Quality in Teaching and Learning in Primary Public and Private Schools in Bangladesh

Muhammad Abdus Salam

ii

Quality in Teaching and Learning in Primary Public and Private Schools in Bangladesh

Muhammad Abdus Salam

Master of Philosophy in

Comparative and International Education

Department for Educational Research

Faculty of Educational Sciences

University of Oslo

Spring 2015

2015

Quality in Teaching and Learning in Primary Public and Private Schools in Bangladesh

Muhammad Abdus Salam

Abstract

This study deals with the status of quality education in public and NGO primary schools in Bangladesh. Along with an examination of education policy of Bangladesh, it is an attempt to get knowledge of quality education implementation in classroom.

This study is done in a qualitative way following purposive sampling. Two schools are considered as cases for the study. As such, observation, interviews and document analysis are used for data collection. Different stakeholders like students, teachers and education officials participated in the interviews. The quality education framework of the Global Monitoring Report (GMR) 2004 was considered as an analytical framework for the study. The framework was applied to discuss the findings of study in tandem with literature review.

Both teachers and students were thought to play important roles to ensure quality during the teaching and learning process in classrooms. Although teachers seem key actors but quality education is hardly practiced by public teachers considering the quality parameters in education policy whereas teachers of BRAC schools try hard to ensure quality in spite of facing many challenges.

The research seems to indicate that both schools have inadequate teaching-learning materials. In addition, teachers of public schools still follow some forms of traditional methods which give students less opportunity for classroom interaction. Conversely, teaching-learning strategies in BRAC schools appear cooperative and participatory. Although learners of BRAC School come from poor families and get physically less privileges, they receive good treatment from schools compared to public schools where the students have better physical opportunities. Moreover, findings from the study indicate that public schools seem less concerned to maintain quality at different stages of teaching and learning inside classrooms although it has good physical opportunity. In contrast, BRAC schools appear to maintain quality inside classrooms having less physical facilities. Summing up, in spite of having outside classroom advantages in public school, it seems that there is relatively better quality teaching-learning in BRAC School.

Acknowledgement

Dedication

TO MY PARENTS

Table of Contents

List of Figures

xiii

Acronyms

ASPR	Annual Sector Performance Report
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BAPS	BRAC Adolescent Primary School
BBS	Bangladesh Bureau of Statistics
BEP	BRAC Education Program
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Popular Education
CIE	Comparative & International Education
C-in-Ed	Certificate in Education
DD	Deputy Director
DG	Director General
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
EFA	Education for All
GMR	Global Monitoring Report
GoB	Government of Bangladesh
HSC	Higher Secondary Certificate
IDEAL	Intensive District Approach to Education for All
IEQ	Improving Education Quality
IER	Institute of Education & Research
MDG	Millennium Development Goal
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NFEP	Non-Formal Education Program
NEP	National Education Policy
NGO	Non-Government Organization
PMED	Primary and Mass Education Division
PSQL	Primary School Quality Level
PTA	Primary Teachers Association

PTI	Primary Teacher Institute
RNGPS	Registered Non-government Primary School
SMC	School Managing Committee
SSC	Secondary School Certificate
TLM	Teaching Learning Materials
UDHR	Universal Declaration of Human Rights
UEO	Upazila Education Officer
UiO	University of Oslo
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

Chapter I. Introduction

1.1 Background to the study

Education is the foundation to build up a nation and to fulfill human life potentials (Campaign for Popular Education (CAMPE), 2009: 3). It is a fundamental right recognized by article 26 (1) of the 1948 Universal Declaration of Human Rights (UDHR).This is the entrance step for further education (Ahmed, Nath, & Hossain, 2005). Accordingly, Bangladesh, as an over populated and third world country, has given topmost priorities to primary education since its independence (Shekh, 2005). For that purpose, several initiatives have been adopted so far to boost primary education. Likewise, free and compulsory primary education for all is determined by articles 15 and 17 of the Constitution of Government of Bangladesh (GoB) (Jalaluddin and Chowdhury, 1997). In addition, Bangladesh is one of the participatory and signatory states of several international commitments like Education for All (EFA) (1990), Dakar Framework (2000) and Millennium Development Goals (MDG) (2000) as well. In this way, "Bangladesh is committed to its people and the international community to provide quality primary education equally to all children so that they can complete the full cycle of primary education by 2015" (CAMPE, 2009: xxxvi). Likewise, the country has already achieved some outstanding successes in large enrolment and to decrease gender gap in primary education (United Nations Children's Fund (UNICEF), 2009).

But the question of quality education is still a serious concern. This is because getting into classroom will be insufficient if the knowledge or skills could not improve the quality of life for children and their livelihoods ((Austin, Harford, Hayes-Birchler, Javaherian, Omoluabi, and Tokushige, 2008). Studies in Bangladesh, as in other South Asian countries, have mentioned that as enrolments have risen without a corresponding increase in the number of schools, quality has declined (Rahman and Otobe, 2005).

In Bangladesh, quality in teaching-learning of primary education is now important to be ensured because it is a reality that everyday many pupils attend in classes of public and Non-Government Organization (NGO) schools. NGOs are imparting non-formal education beside the public schools. But they are under constant pressure to fill in the gaps left by declining State provision in the formal education system (Archer, 1994). The NGO sector has secured importance within the primary education system of Bangladesh, and its primary education

programs are independent of government management and involvement, as the programs do not receive government fiscal support. Therefore, they do not seek government approval for the academic programs they offer (Nikolic, 2006).

Public schools and NGO run schools in the same areas are different in terms of quality education (Ardt, Hastings, Hopkins, Knebel, Loh, & Woods, 2005). Though the policy is same for all kinds of educational institutions, the ways they implement them are different. Therefore, this study examines quality in education in both public and private primary schools in Bangladesh.

