% like cinema, friend's house. (iv). Having cigarette, some of them are involving dangerous drug addiction. There are some cases, some students are addicted

to cigarette and for this 16% students go out of the class at class time; few of them are involved with other dangerous drug There are some cases, some students are addicted to cigarette and for this 16% students go out.of the class during class time; few of them are involved with other dangerous drugs. The researchers tried to explore data from entire aspects of absenteeism and truancy. The data has analyzed by cross connection of the various factors. Many factors contribute to poor attendance but interventions are constantly trying to help students attend college regularly.

## **A Study on the Tutoring in Coaching Centers at Higher Secondary Level Education in Bangladesh [June - 2017]**

**Md. Lokman Hossain; Md. Zahirul Islam; A .K. M. Shaha Alam and  
Md. Sohrab Uddin Sarker**

*Professor of Zoology, Dhaka College, Dhaka; Assistant Professor of Zoology,  
Gofargoan Govt. College, Mymensingh and A.K.M. Shah Alam, Computer Programmer,  
NAEM and Professor of Zoology, Dhaka University, Dhaka, Bangladesh  
E-mail: drlokmanhossain@yahoo.com, Cell:01711358132*

### **Abstract**

This study on coaching centers at Higher Secondary Level education in Bangladesh in order to identify its impact on student's academic results, mainstream education system, quality of education, attitudes of students and guardians and on educational equality. A concept has developed among the students and guardians that teaching-learning in coaching centers is essential for better results. Brilliant students go to the coaching centers for doing better results. Weak students go there for passing in the examination. In response to the questions: Have coaching centers become major part of students' life and do coaching is necessary for weak student? In response to the question about the necessity of coaching centers in the age of globalization, all the respondent guardians gave their consent affirmatively. Guardians have lost believe in mainstream education system and they think that this trend would not be changed. According to the respondent guardians students are encouraged to involve in coaching due the following reasons; majority (62%) of the respondent guardians mentioned that scholar students are seriously feel to do better results because the mainstream schools failed to complete syllabus within the timeframe; 34% stated that social cultures supports the students to enroll to their coaching centers for removing the phobia of students practical exam (24%). It was revealed that students in higher secondary level education preferred to teachers coaching centers with a view to have better understanding in Mathematics, English and other subjects specially on science subjects from the perspective view of students and guardians. English coaching is beneficial for the students for improving opportunities of admission in die reputed institutions. Many poor students could not bear coaching costs. The results suggested

that coaching at higher secondary level institutions exacerbates educational inequality between poor and rich students and teachers who involved and those teachers are not involved in coaching. It also explores educational inequality between high and low results gainers, girls and boys, rural students and urban students. This study also revealed discrimination among the student's by the teachers in the classroom for not attending teacher conducting coaching centers. Negligence of educational institute established concept to them that coaching is important. In Bangladesh where all classes of students have to go to coaching centers. When a student makes bad results then guardians argued that lack of coaching nursing is responsible for bad results. Then they change coaching centers and private tutors. It was found that maximum participation in coaching whose family income is high and economically solvent. Poor students are deprived from education care due to economic problems where rich students could fulfill their academic gaps. As a consequence, poor students could not compete with rich students and lastly they dropped out from mainstream education. By this way there are created educational inequality. Teaching system in higher secondary level should be changed. Large number of students in a class is the core of all the problems. Teachers cannot give emphasis to the students equally in a big class so it is better to make more sections consisting of maximum 25 to 30 students. Effective monitoring system to be adopted for ensuring congenial relationship among the stakeholders like students, teachers, guardians and respective administration by a private monitoring agencies. Teachers must be accountable to the learner's choice of teaching-learning methodology and harness their knowledge, skills and attitude through continuous training. It is essential to reform of the existing examination system doing away with the prevailing public examination phase wise and in a planned manner. Innovation of attractive methods of teaching should be prioritized. Difficult subjects need to be practiced more. In this case, students can take help from peer group learners directed by class teachers. Weak students can be brought under special coaching within the jurisdiction of the mainstream institutions and find out their problem area and try to solve it.