1.2 Statement of the problem

The rationale behind choosing this topic for master's thesis emanates from my interest to investigate quality education related to teaching-learning process of primary schools in Bangladesh where 13 types of institutions impart primary education (Directorate of Primary Education (DPE), 2011a). On the other hand, there is still significant geographical variation in the number of students with the best performing and the worst performing ones in different parts of the country. Besides, many children do not complete primary education cycle due to late enrolment and repetition (Annual Sector Performance Report (ASPR), 2012). Considering these facts, Bangladesh is over-reliant on NGOs to reach the disadvantage groups in schools (Ardt et *al.*, 2005). Although the state is committed to the provision of basic necessities including free and compulsory education in order to create an equitable society (Articles 15, 17, 19, Constitution of Bangladesh), in reality, it is difficult for the State alone to ensure primary education for all citizens. Therefore, many private and non-formal schools have been established across the country (CAMPE, 2009: 8). Likewise, NGOs operate non-formal schools (Ahmed, Ahmed, Khan, & Ahmed, 2007) along with the public schools, such as BRAC primary schools. Where 37,672 public schools (ASPR, 2012) served 58 percent of students (Sabur and Ahmed, 2010), whereas, on average, over 1 million children annually have been attending NGO operated non-formal primary education programs through over 30,000 one-room one-teacher centers (Ahmed *et al.*, 2007; Sabur and Ahmed, 2010).

In this way, the country has attained significant progress in certain areas of primary education such as increases of school enrollment, reductions in gender gaps and dropout rates (Austin et al., 2008). In 2011, the gross enrolment rate (111%) and net enrolment rate (98.7%) progressed from 93.7% and 87.2% in 2005 respectively (ASPR, 2012). In addition, gross and net enrolment rate of boys were 103.24% and 92.21%; and girls were 112.37% and 97.63% independently in 2010 (Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2010). Besides, the completion rate 70.3% in 2011 progressed from 52.1% in 2005 and dropout rate 29.7% in 2011 decreased from 39.8% in 2010 (ASPR, 2012). Despite all of these successes, the country is still facing certain severe issues with regard to improvement of quality (Austin *et al.*, 2008). Besides, one study states that achievement and competency levels of many children are very low (Ardt et *al.*, 2005) in all primary institutions of the country. It was found in a report that four out of five primary school completed graduates failed to attain minimum level of learning achievement (United Nations Educational, Scientific and Cultural Organization (UNESCO) & Shelden, 2000).

Where one student should achieve 50 terminal competencies and 27 cognitive competencies after completion of primary cycle, only 1.6 percent of students achieved it where boys and girls achieved on average 16.7 and 15.3 percent of those competencies respectively (CAMPE, 2009). Even it is also assumed that 66 percent of children do not achieve basic literacy and numeracy (Ahmed *et al.*, 2005). Since large numbers of students study at public and NGO schools, it is very important to know how public and NGO schools provide education.

In addition, it is claimed by a research that there are disparities between public and BRAC primary schools (Ardt et *al.*, 2005) in spite of following same policies which has stricken me to initiate a comparative study in teaching-learning process practiced in classroom between these schools. This is because 'classroom quality' is considered as "acquisition of measurable knowledge and learning skills" (Beeby, 1966:11, In Barrett *et al.*, 2006) where quality of teaching and learning is related to teachers' educational qualifications and training. It is considered that the great challenge with regard to quality education is mainly involved with teaching-learning process because it covers large numbers of issues such as learning time; teaching methods; assessment, feedback and incentives; class size; teaching-learning materials; physical infrastructure and facilities; human resources likely teachers, principals, inspectors, supervisors, administrators; and school governance (UNESCO, 2004).

Furthermore, limited numbers of researches have been conducted so far. In fact, these researches seemed to emphasize quality as related to outside classroom contexts. Therefore, this study incited my interest to examine quality in education related to teaching-learning process in public and BRAC primary schools.

1.3 Significance of the study

It seems now more important than ever before that all school going children enjoy acceptable quality education, as it is considered vital for success at individual and societal levels. This study, therefore, has a strong focus on standards in teaching and learning. In addition, this kind of study contributes to gain robust understanding of teaching-learning processes. Furthermore, this study may better inform the practitioners as to how they may implement the policies related to quality in teaching-learning at school levels in Bangladesh. Moreover, this study could stimulate strategic discussions about future efforts in educational researches.

1.4 Objectives of the study

The general objective of the study is to explore quality education at public and BRAC primary schools. Besides, the study specifically aims to

- examine the concept of quality education at primary schools in the context of the education policy of Bangladesh.

- explore the teaching-learning situation in classrooms of the selected schools according to adopted teachings styles.
- examine the extent to which differentiated, individualized and uniform classroom management are applied.
- explore the nature, focus and processes of classroom assessment and feedback in relation to teaching approaches used.
- discover good practice and challenges faced by teachers in their everyday teaching works.
- justify the performance of teachers involved in teaching in terms of their level of

qualification and experience.

- identify the similarities and dissimilarities in terms of physical and logistical supports of these selected schools.

1.5 Research questions

The following two main research questions guide this study of teaching-learning process regarding quality in primary education in Bangladesh.

1.5.1 How quality education is defined by the Bangladeshi education policy?

This research question will help to achieve knowledge about the standard of quality education for primary schools in Bangladesh. Likewise, quality indicators and its importance, relevance and weaknesses were examined. In this case, documents related to education policies of Bangladesh will be investigated to seek the answers of this question.

1.5.2 How the quality parameters identified in the education policy are implemented?

This is the principal research question which will examine the objective of this study with the help of the first research question. Accordingly, f implications of the quality indicators, its importance and weakness can be examined with this question. Besides, this question will be inquired using classroom observation and interview guides.

In fact, the first research question guides the second research question. Likewise, the second research question is measured with the standards of the first research question. Both are interlinked with each other. Therefore, investigation of the second research question seems worthless without the justification of the first research question.

1.6 Organization of the study

This study consists of eight chapters. The main contents of each chapter are as follows:

The first chapter initiates with an introduction, a short background, rationale and significance of the study. Furthermore, research questions are included with research objectives. At the end, a proper outline is provided.

Chapter two comprises of analytical framework of the study. Quality concepts of 2004 Global Monitoring Report (GMR) are discussed in this chapter.

Chapter three constitutes the literature reviews of the study regarding quality education and teaching-learning process. In addition, some indicators to measure quality teaching-learning are analyzed here.

Chapter four includes a thorough research design and methodology of the study. The paradigm of the research is employed in the chapter. Besides, the chapter is formed of research strategy, selection of research site, techniques of data collection, process of data analysis, field notes, sampling and access to the field. In addition, the issues of validity and reliability, ethical concerns and challenges in the fields are also discussed.

The fifth chapter starts with a brief overview about Bangladesh. The chapter also includes a short introduction about primary education. Elaborate discussion about public and BRAC schools are also presented here.

The findings of the study are discussed largely in chapter six with several themes and sub-themes like teacher preparation; motivation and teaching methods; classroom environment; use of teaching aids; classroom management; teacher-student interaction; assessment and feedback; teachers' qualification; supervision and monitoring and; challenges at teaching-learning process.

The seventh chapter deals with analysis and interpretation of findings of the study. The chapter analyses major themes of the findings in consistence with research questions, conceptual framework and reviews of literature.

Finally, the study ends up with formal concluding remarks in chapter eight. Recommendation for future study is also mentioned here with the study constraints.

Chapter II. Conceptual Framework

2.1 Introduction

This chapter is addressed with an analytical framework of EFA global monitoring report 2004 regarding the quality of education in Figure (2.1). The entire chapter is discussed in two ways. The first part provides overview about the Framework and the second part includes description of quality concepts mentioned in the Figure. Furthermore, the second part is divided in two ways: enabling inputs inside classroom and enabling inputs outside classroom. Eventually, a short summary ends up this chapter.

2.2 Conceptual framework: quality education

The issue of quality education has received special attention in the discipline of primary education. As such, these are developed time to time with various models and frameworks. Likewise, UNESCO developed a framework in 2005 which provides several concepts of quality education. To a large extent, it is organized with certain variables. However, the framework is considered for analysis of this study because the quality education is featured with quality access, teaching-learning process and outcomes. In addition, context and input variables related to quality education are also well explained in the framework. The input variables include certain factors used for inside and outside classroom as instruments of teaching and learning process. Besides, a number of factors facilitate to start thinking about the main elements of education systems and its process of implementation in class.

However, the partial selection of UNESCO conceptual framework in this master thesis has given an appropriate basis in order to interpret the concept of quality from the Bangladeshi point of view. Likewise, it facilitates the analysis of the factors perceived as standard for quality education at different policy levels of Bangladesh. In addition, this framework helps to understand that how public and NGO schools practice their quality indicators in classroom. So it can work as a standard to compare the status of quality education between those schools.

Figure 2.1: A framework for understanding education quality

Conceptual Framework –Quality
(GMR 2004)

Enabling inputs

Teaching & learning
- Learning time
- Teaching method
- Assessment, feedback, incentives
- Class size

- Teaching and learning materials
- Physical infrastructure and facilities
- Human resources
- School governance
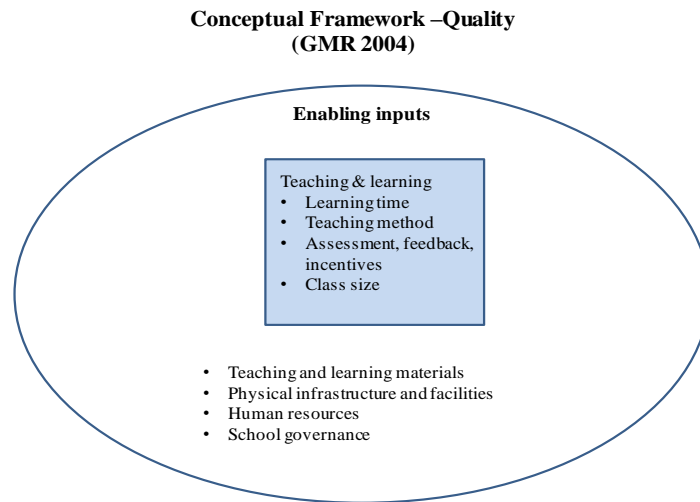
Source: Modified from EFA Global Monitoring Report 2004, UNESCO, 2004

This conceptual framework has already been experimented in many countries with teachers, educationalists, and policy and decision makers in quest of quality in education. The application of this framework in this study facilitates the discussion of the study findings based on research questions in a qualitative way. Leaving that, it also helps to select relevant literatures with regard to quality concepts of primary education in Bangladesh.

In fact, the UNESCO (2004) quality education framework is analyzed here to a large extent. In the Framework, different indicators of quality education variables are mentioned such as learner characteristics; different contexts; various inputs and; learning outcomes. Accordingly, learners are characterized by different aptitudes, learning barriers and prior knowledge. The input variables are categorized by classroom factors and beyond. Likewise, classroom input indicators are learning time, teaching methods, assessment, feedback, incentives and class sizes. By contrast, teaching-learning materials, physical infrastructure and facilities and human resources like teachers, principals, inspectors, supervisors, administrators and school governance are recognized as classroom out input indicators. Besides, social, religious and philosophical views, public-market demands, policy and decision making by states, international aid strategies, national and global issues are identified as contextual variables in the framework. Apart from, literacy, numeracy and creative and emotional development of learners, values and social benefits are mentioned as learning outcomes in the structure.

Based on this Framework, I identified school involvement factors 'teaching-learning process' as a core focus of the study. This is so, because, I can directly observe the teaching-learning situation rather than other factors in the conceptual Framework. Apart from classroom factors, I have considered other factors under the main umbrella of teaching-learning to fit the Bangladeshi context. It is important to note that planners and researchers should use the factors considering various national and local contexts (Heneveld, 1994). I will now turn my attention to those factors what I have identified as relevant.

2.3 Quality education: the enabling inputs

2.3.1 Enabling inputs inside classroom

Teaching time is an important input of quality teaching-learning process in the Framework that deserves special attention. It is a matter of considerable significance and a strong indicator of students' access to learning opportunities because requirement of expected time length would facilitate in achieving quality in primary education of Bangladesh. It seems that increased instructional time enhances learners' exposure to knowledge and results in correspondingly significant learning gains (Benavot, 2004b).

Teaching method is an important factor mentioned in the quality Framework which maps out the approaches of teaching by a teacher in order to improve quality. It often depends on demographic and subjective areas in the class. An improved teaching method play greater role for attracting student's attention during lesson. In this context, this quality indicator might help to detect the strategies are practiced in Bangladeshi primary schools and would suggest the best methods followed by a teacher in a class to ensure quality.

In the analytical framework, quality process encompasses assessment, feedback and incentives as evaluation strategies that allow the teacher to get idea about the performance and progress of their pupils. A sound assessment policy seems crucial because it hints whether the children progress to the next level or not. In this study, these concepts might facilitate to diagnose, monitor and assure the degree of quality in teaching-learning practiced in Bangladeshi primary schools. It is because, consistent, regular, reliable and timely assessment tools applied inside the classes facilitate to identify the areas of weakness of learners and to provide better feedback.