# **Nature of Secondary Science Teaching by Non-Science Background Teachers' in Promoting Scientific Literacy [ June - 2018 ]**

**Qazi Afroz Jahanara; S M Hafizur Rahman; Md. Selimuzzaman and Sayeda Haque Tithi**

*Professors, Institute of Education and Research (IER), (DU); Deputy Director (P&D), NAEM and Lecturer, Green University, Dhaka, Bangladesh  
E-mail: ddplsalimuzzaman.naem@gmail.com, Cell: 01552461497*

## **Abstract**

Science has a widespread but often subtle, impact on every aspect of modern life. Now-a-days inquiry based teaching-learning has replaced the traditional teaching- learning approach of science education to prepare scientifically literate citizen. The implementation of this new approach in science classrooms depends chiefly on science teachers who are the main determinant of students' motivation towards science and their subject choice in future. However, due to the lack of sufficient number of teachers the reality shows different pictures here. In many schools in Bangladesh, it is found that teachers are teaching science subject in classrooms but their academic backgrounds are of non-science subjects. Specially, the percentage is higher for junior secondary classes and also in rural areas. The past research identified that science classes are conducting with non-science back ground teachers. However, past research did not address the nature of the science classes conducted by non-science background teacher. The purpose of the study is therefore to explore the nature of secondary science teaching by non-science background teachers. Moreover, the study will explore the effect of their teaching in promoting scientific literacy among them. To address the above mentioned purpose the following are research questions of the study: What is the nature of secondary science teaching by non-science background teachers? And how does this nature of secondary science teaching affect in promoting scientific literacy? Moreover, to address these issues, this study followed the framework of Goodrum (2004) as the key focus to identify the status of non-science background teaching and its effect on promoting scientific literacy. To find out the answer this research questions' we need to employ lesson observation, teacher questionnaire and students' FGD. This study therefore followed a mixed research design where this design is suitable to identify the nature with quantitative value as well as explain this value with help of qualitative value. In particular this study followed explanatory sequential mixed design. For this study seven districts were selected conveniently from seven division of Bangladesh as sample. From each district seven Upazila and two schools (total  $7 \times 2 = 14$ ) from each Upazila were selected conveniently. Fourteen teachers were selected purposively who are non-science back ground teacher. Two lessons from each teacher were observed. Eight students from each class of VI, VII or VIII and class IX-X of business and humanities group were selected randomly for FGD. The Data from lesson observation were analyzed using

mean value and the data from teacher questionnaire and students FGD were analyzed thematically to find the responses and code each under different themes in relation to the research questions. Basically, thematic analysis is used as data qualitative data analysis technique. The overall data analysis of all lesson observation shows that mean of the values from lessons observations is 1.63 at a scale of 5, which clearly indicates that current nature of science teaching by participant science teachers are not promoting to develop student's scientific literacy. Moreover, it is found from this study that teachers have infrastructure and logistical problem; they also have lack of proper and available aids, large classroom problem, problems that related to students' attention, activeness, presence, lack of teachers' content knowledge, overloaded content and time constraints. Most of the students face different kinds of problem during science class like classroom space problem, student ratio, equipment shortage problem, content difficulty, pictures difficulty, word difficulty and using creative question effectively. Teaching science by non-background teachers is a matter for Bangladesh as well international context. It is not like that they are interested to teach science, however, in most cases, they have to force to take these science courses especially in junior secondary level. Teaching science by these teachers is basically not promoting to develop students' scientific literacy which is major aims of science education at school. Moreover, these teachers have lack of subject matter knowledge. It is therefore emergency to re-visit teacher recruitment policy to change these situations as early as possible. By this time, it is also identified these teachers and provide them different short and even crass type subject as well as pedagogy based training program. Further, School administrators should encourage them to develop professional learning communing among science teachers within and across the schools. Finally, this research 'recommends replicating the same study with a large and representative sample size. Moreover, case study could also be conducted to explore more in-depth about the nature of their science teaching. Moreover, a comparative study could also be done to compare the performance of science and non-science background teachers.

# **ICT in Classroom Pedagogy at Primary Schools in Bandarban [June - 2018 ]**

**Md. Abdus Salam; Md. Abdul Quaium; Kazi Humaun Kabir  
and Md. Fazlur Rahman**

*Associate Professor, Institute of Education and Research (IER), University of Dhaka (DU); Assistant Professor, Boalmari Govt. College, Faridpur ; Accounts Officer, NAEM and Professor, IER, Dhaka University, Dhaka, Bangladesh  
E-mail: aohumanun.naem@gmail.com, Cell: 01711580548*

## **Abstract**

Information and communication technology (ICT) is not a panacea for all educational problems but technologies are essential tools for teaching-learning. Therefore, the study entitled “ICT in Classroom Pedagogy at Primary Schools” attempts to explore the situation and future course of action. The main objective of this study was to identify the exiting classroom pedagogy practices in primary school in Bandarban. In order to understand the context in which the study is situated the literature review explored current research concerns how ICT is currently used in the classroom pedagogy practices and in particular the ICT and its integration into the classroom setting. The study based on both qualitative and quantitative data. Six 6 schools were selected from Bandarban. There were 93 respondents for this study. Questionnaire was used for gathering data from the subject teachers of primary school. The semi-structure interview schedule was used for field level official (TEO/ATEO), Head Maste.rs and students. A observation checklist was developed to collect data. Data revealed that half of the GPSs had multimedia projector in Bandarban. Most of the (83%) GPSs had laptop. On the contrary, no school had alternative power supply, IPS, Wi-Fi, Broad Band connection and computer lab. Thus, GPS did not fulfill requirement of ICT in schools though online school classrooms have fulfilled (100%) requirement in hardware and software equipment’s including internet facilities in classroom. Data further exposed that most of the teachers did not apply pedagogical aspect in teaching with multimedia. They were lag behind to use board, engage learners and applying assessment tools in parallel with the digital content. Their used picture, video and animation were also sometime not related to content and Bangladeshi context. During class observation it was found that teachers were guided by the PowerPoint presentations and computers. On the contrary, the data proves that the existing teaching learning practices with technology in online school is satisfactory from pedagogical point of aspects. However, all the students (100%) were interested in multimedia class. They opined that it is very much easy to understand the difficult content. Whatsoever, this study found that using ICT in the primary schools was facing challenges in different ways. All the institutions faced the problems with lack of ICT infrastructural development. The second challenge was lack of training of teachers and lack of self-motivation. Thus, the study recommend that the capacity of teaching learning skills of teachers needs to improve for effective participation of learners in classroom activities through ICT-pedagogy integration. Finally, monitoring of multimedia classroom teaching should be increased by the government for ensuring quality teaching.

# **Inclusive Education for the Children with Autism at Primary Schools : Situations and Challenges [June - 2018 ]**

**Shahrier Rahman; Mourin Barua; Swapan Kumar Nath and  
Kazi Faruk Hossain**

*Professor, Department of Linguistics, DU; Lecturer, Department of English, World University of Bangladesh (WUB); Deputy Director of NAEM; Lecturer, IER, Jagannath University, Dhaka, Bangladesh  
E-mail: ddresswapan.naem@gmail.com, Cell : 01715660834*

## **Abstract**

The aim of the study is to explore the context of educating children with Autism Spectrum Disorder in an inclusive classroom which can be a logical discussion for the environment of Bangladesh. Here the context is mainly about the classroom of primary level where minorities of children with autism are taking part under the control of inclusive education with normal children. In order to explore such challenges qualitative data have been collected through semi-structured interview questionnaire on mentioned issues, parents interviews have also conducted comprised seven different able children among five selected schools, five experts' or education specialists' opinion from University of Dhaka to clarify concepts and challenges in our social context, cognitive ability test for the children with high functioning autism (using DSM-IV for screening) and using observation schedule. The findings of the study revealed that autism is manageable but except a few almost all the teachers are not trained enough to facilitate the high functioning children with autism in the inclusive classroom. Teachers think that children with differently able have to provide some extra time for out of class time and at times they may involve other advance or normal learners in these purposes to support the high functioning children with autism for the development of their social and communication ability. Currently primary level textbooks are friendly for the inclusionary practices and teachers try to maintain frequent communication to the parents of the learners with autism but the problem is the high expectations of the stakeholders and the evaluation system of the learners with autism in the inclusionary classroom practices. Moreover, teachers are not habituated to use individual education plan or applied behavioral analysis (ABA) to support the learners for the lack of proper administrative monitoring and control and if it is possible, this may reflect on the differently able children's active contribution to enhancing the effectiveness of learning under inclusive education. The study comes up with some important suggestions for the learners with autism in the inclusive classroom that, for best results stakeholders should be more conscious and co-teaching and peer tutoring should be introduced in the inclusive education system and the education of the learners should be monitored by an autism board in Bangladesh whereas autism council should provide essential quality training for the real practitioner for fruitful results. Moreover, the results of the study have implications for teachers, learners, educators, parents as well as the government level.