The size and organization of classroom is an important input as mentioned in the Framework which has great influence on teacher's teaching styles. It essentially includes teacher-student ratio in order to ensure successful teaching-learning process. In this study, this input might facilitate to get knowledge about the status of number of pupils against a teacher which facilitates students to interact with their teachers. Besides, it seems easier to manage a classroom if the number of students against a teacher becomes rational. It has enormous impact on quality outcomes of teaching-learning process of primary schools in Bangladesh.

2.3.2 Enabling inputs outside classroom

Distribution and delivery of resources are essential in order to ensure effective teaching-learning sessions. Teaching aids include textbooks and other learning materials. Besides, the availability of classrooms, libraries, school infrastructure and other facilities are also included. All of these tools are usually provided by governments and households (UNESCO, 2004). These seem useful for this study because quality primary education in Bangladesh requires wide and available teaching-learning instruments. Besides, schools without textbooks or learning aids are not able to do an effective job (Ibid).In addition, it is important to know which materials are supported by the government and households of Bangladesh for the purpose of educational development.

Physical structure of classrooms and schools and their availability are important outside classroom related quality inputs indicated in the Framework. Along these factors, clean water and sanitation facilities are basic elements of a healthy, safe and secure learning environment (Ibid) which attracts students to stay in school for a long time and to concentrate in their study. Regarding this study context, these issues would facilitate information collection about overall primary school condition in Bangladesh because quality education always relies on required facilities.

The indicators of human resource inputs include managers, administrators, other support staffs, supervisors, inspectors and, most importantly, teachers (Ibid). In the Framework, adumbrated above they appear as important inputs of quality education. In this investigation, these are characterized as key enabling factors in order to ensure quality teaching-learning process because primary school in Bangladesh might run effectively with good teachers, staffs and administration. Enabling school level governance concerns the ways in which the school is

organized and managed. These are strong leadership and good community involvement where local and district officers play key roles. These potential enabling inputs have an indirect impact on teaching-learning (Ibid).

I select this input because it allows teachers and parents to take school based quick decisions. For this study, the concept is significant because it might facilitate schools to get helpful information on their children's performance so as to identify their strengths and weaknesses (Ibid). In a word, school governance facilitates to build close working relationships with all stakeholders such as parents, teachers and learners of Bangladesh.

2.4 Summing up

The central concepts of the study are discussed in this chapter. It is argued that these concepts are appropriate and conducive for collecting and interpreting data for this particular study because UNESCO's quality model focuses on developing countries like Bangladesh. Therefore, this Framework, by and large, helps me to get information about how schools practise those concepts in their classrooms. I have tried to figure out, in this way, the differences between public and BRAC primary schools in terms of quality dimensions of teaching and learning process.

Chapter III. Review of Literature

This chapter provides a view of related literature used in this study. Accordingly, the chapter is presented in two ways. Defining teaching and learning in one way and concepts of quality teaching-learning in another way. Finally, it gives a glossary of important terms for the study.

3.1 Introduction

Education in the developing world concerning has focused less on compared to the developed world. While some studies focus on quality education concerning primary schools but little attention is given to classroom practice (Fuller, 1987; Jansen, 1995; Lockheed and Verspoor, 1991). Only a few studies have focused on quality of insider classroom practices (Aida, 2008; Rigelman and Ruben, 2012; Kemizano, 2007; Ackers and Hardman, 2001; Chuunga, 2013; Akter, 2008). Hence, this study focuses on vital elements of quality indicators involved in teaching-learning where both teachers and learners seem to play positive roles in creating a fruitful and effective learning atmosphere in the classroom. In this context, teaching strategies, classroom management, assessment and feedback, learning environment, physical facilities, teaching aids and teacher's education---- all are taken into consideration to draw an overall picture of the teaching-learning situation of primary schools in Bangladesh.

3.2 Reviews on 'teaching' and 'learning'

Teaching is the art of introducing a subject through which a person gets a new idea that he might not have known before. It does not always mean transferring of facts, knowledge and information rather it implies a wider perception of education and instruction. Johnson (2010) mentioned that quality teaching transforms students' perception of their world, and the way they go about applying their knowledge to real world problems. However, quality teaching involves active participation of students in classroom discussion and good understanding and relations between teachers and students (Barrow and Leu, 2006).

Like teaching, learning also has a broad meaning. It does not only mean to gather information and knowledge or to memorize a lesson to pass in an exam (Improving Education Quality (IEQ), 1999) rather it occurs through social interaction, communication, and reflection of learners (Vygotsky, 1978). In classroom, learning happens with teacher-students' interactions (Paul & Dylan, 1998). Generally, effective learning takes place with active involvement of learners where their willingness, efforts, social surroundings support, opportunities and good teaching (Fenstermacher and Richardson, 2005).

Teaching and learning both are complementary to each other (Ibid) where quality teaching is essential for quality learning. However, teaching and learning should be interactive because one cannot take place without the other (Paul & Dylan, 1998). Teaching requires effort, competence and support and learning requires a combination of these elements. Besides, better understanding about learning facilitates better teaching. In their study, Fenstermacher and Richardson (2005) mentioned that good learners are engaged and motivated to learn precisely because they know all the process and strategies of learning. Regarding the quality of teaching-learning, a qualitative base line survey found that teaching should be planned and programmed according to diversity of pupils (Aida, 2008). Furthermore, quality teaching demands administrative and specialist supports, mentoring and professional development, curriculum and assessments (Darling-Hammond, 2010). In this study, these concepts will facilitate ideas about the process of exchanging knowledge practised by both teachers and learners during teaching.

3.3 Reviews on concepts of quality education

The concept of quality education largely depends on the teaching-learning process. This process is related to teaching methods, assessment and feedback, learning environment, classroom management, teaching aids and teacher education. Accordingly, this research tries to review a good number of studies including recent works in order to grab these concepts from literature.

3.3.1 Teaching methods

Teaching-learning process requires appropriate approaches of teaching (Chuunga, 2013). In this aspect, teachers have to know which strategy is better for students' learning and when. It is found in many studies that proper learning seems hard to takes place following a single method of teaching. Besides, many factors are involved in effective teaching strategies such as teacher knowledge and qualification, motivation, commitment, provision for resources and use, and learning environment (Ibid)). Apart from these factors, teaching methods consist of guiding and scaffolding, direct teaching with learning materials and pupils' engagements in dialogues and class tasks (Rigelman and Ruben, 2012). Barrow and Leu (2006) mentioned that an effective teaching strategy means practising and asking questions to one other and repeating them in class.