# **Inclusion of Hijra Community in Education : Scopes and Challenges in Bangladesh [June - 2018]**

**Md. Mojibur Rahman; Md. Shahrier Shafiq; Sunil kumar Howlader and Shamima Ferdous Tanny**

*Associate Professor of IER, Dhaka University, Dhaka; Attachment Officer, a2i, PMO; Assistant Director of NAEM and Coordinator, (T&R), Global Development and Research Initiative, Dhaka, Bangladesh  
E-mail : drsunil.naem@gmail.com, Cell :01554311857*

## **Abstract**

Inclusive education has been introduced in Bangladesh from right based approach and different sections of citizen are being included in education. However, Hijra community, one of the most marginalized communities in the country are still deprived and excluded from the education. Hence, this study was designed to explore the situation of inclusion of Hijra community in education along with exploring the scopes and challenges regarding their inclusion. Total 32 Hijra individuals, 3 family members, 3 inclusive education experts and 4 teachers were interviewed in this purpose along with 4 FGDs for peer learners and community people using structured and semi-structured questionnaires along with FGD schedules. The study found that there is lack of data regarding enrolment, participation and completion of Hijra community in education in all national documents and reports regarding education and employment of citizens. However, there are several scopes those to include Hijra in education e.g. equal rights and opportunity in education ensured in national and international legal and policy documents, in education, recognition Hijra community as third gender, incentives for education and training, and inclusion Hijra issue in primary teacher education and training. On the other hand, there are several challenges those hinder their inclusion in education e.g. legal and policy barrier to recognize their distinct sexual identity, omitting them in concept of gender equality, negative attitude of family, school and society, societal barriers and discrimination, lack of readiness in school and education administration, use of isolated model instead of social model etc. Therefore, there need some specific initiatives to including policy implication to address their distinct needs, social awareness and orientation for changing mindset and make ready to accept them in school and work place and providing necessary supports and incentives.

# **Study on the Effectiveness of Multimedia Based Teaching - Learning Using Digital Contents at Secondary Level Institutions in Bangladesh [June - 2018]**

**Md. Lokman Hossain; Md. Zahirul Islam and A. K. M Shah Alam**

*Professor of Zoology, Director, NAEM ; Asst. Professor, Dept. of Zoology, Gafargoan Govt. College, Mymensingh and Computer Programmer, NAEM, Dhaka, Bangladesh  
E-mail: drlokmahossain@yahoo.com, Cell: 01711358132*

## **Abstract**

This study has been made in order to determine the effectiveness of multimedia classroom teaching-learning at secondary level education. The impact on students' academic results, mainstream education system, quality of education, attitudes of students and guardians and on educational equality were observed in this study. Quantitative and qualitative approaches have been followed and multistage random sampling techniques were deployed in the study. Opinions on the overall strengths and weaknesses of teachers, physical facilities of institutions, teachers' preparedness and their performances, and trends to digital based teaching learning were studied. In response to the question on the necessity of IT supported teaching-learning method cent percent respondents categorically opined in favour of this method. According to the respondents some initiatives had been taken by the government to extend and popularize the method such as ensured computer and other related electronic appliances (78.33%) that followed by skilled teachers ensured comprehensive training (76.67%), ensured computer teachers recruitment (68.33%), established computer Labs (61.67%), installed teaching-learning friendly classroom (46.67%). Some initiatives taken by the respondents such as organized seminar to popularize IT based instrument, arranged requisite number of computers, established internet connection. The respondents identified some legitimacy to introduce multimedia classroom teaching at secondary education i.e. a total of 73.33% respondents assumed that rapid growth of knowledge based communication among the stakeholders, produced skilled and competent human resource (71.67%), able to make the sessions enjoyable and understandable by the learners (63.33%), quality and need based education will be ensured (53.33%). Reflections from the respondents through five scale rating on strongly agreed, agreed, neutral, disagreed, strongly disagreed, it has revealed that multimedia content has developed and ensured teacher's ownership and professionalism (weighted average 4.63), developed student-centered environment (weighted average 4.53), established academic and administrative network among the institutions (weighted average 4.50), accelerate distance learning practice (weighted average 4.26 and 85.20%), teacher-led digital content developed and empowered teachers community and collaborative platform developed by expert monitoring and mentoring (weighted average 4.20 and 84%). In response to the structured questions the respondents opined on constraints like lack of trained teachers (weighted average 4.52), teachers' unwillingness, less enthusiasms (weighted average 4.42), lack of skilled officers and employees (weighted average 4.40). Some suggestions

to be adopted to resolve the existing hindrance in implementing multimedia classroom teaching, establishment of physical facilities (73.33%), established computer club for mutual interest of teacher-student-guardians (71.67%), establishment power supply (51.67%). Some respondents hold their view that IT based teaching-learning method has opened the new vista in the horizon of knowledge and it is useful to establish digital Bangladesh. Multimedia based teaching-learning could play a pivotal role in dispensing demanded education for meeting the global need of job market.