Collaborative approach is one of the strategies which facilitates to meet students' needs (Borko, 2004; Darling-Hammond, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Vescio, Ross, & Adams, 2008) through a relationship where children receive support and encouragement from their tutors (Kemizano, 2007). In a qualitative research, Rigelman and Ruben (2012) mentioned collaboration as central for learning because learners feel safe to learn alongside their mentors and peers through this process. Although this strategy seems suitable but coherence and continuity appear hard to exist during learning (Darling-Hammond, 2010). Even though a lot of incidental learning goes on during this process (Smith and Elley, 1998) but it might be dominated by strong learners. In general, this kind of learning is relevant to teachers, assists them concerning their own instructional practice (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003; Murphy & Lick, 2005; Smith, 2001). Aida (2008) referred that teacher should assist pupils' initiatives to help each other and to work together so that students can willingly help one other and can take the role of teachers. In this perspective, collaborative work accelerates the opportunities for learning from both their successes and mistakes along with their partner's successes and mistakes (Rigelman and Ruben, 2012).

Except collaborative strategy, Shanahan (2006) refers that students can learn in a pair or in a group so that the teachers can easily monitor learners' activities. Actually it is a good strategy for teaching without assistants. Apart from group learning, chorus learning includes reading aloud. It is suitable for overcrowded classes where all learners could be involved in learning at a time. Although it seems beneficial for over enrolled class but it is hard to ascertain the

involvement of all learners (Chuunga, 2013) and to assess them individually. In this context, Johnson, Hayter, and Broadfoot, (2000) suggests activity based approach to held intellectual teaching-learning in class. With this strategy, students learn from their activities practised at home and school works. In contrast to advanced teaching strategies, conventional teaching models like 'chalk and talk' is thought to be uninteresting, unmotivated and discouraging for appropriate learning situation (Kemizano, 2007). In this respect, it was found in a baseline qualitative study that the transmission mode of teaching dominates Kenyan primary education which provides little opportunities for pupils to create questions and to explore ideas to regulate their own thinking (Ackers and Hardman, 2001). On the other hand, it is found in a study that high achiever students receive more attention than low achievers in class and teachers cannot equally concentrate on all due to practising the traditional methods in public primary school in Bangladesh (Akter, 2008). Although this study was qualitative   the sample size was also limited. So the findings of the study seem hard to generalize for all schools. However, collaborative and pair or group learning appear better compared to traditional forms of teaching strategies.

3.3.2 Assessment and feedback

Assessment is an integral part of teaching-learning process which facilitates solving existing problems of learners (Chuunga, 2013). It is "a social practice that involves noticing, representing, and responding to children's literate behaviors, rendering them meaningful for particular purposes and audiences" (Johnston & Costello, 2009: 147). Based on academic teaching-learning, Wold, Young and Risko (2011) refer to two forms of assessment such as formative and summative. The former is on-going and aims at capacity building of the learners while the latter takes place at the end of a program to evaluate learners' performance. Although summative assessment seems better for over enrollment of class but it widens the gap between 'slow learners' and 'fast learners' which ultimately leads to poor classroom performance (Chuunga, 2013). On the other hand, Aida (2008) points out some ways of dynamic assessment through revision of contents and pupils' activities on their learning sheets, test and homework in order to get ideas about students and their educational needs and also to assess teacher's work to make further decisions. Though dynamic assessment considers learners as center of learning but it is practically hard to assess all students individually in overcrowded classes.

With regard to feedback, learning outcomes are accounted as pointers whether the conducted lessons are enough for learners or not. But feedback should be adapted to learners' needs so that teachers can easily assess their knowledge, skills, learning potentials and needs (Johnson, 2010). Feedback might be less effective in spite of having few learning outcomes of some lessons. It was found in a study conducted by Ackers and Hardman (2001) that teachers gave feedback to the students in form of affirmation or making no reaction to pupils' responses and then went to something else. Although they often verbally praise students' performance but they should demonstrate interests, responsibilities and care for their pupil's emotions, concerns and the classroom condition. After all, teachers should give chances to students to express their feelings (Aida, 2008). In this aspect, teachers can admire students verbally being satisfied their performances. This kind of feedback is opposed by Ackers and Hardman (2001) as it discourages pupils to contribute themselves during classroom lesson. After all, to justify students' performance, formative assessment seems more effective than verbal evaluation during teaching-learning practice in classes.

3.3.3 Learning environment

The classroom environment established by the teacher has a major impact on pupil's motivation and attitudes towards learning. In this respect, purposeful, task oriented and supportive (Kyriacou, 1998) classrooms generally facilitates students' learning. Kyriacou further reveals that classrooms must feature accessible print that support children's daily reading and writing whereby each classroom should have a sizeable library of children's books, charts, poems, lists and big books for instruction and their walls include displays of children's activities. Such environment functions as a support system which prompts to celebrate literate behaviors.

In addition, a safe and open environment facilitates to develop shared norms and values; makes students listen to understand; participate fully; respect others and their ideas. A study conducted by Kemizano (2007) mentioned that teaching methods used for school beginners in Uganda usually did not help to develop their proper reading skills due to a customary teaching environment. Even content, instructional materials used in their teaching could not impact upon the level of their learners. On the contrary, Aida (2008) found the classroom well equipped because the class tutor received various supports from the school and also from parents in the

form of required teaching materials. Sometimes, teachers worked there in a team with other teacher and also with parents. In order to make the lesson flexible, therefore, the teacher can follow time schedule to meet pupils' interests for work and their educational needs. In this regard, attention to class discipline and each individual pupil paid by the tutor is essential as referred to by Aida. Along with classroom setting, school environment contributes to the success or failure of learners in their reading performance (Kemizano, 2007). Besides, quality learning is also concerned with home environment. As Lerner (1993) argues, learning competencies depend on positive interactions with school and home environment. Chall, Jacobs, & Baldwin, (1990) refers to home as it provides a strong literacy environment if parents can provide literacy experiences for their children. Although Chall and her associates largely emphasize on family and school communication but it is found in a study that quality outcomes often come from development of children's reading, writing and vocabulary skills (Kemizano, 2007). In this regard, Hossain (2012) points out that good socio-economic background of learners is an additional essential element of quality education in his qualitative study. This study attempted to figure out the challenges in achieving quality among different categories of primary schools in Bangladesh.