## **The Influence of High Stakes Tests on Classroom Instruction the Case of SSC Level Education in Bangladesh [June - 2018 ]**

**Md. Alamgir Hossain; Israt Jahan; Shihab Uddin and Ms. Selina Zaman**

*Associate Professor, IER, Dhaka University; Deputy Manager, BRAC; Young Professional, BRAC and Assistant Director of NAEM, Dhaka, Bangladesh  
E-mail: adtrgsalina.naem@gmail.com, Cell : 01711315686*

### **Abstract**

The explored influence of high-stakes tests on classroom instruction; specifically in SSC level education in Bangladesh. The aim of this study was to find out the influence of a high-stakes test like SSC can have on classroom instruction, the details of the influence and finding out ways to establish learning centered instructions in classroom. Data was collected from schools and top organizations and institutes involved with educational decision making in the country. The sample included secondary school teachers, students and education experts. Qualitative data was collected through interview, FGD and classroom observation. Qualitative data analysis process was followed as well and data was analyzed thematically in this study. Among many findings of this study the major influences of high-stakes tests found to be were- teachers inspiring rote learning, narrowing down or skipping curriculum, instructing and guiding on test-preparation, giving suggestions before exam, focusing more on good students to do even better etc. The existing social mind-set that overemphasized the importance of tests and abnormal pressure exerted on teachers to make students do well in tests were found to be the prominent reasons fueling test-centered instruction in classroom. The possible solutions to overcome this situation suggested in the study include- re-evaluating the purpose of the tests and ensuring that purpose is served through assessment, creating social awareness, ensuring curriculum prescribed lesson plans and instruction, elimination of counting SSC test score as criteria for university admission etc. among others.

# **Digital Contents in Higher Secondary Education in Bangladesh : Possibilities and Challenges [June - 2018 ]**

**Md. Abdus Sattar Mojumder; Md. Sarower Hossain;**

**Dr. Md. Abul Kalam Azad and Md. Sazzad Ali**

*Principal, Boalmari Govt. College, Faridpur; Lecturer, Boalmari Govt. Colleg,  
Faridpur; Assistant Director, DPE and Assistant Director of NAEM,*

*Dhanmondi, Dhaka, Bangladesh,*

*E-mail : adtrgsazzas.naem.@gmail.com, Cell : 01712004743*

## **Abstract**

Digital Content (DC) in education especially in higher secondary level of education is the demand of time all over the world. Government of Bangladesh is working for using digital content and implementing in classroom teaching-learning activities. The main objective of the study was to promote the adoption of Digital Contents as a teaching-learning tools in the higher secondary level classroom. In this study the sample were selected from 9 Upazilas of Faridpur District. 27 subject teachers, 9 administrators (Principal/ Vice Principal) and 90 students were selected as sample. Thus the total sample was 153. Data was collected by semi-structured interviewing, the principals/vice principals and questionnaire for subject teachers, FGD with the students and by observing the classrooms of colleges. It was found that most of the digital content facilities were not found in the college classroom. The available facilities were mainly white board/black board, electricity computer. There were some colleges it had alternative power supply. It was mainly used in office and examination time. There was no alternative power supply for classroom. Surprisingly every college had projector and multimedia class but most of the projectors and MMC were not active. It is noticeable that there was no internet connection in any classes which were observed. Data revealed that, each and every institution was facing the infrastructural problems in using Digital such as lack of ICT equipment, lack of manpower, lack of training and so on. Students were more interested about DC integration in Education than the teachers. The recommendations were at least one computer in every classroom, one computer laboratory in each college for the students, internet connectivity and Wi-Fi zone in the campus, online service system for the students, awareness of the authority, having more computers in the computer laboratory, use projector for teaching learning in classroom, arrange teachers' training digital content, creating multimedia classroom, e-learning materials, access to the e-library in the institutions' library, making sure about ICT facility, improving ICT facilities, make opportunity for students to use smart board by authority, alternative electricity in classroom, opportunity for teachers and students to use ICT, government's support by providing reward for ICT skill, supplying computer in reasonable price for the teachers and students, encouraging students about using ICT in classroom learning, creating post for ICT based teachers, developing government monitoring system, by developing infrastructure of classroom and arranging internet facility etc.

# **Necessity of School Social Work in Bangladesh : An Opinion Survey [ June - 2018 ]**

**Md. Abul Hossen; Tahmina Begum; Md. Mashiur Rahman and  
Md. Zahangir Hossain**

*Professor of Social Works, University of Dhaka, Dhaka; Training Specialist of  
NAEM ; Lecturer, Social Work, Bhawal Badre Alam College and Lecturer,  
Social Work, Govt. Saadat College, Tangail, Bangladesh  
E-mail: tstahmina.naem,@gmail.com, Cell: 01673881024*

## **Abstract**

Today's children are bewildered and lost within the various interests, diversions and expectations. So, their intelligence, brightness and desire often get blocked and they get caught up with many undesirable and unpleasant situations which are neither good for themselves or for the community (Ahmed, 1978:2). The School Social Work enters in the scene because (Ahmed, 1978:3): (a) in the present complexity and crowded class situation class teacher is not enough to detect the proper reason for child's failure, (b) Specialized training and working process are necessary for helping the children with problems which are not within the knowledge of the Headmaster or Class Teacher. The School Social Worker job description requires them to create a link between home, school and community to help students find academic success. They work with administrators and community leaders to develop school policies, intervention strategies and other types of support services (Haydon, 2018). This specialized supporting service is prevailing in most of developed countries and even a developing country like India. Under the recommendation of Air Marshal Noor Khan Education Commission, in 1969, School Social Work at Armanitola Government High School, Dhaka .and Muslim High School Chittagong was firstly started. Later on expanded up to 10 schools but now the service is stopped. The objective of the study was to assess the needs of School Social Work in Bangladesh. To satisfy the objective there were two specific objectives: (1) To know types of challenges the students encounter in both academic and nonacademic arena. (2) To explore how School Social Work may help the students' in addressing the identified challenges. The design was descriptive and non-experimental and both the quantitative and qualitative methods and data were applied here. 64 Student of Class IX and X of High Schools under the Secondary and Higher Secondary Education Board, 23 Guardians of the Students, 18 Teachers of the Schools and 04 specialists (Total 110) were the sample of the research. The study shows that, in case of Problems Related to School Arena, Result Achieving, Teaching Environment, Education-Expenditure and Emotion the same percent students seek help from a specialist. Again in case of Problems Related to Daily Activities, Teacher(s) and Road-Transport about 90.91%, 57.89 % and 87.88 % students seek help from a skilled person who can help them for their betterment. In this situation according to the specialists school social work can be initiated (a) as a pilot project to measure the positive outcome. One School Social Worker may be appointed

in each school for the best result, or one School Social Worker may be for a cluster of school initially, (b) Primarily, students from Department of Social Work or Welfare may be given chance as an intern student to find out the preliminary outcome and make the intern student used to the school environment, (c) Time to time School Social Worker can be appointed in the schools and they should be given opportunity to get higher degree and training on School Social Work. The specialists think it will work good for the betterment of the students, who are the future manpower of the nation.

## **ICT in Education : Exploring the Utilization of Wireless Local Area Networks (WLANs) for Educational Purpose at the University of Dhaka [June - 2018 ]**

**Md. Wahiduzzaman; Md. Owaliur Rahman Akand;  
Rahul Chandra Saha and Syed Abdul Hannan**

*Vice Chancellor, Noakhali University of Science and Technology, Noakhali;  
Researchers, IER, Dhaka University; Teacher Trainer, NAEM, Dhaka, Bangladesh  
E-mail: tthannan.naem@gmail.com, Cell : 01712140360*

### **Abstract**

Wireless Local Area Networks (WLANs) have become progressively popular, predominantly in education areas (Han, 2008). Hence, WLANs are being adopted in larger number by University authorities. A lot of planning and budgets are allocated for enhancing WLANs connections in the tertiary level of education for uplifting the digital knowledge and skills amongst the students. But it is yet unknown to the higher education authorities either WLANs impact good or bad on students, utilization of the WLANs for educational purpose. This study was conducted to reveal the real situation. This study mainly focused on exploring the educational purposes of using WLANs in Dhaka University campus. A mixed method design (Creswell, 2012) has been employed to conduct the study. To accomplish the study data has been collected from teachers, students and administrative personnel from University of Dhaka by using semi-structured interview schedule, semi-structured questionnaire and FGD. The data was analysed in mixed approaches using simple statistics and thematic analysis process and presented through tables and graphs. The result and detailed analysis of the study have brought out that majorly four educational purposes are lying behind the using of WLAN in the Dhaka university campus those are completing classwork, self-development and research and using WLAN as a tool in the Teaching learning process. At last, some recommendations are given for deploying, managing and improving the wireless services in educational settings of the University of Dhaka.