However, compared to ordinary classroom setting, well-organized classes concerned with home and school environment may provide a message about the physical fitness of learning setting in order to generate knowledge for learners where learners might be facilitated from both home and school.

3.3.4 Classroom management

Classroom can be organized in different ways. In this context, Aida (2008) says that whole class approach facilitates to disseminate the same information to the whole class and to assess pupils where the members of a group can cooperate and support each other to do their tasks in different ways. However, classrooms should be organized in a way where teacher, group and members of groups can exchange their teaching roles. Rigelman and Ruben (2012) suggest to improve communication and to ensure consistency among students for the purpose of better classroom management. It is because traditionally organized classroom results in less productive and little success in teaching-learning process. It was demonstrated in a qualitative study conducted by Ackers and Hardman (2001) that most of the conventional classes result in

overcrowding during teaching-learning which bring less interaction between teacher and students. Teachers typically ask a series of pre-planned questions, initiates all the topics, and rarely interacts with the substance of pupils' answers except to evaluate them. 'Real discussion' hardly happens there. There was virtually no pupil-to-pupil interaction or evidence of pupil self-reliance or pupils being encouraged to generate their own questions or forming of some tentative hypotheses (Ackers and Hardman, 2001). In the form of teacher-pupil interaction, the study found teacher recitation mode as interrogation of the pupils' knowledge and understanding. In contrast to the domination of teacher questions, pupil generated questions were very rare (Ibid). Classroom organization is also related with class size namely teacher-students ratio, teaching aids used during lesson. As Chuunga (2013) found in her qualitative case study conducted in Zambia that teachers' pre-plans before delivering their lectures are greatly affected by various challenges like over enrollment, teacher-students ratio and lack of adequate teaching-learning instruments. So it is apparent that the whole class approach facilitates learners to be benefited from each other through mutual interaction at the teaching venue.

3.3.5 Teaching aids

Quality of classroom interaction might be hampered due to insufficient teaching resources and poor physical facilities (Ackers and Hardman, 2001). Different teaching materials such as textbooks, pen, pencil, cards, big papers, building blocks, straws, wooden chips, money, body and social games can be employed during lessons. Even different objects like teaching sheets can be used as medium of instruction in order to meet pupils' needs. Apart from these materials, Aida (2008) found additional teaching tools during teaching station to work individually and in groups but those were almost similar. She also confirmed that teachers applied different contents supplied by the educational authorities. Likewise, they adopted teaching plans based on classroom conditions. However, contents of teaching facilitate to motivate learners if those are life oriented and simply accessible for teaching. Inadequacy of materials by and large hampers teaching and learning process in classroom. As it was found in a research about classroom interaction in Kenyan primary schools that the general lack of instructional materials was acute during practical work where much time was invested to do class tasks A few schools did apply new teaching equipment in classroom (Ackers and Hardman, 2001). As a result, less teacher-pupil interaction happened. It also limited the amount of homework that could be given.

However, life oriented teaching aids could be considered better for teaching and to motivate learners towards learning compared to conventional forms of teaching instruments.

3.3.6 Teacher's education

All students deserve a teacher who can help them to be independent learners (Rigelman and Ruben, 2012). Ball & Cohen (1999) suggest that teachers develop and improve their instructions through inquiring in order to positively influence student learning. Besides, teachers can experience powerful learning by examining student thinking, co-planning, co-teaching, and other forms of assistance in class (Rigelman and Ruben, 2012). So experience plays an important role to bring effectiveness to teaching because expert teachers are thought to know effective ways of dealing with learners compared to less experienced ones (Rice, 2010; Chuunga, 2013). As it was shown in a study conducted by Johnson *et al*. (2000) teachers could properly utilize their knowledge and practice norms and standards based on their professional experiences in spite of having inadequate teaching-learning resources. They could even enrich assessment procedures, maintain assessment tasks and collect learners' portfolios and achievements.

Along with this, teachers must be apt to resolve different challenges during teaching. Accordingly, they have to know how to manage difficult situations amongst a group of peoples in order to help them to learn now, and to become better learners in future (Paul & Dylan, 1998). Besides, teachers should be expert anticipating pupils' progress and to identify learners' weaknesses so that they could adapt their strategies to meet learners' needs. In this context, teacher's knowledge, roles, skills, dispositions, and behaviors all have great influence on effective teaching (Darling-Hammond, 2010). Indeed, quality teachers know how to create successful learning environment in classroom. In this respect, Craig, Kraft. and Du Plessis, (1998) mentioned that an effective teacher must be expert in subjective as well as content based pedagogical knowledge, have mastery in the language of instruction, create productive and joyful learning environment, arouse interests among the students in their studies, generating compliant classroom environment for students' needs, bearing strong ethical minds, dedication in profession and intensive caring for students. In a word, positive minds, high expectation and punctuality all are needed to be a quality teacher.

Generally speaking, teachers' qualification and experience are indispensable for quality teaching. Teaching-learning process can be enthusiastic with knowledge, skill and experience. Likewise, learners may be benefited from teachers' subject based knowledge and proper use of instruction.

3.4 Summing up

Reviewing the literatures above, a number of concepts are identified for this study like teaching methods, teaching materials, classroom management, assessment and feedback, learning environment and teachers' qualification. These concepts can be considered as important indicators to practice quality teaching-learning. Quality learning largely depends on appropriate use of teaching strategies such as collaborative or interactive approach and pair or group discussion compared to traditional forms of lecture method and chorus learning. It is found that formative assessment seems better to evaluate learners than summative one. Likewise, need based feedback is considered better than oral one.

The literatures show that ordinary classrooms are less effective than well-equipped classes concerned with home and school environment. In this context, whole class approach addresses all students compared to traditionally arranged classroom. It is further noted in the literatures that adequate and life-oriented teaching-learning materials make the learning process easier compare to apply traditional forms of teaching-learning instruments. In addition, teachers' knowledge and experience are regarded important elements for quality teaching. In fact, teaching-learning process might not be effective unless these factors are available and practised properly.

This study might be beneficial to generate knowledge using these concepts. It will show the best ways of classroom settings, appropriate selection of teaching strategies, proper application of teaching aids and finest approaches for student assessment in order to ensure quality teaching-learning. Furthermore, the study would be facilitated with teachers' knowledge and their levels of teaching experience. However, the next chapter gives a descriptive methodology of this study.