# **Education Opportunities and Socio-Economic Situation of Migrant People in Kutupalong Makeshift of Bangladesh [June - 2018 ]**

**Abul Ehsan; Md. Serajul Islam; Md. Saifuzzaman and  
Jibun Nessa Mukti**

*Professor of Institute of Education and Research (IER), Dhaka University; Associate Professor, IER, DU; Programme Coordinator, Centre for Ethics Education (CEE), DAM, Dhaka and Teacher Trainer of NAEM, Dhanmondi, Dhaka, Bangladesh  
E-mail: ttukti.naem@gmail.com, Cell: 01712212720*

## **Abstract**

Bangladesh is hosting Myanmar refugees known as Rohingya in Kutupalong camp under Cox's Bazar District. Different organization has been providing protection and essential services to the camp people. But their education and socio-economic condition are ignored from human rights perspective. Thus, this research disclosed their existing situation, challenges and other human rights issues including education opportunities. The main purpose of the study was to detail out of basic education opportunities considering the existing socio-economic situation of the population in proposed area. The study was integrated quantitative and qualitative approaches to explore the situation of the targeted areas regarding all expected outcomes through collecting data from primary and secondary sources. The sample of the study was covered household (100), 2 groups of parents and local community, 4 school leaders, 4 local leaders, 1 GO official and 2 local NGO personnel. A household survey checklist was developed for household, Interview schedules were developed for the respective AUEO, NGO personnel, school teachers and local leaders and opinion of the parents and local community people were collected through FGDs. Major findings claimed that more than half portion (53.90%) people were illiterate, very few portion of child (3%) were going to NGO school and rest of portion (41.10%) child were going to read their early education in Moktob. The qualitative data disclosed that the people in camp were very much conservative with Islamic religious believe. There were only four NGOs provided education for camp people namely CODEC, IOM, UNHCR and Save the Children. There were no formal and non-formal education services by the Government of Bangladesh in the study area. The study further disclosed that the main income source of the camp people was receiving relief from different local and international organizations. Data argued that child education center and primary education of camp is not sufficient and suitable regarding the number and environment. Data also claimed that the education system in the camp is not appropriate in-terms of quality. Thus, the study recommended that it was essential to increase and ensure scope of basic education opportunity for the camp people in Kutupalong. The initiative could take by the international community or GoB in cooperation with other national and international organizations. It was further need to make scope for the opportunity of doing work by the camp people for fulfilling their basic human needs including education, health and sanitation facilities.

# **Impact of Social Media Participation Among the Students at Secondary Level Education in Bangladesh : An Analysis [June - 2018 ]**

**Md. Ekram Ali Shaikh; Md. Arizul Islam Khan; Md. Abu Darda  
and Md. Anowar Hossain Bhuiyan**

*Ex-Chairman, BISE, Jessore; Assistant Director of NAEM; Associate Professor,  
National University, Gazipur and Assistant Professor, National University, Gazipur,  
Bangladesh*

*E-mail: adplarizul.naem@gmail.com, Cell : 01552410547*

## **Abstract**

This study looks at social media network participation trend and consequences among the secondary level students and academic performance. The study was aimed at identifying social media network sites and their usage among students, how students networked and participated on social media networks, time invested by students on social networks, the effects of social network participation on the student's academic performance within the context of the social learning. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of students studying in class IX and class X, interviews of teachers and parents in eight secondary high schools in Dhaka city area. A total of 400 students, 50 teachers and 20 parents/guardians were involved in the study. The study revealed that majority of respondents used Facebook and Imo for making friends and chatting. In addition, students experienced negative effects such as late submission of assignment, less study time and poor academic performance due to the participation on social media networks. Furthermore, there was a high addiction rate among students in the usage of social media networks. Interviews with teachers and parents further confirmed the revealed outputs. Nevertheless, there were cases where others experienced improvement in their readings skills as a result of participation on social media networks. Also, students shared ideas, discussed and shared academic difficulties among themselves on social media networks. The study recommended the strict enforcement of rule on electronic devices usage in schools, promotion of social media usage for academic purpose, counselling for addicted students and the parents supervision while participating on social networks. Moreover, opportunities for extracurricular activities involvements to the students should be increased and ensured.