Chapter IV. Methodology

4.1 Introduction

This chapter is sketches out an entire methodology of the study where a concrete and detailed course of plan of data collection is also presented. Likewise, the research paradigm, rational choice of qualitative methods and a qualitative case study design are discussed. After that, methods of data collection such as observation, interviews, document analysis are presented. In addition, other relevant matters like field access, participants' selection, issues of reliability and validity and ethical questions related to data collection are included. Finally, this chapter is concluded with the study challenges.

4.2 Research design

Research design is generally a plan (Berg, 2004) or an architectural blueprint (Merriam, 1998) in order to accomplish a research. Besides, methods of study are always related to "a particular discipline or field" (Kvale, 2009: 325). It is formed with different types of actions. So, methods of research are involved with the plans for assembling, organizing and integrating information (Akter, 2008) in the ways of doing a research in a methodological process (Hossain, 2012). Mason (1996: 19) opines that research methodology "reflects an overall research strategy". In a word, research design is a complete guideline of a study where direction of data gathering, uses of instruments, processing and analyzing of collected data are focused thoroughly addressing the main research questions. In addition, research design guides the researcher with an important plan of actions and its constraints. In this case, the challenges notify which strategies are more suitable, productive and useful in a given situation (Patton, 2002: 255).

This study is conducted in a qualitative way with particular cases which are stirred by central research thrust and research questions too. Accordingly, data are collected from both primary and secondary sources. Ethical matters are considered in collecting data. Validity and reliability are followed to process and analyze the data. Triangulation is used to validate the case findings.

4.3 Paradigm selection

Research design begins with the choice of a paradigm. A paradigm "is a worldview-a way of thinking about and making sense of the complexities of the real world" (Patton, 2002: 69). The selection of paradigm usually relies on the objective or main research question of the study. Besides, theoretical framework of a study is steered by an interpretative paradigm because it emphasizes on the study of multiple realities of phenomena and describes "what exist" in the real situation (Bryman, 2004; Cohen, Manion and Morrison, 2000). In addition, interpretative paradigm, in terms of qualitative research method, is used "to gain insights through discovering meanings by improving comprehensive idea of any phenomena" as "qualitative research explores the richness, depth and complexity of any phenomena" (Hossain, 2012: 46).

This study is guided with this paradigm in order to examine perception of the stakeholders about the conception of quality education. Furthermore, the interpretive paradigm comprises wider concepts of social realities and gives a researcher scope to interpret those realities in terms of their ideological point of view (Akter, 2008). Therefore, I have selected this paradigm in order to examine and observe the quality of teaching and learning process in the selected primary schools of Bangladesh. Besides, the interpretive approach mostly relies on naturalistic methods which provides insightful information through experiences that are unknown or known little prior. Besides, hypothesis formation and theory explication becomes an ongoing process based on social phenomena in this approach (Westbrook, 1994).

Along with this naturalistic approach, data collection methods namely interview, observation and document analysis all are used as realistic instruments in this study. These methods assist to bring into effective and adequate dialogue, the researchers and interviewees in order to construct a meaningful reality. In this way, the status of quality education in teaching-learning process of primary education in Bangladesh has been examined through this interpretive paradigm. I have chosen, therefore, this paradigm within a qualitative approach as the frame for the study.

4.4 Qualitative research strategy

Qualitative approach is to reveal the meaning of the people's experiences to disclose their live world (Kvale, 2009). It allows a researcher "to study selected issues in depth and in detail" (Patton, 1990: 13). Besides, qualitative research offers a comprehensive picture of social phenomena or human realities and situation (Patton, 2002; Creswell, 1994; Denzin and Lincoln, 1998) which help to understand the social world using its participants' point of views (Bryman, 2008: 366).

In this study, the qualitative approach is used because it facilitates to get knowledge about the teaching and learning process of public and NGO schools in Bangladesh through close examination. In addition, peoples' thinking, their perception and assumptions regarding the ideas of the world around them are measured in qualitative research (Goodwin & Goodwin, 1996). Besides, qualitative strategy has been using as a powerful tool in order to understand teaching and learning process in recent years (Johnson, 1995: 4). In addition, qualitative research enhances and enriches data and descriptive information about any specific issue (Patton, 2002) and permits "thick and rich description" about any context (Geertz, 1973; Miles & Huberman, 1994). Accordingly, this strategy facilitates to obtain a large amount of documents about teaching and learning situation of primary schools in Bangladesh. Moreover, qualitative research emphasizes on the inductive approach and focuses on exploratory process.

The reasons chosen behind this qualitative approach are that all those criteria are matched to the research questions and objectives and the research paradigm too are geared in that direction. Since it is a comprehensive study, therefore, I used this strategy as an instrument to investigate the quality of teaching-learning process at primary schools in Bangladesh through observation and in terms of stakeholders' perceptions.

4.5 Case study design

Case study is one of the most renowned qualitative strategies for insightful and in-depth study of a particular issue. To explore this opportunity further, the research is conducted using a comparative case study design. A case study permits detailed and intensive analysis of single case (Bryman, 2004). Yin (1994) defines case study as an empirical inquiry that investigates a

contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p.46). In this perspective, two schools are studied as case in order to examine the teaching-learning process at primary education in Bangladesh. Besides, a qualitative case facilitates to attain stakeholders' notions about the concept of quality education. This research strategy seems suitable because it allows descriptive investigation of teaching-learning situation and uses several methods in a natural setting. As Denscombe (2007) points out, a case study facilitates researchers to minutely investigate a subject concerning with real life situations. Thus, the study is undertaken with a case in order to achieve detailed understanding about teaching-learning quality of primary schools in Bangladesh. Under this process, public and BRAC primary schools are selected purposively for the convenience (time limited) of the researcher.

Finally, I performed the case on public and NGO schools where the quality of teaching and learning practiced at classroom of those schools received nucleus focus in this study. In this way, data are collected using certain methods under the umbrella of the case study.

4.6 Sampling

This study was conducted using purposive sampling. Accordingly, two schools were selected from every side, one public and one NGO school to make the comparison easier because purposeful samplings "are relevant to the research questions that are being posed" (Bryman, 2008: 415). In case of sample size, a manageable and reasonable approach was followed to collect fruitful data about the quality of primary education because it is mentioned that sampling is "the segment of the population that is selected for research" (Bryman, 2008: 698). Accordingly, qualitative research mostly selects cases, usually social settings (Miles & Huberman, 1994) because a qualitative inquiry naturally emphases on comparatively small samples, even single cases, particularly purposeful sampling (Patton, 2002). Therefore, a purposeful sampling seeks rich information through insightful and in-depth study rather than empirical generalizations. As such, I used the purposeful sampling in a convenient way because it "is the strategy of sampling by convenience: doing what's fast and convenient" (Patton, 2002: 241). Apart from, convenience sampling is done by virtue of the accessibility of a researcher (Bryman, 2008).