# **Exploring the Present Scenario of Achieving Basic Education of Childlabour Working at Dhaka University Campus [June - 2018 ]**

**Selina Banu; Sabbir Ahmed Chowdhury; Mst. Rabeya Ferdous  
and Ankhi Rani**

*Professor, Institute of Education and Research (IER), Dhaka University, Dhaka;  
Lecturer, IER, Dhaka University; Teacher Trainer, NAEM and Lecturer of IER, Dhaka  
University, Dhaka, Bangladesh*

*E-mail : ttrabeya.naem@gmail.com, Cell:01913864612*

## **Abstract**

In recent years, child labour perhaps has been the most visible single issue generating discussion about how children's rights should be defined and observed in the present era of globalization. It has currently become the hot topic of national and international debate. Even though the international accords have aimed at its eradication, progress on lowering the incidence of child labour is quite low. Ironically in the perspective of Bangladesh, in the highest level of educational institutions like university campuses, child labour is very much present. In reality, this huge number of child labourers is lagging behind from being in the light of basic education: Qualitative method has been used to explore the main objectives of this study. The data was collected through interview schedule, observation check list. Focus Group Discussion (FGD) and achievement test in case of child labourer. The interview with the authorities and lessees of the canteen were conducted to explore their perceptions and expectations regarding research topic was the prime strategy. Furthermore, FGD approach was applied to reveal the university students' perception towards basic education for all. Observation check list was used to explore educational opportunity of the child labour. Finally, tests regarding Bangla, English, Mathematics and Life Skill were conducted to know the literacy rate of child labourer. For this study, 4 residential halls and 1 Institute of Dhaka University were selected purposefully. And from each hall/institute 1 university body, 1 lessee, 6 students and 16 labours were selected through random sampling. Hence, the total sample size was 20. We have used thematic analysis to analyze the qualitative data. The major findings of this study reveal that child labourer as well as their parents need motivation to understand the significance of education. Education is not a chance, it is an obvious right. Our formal education system is not sufficient enough to enroll working children, as this system follows specific time frame along with defined school boundary. But due to poor financial condition, the children from poor family are not in a stance to come to school instead of working to support their family. Voluntary programs may be a starter to solve this problem, but that cannot be the permanent solution. Special non-formal education programs need to be designed focusing more on their life skills and vocational skills. If we become able to enhance their vocational skills; along with ensuring industrial development of our country, we may export skilled manpower to accelerate the economic development of

our country. Besides, university authority has to adopt new rules and regulation for the canteen lessees about the working time, responsibilities and duties of the child labourer along with ensuring better environment to live. Every hall administration with the help of the students needs to come forward to launce and regulate new educational programs for their own canteen's child labor. To draw child laborers' attention and to continue their study, reinforcement may be given. Cooperation from all the level of stakeholders can enable us to achieve our goal to ensure primary education for all the children.

## **A Study on Emerging TVET Pedagogy and Current TVET Practices in Bangladesh [June - 2018 ]**

**Md. Abul Ehsan; Syed Abdul Aziz; Md. Nurul Islam  
and Sheikh Mohammed Ali**

*Principal, Panchagarh Technical School and College; Director, DTE-MoE and Training  
Specialist, NAEM, Dhanmondi, Dhaka, Bangladesh  
E-mail:tsali.naem@gmail.com, Cell : 01873331188*

### **Abstract**

This research has been organized with four interrelated aspects of Technical Vocational Education and Training (TVET) delivery system in Bangladesh. Firstly, it has studied the nature of new TVET pedagogy that has been emerged in the context of rapid technological changes with exploring the understanding of new paradigm of TVET teaching learning system. Secondly, it has investigated the prevailing practices of TVET teaching learning system in Bangladeshi context and culture. Thirdly, the study has identified the nature and pattern of ongoing TVET Teachers' training programmes with assess its effectiveness. Lastly, the study has identified the number of employed and upcoming TVET teachers to be needed to ensure the quality of training and to meet the job market requirements. The study has followed a mixed method for collecting data, comprising with a set of questionnaire, face to face interview, case study and respondent observations. Government initiatives on TVET teachers' development; plans, projects reform initiatives have been studied. The study largely acknowledge the changing role of TVET teachers as facilitator, mentor, manager and coach to cope the emergence of new innovation led economy, ICT revolution and sustainable development of the country. It finds an acute shortage of trained teachers and teaching learning is mostly traditional based in Bangladesh. ICT as teaching learning tool is poorly practiced in private and not appropriately practiced in public TVET institutes. The existing teachers' training institutional capacity must be strengthened and new institutes/departments are needed to be established / attached in public private universities for obtaining diploma, advance diploma, under graduate, post graduate, doctoral and post-doctoral degree for TVET teachers.