For that purpose, first of all, I collected the list of public schools form *upazila*[1] education office and list of BRAC Schools from *upazila* BRAC center. Initially, the researcher collected the list of public primary schools from the district education office and also list of BRAC primary schools from BRAC regional office. Accordingly, the public and the NGO schools were conveniently picked up by the researcher from the lists of the same area. For this study, the researcher chose class four from both sides of schools because it is fourth stage of the five year primary cycle and the students take preparation to finish their pre-primary termination test. The researcher chose grade four because it is considered as the vital class before grade five which is the terminal grade of the primary cycle. This is why this level is expected to provide a more authentic picture of primary education.

In this way, the study was carried out in Manikgong district located on the bank of *Jamuna River*[2]. The area is densely populated and the people are very poor. Besides, there is little access to quality education for children due to a large population. The locale was chosen for the advantage of study in order to gather data from eye witnesses and it was very close to my residence as well. In addition, the data were collected from Ganga Prasad Government Primary School and Syatghor Teota BRAC Primary School. Of these schools, Ganga Prasad Government Primary School is the oldest school in that area. It started to provide education in 1974. At present, there are six teachers altogether for 373 students. Conversely, Syatghor Teota BRAC Primary School was established in 1997. The School is run by one teacher for 25 students.

The site is geographically located at the center of Bangladesh, approximately 90 kilometers form the capital city of Dhaka. The locale was selected purposefully in a convenient way. These schools were selected from that area because many children receive primary education there. Apart from, it was my home village where I grew up. As such, I was acquainted beforehand with the public primary school and its environment. I had also met some of the stakeholders before starting my data collection. In this way, I established rapport with stakeholders and the school environment within a very short time. They facilitated my observing the class in a cooperative way. Besides, students warmed towards me quietly and were pleased to get me

---

[1]*Upazila* is formerly called *thana.* It works asthe second lowest tier of regional administration in Bangladesh. They function as sub-units of districts.

[2]The *Jamuna*is one of the main rivers of Bangladesh. It is the main distributary channel of the *Brahmaputra River* as it flows from India to Bangladesh. The *Jamuna* flows south and joins the *Padma River* near *GoalundoGhat*, before meeting the *Meghna River* near *Chandpur*. It then flows into the *Bay of Bengal* as the *Meghna River*.

among them which helped me to collect data smoothly. Furthermore, the locale was close to the capital city Dhaka which facilitated to save time and money. Therefore, I could easily manage to get access to the field.

4.7 Data collection methods

In this study, the primary data were collected from classroom observation in which the researcher acts as a non-participant observer (Punch, 1998). Supporting data were collected through using semi-structured in-depth interviews. Apart from these ones, data were collected from secondary sources like document analysis. More subjective and empirical data were chosen for this study. As a researcher, I focused on the school performance to get the actual condition of the policy and practice.

4.7.1 Observation

Observation is considered as one of the fundamental instruments of social research (Denzin and Lincoln, 1998). It is significant because observational data are usually collected for people, their activities and its settings and the meanings of what is observed according to the views of participants. Furthermore, observation can lead to deeper understandings than interviews because it provides comprehensive idea of the context in which events occur, and may enable the researcher to see things that participants themselves are not aware of, or that they are unwilling to discuss (Patton, 1990). Being a principal method of data collection, a semi-structured observation was used to achieve a better understanding about the perception of participants and to enable the comparison of findings (Mathison, 1998; Merriam, 1998), and was used, in particular, as a means of guiding participants to reflect on their perspectives.

For classroom observation, I developed a checklist (Appendixes 2.1, & 2.2) prior to starting data collection considering the analytical framework and reviews of literature. Accordingly, I reviewed several literatures in order to achieve a proper knowledge about quality education and the policies related to teaching-learning and its application process at primary schools in Bangladesh. Finally, I appropriately used them in field work.

In such a way, I undertook semi-structured and non-participant observation of grade four of these schools for four days and about thirty hours. During the observation, I particularly focused on three subjects namely Bangla, English and Mathematics at the level of grade four (IV). It was reasoned that these subjects are considered as vital ones for primary level curricula. For instance, Bangla is the mother tongue and is, accordingly, evaluated as a compulsory subject. Besides, medium of instruction of all public and NGO schools is Bnagla. Conversely, English is an important subject as a foreign language. It is imagined that better career of a child largely relies on proper knowledge of English. On the other hand, Mathematics is comparatively seen as a hard subject to the children and it is noted that students are mostly unsuccessful in this subject. Apart from these ones, contemporary studies reported that students' performance gets down due to serious weakness of knowledge in English and mathematics. Therefore, classroom observation gave me a better scope to understand the quality of these subjects.

I always maintained a note book and an observation guide during my observation. I put down each and every single data in my field diary beyond the checklist. I also observed all such activities as a passive participant observer who engages with others during their class hour. Aside from these ones, overall school environment was considered for observation which is supposed to have indirect impact on the teaching-learning process. During my classroom observation of public schools, I took a seat with the students at the back bench of the class in order to observe properly and the Head Teacher was always with me and he facilitated my understanding process. On the other hand, I also observed the classroom of BRAC School as a non-participant observer in the class. Sometimes, I moved round the class and tried to observe students' activities carefully because I did not get anybody to facilitate my observation during that period. I observed the classes from the beginning to the end of the lesson. Prior to the start of my observation, I arrived at those schools early in order to be familiar with the school environment and to talk with teachers and thus to get easier access to the classroom.

In this way, observational data were collected in written form and recorded using video recorder from the research sites in order to justify and analyze them perfectly. Generally, field notes are done through observation and hearing by a researcher without interpretation (Maykut and Morehouse, 1994) where a researcher needs to develop data as early as possible after observation (Denscombe, 2007). Every day, I reserved my collected data in laptop. I took field notes based on my observation inside and outside class. Later I developed my field notes in a

descriptive manner. Since classroom observation should be performed with teacher-students' accurate words (Maykut and Morehouse, 1994), therefore, I tried to use exact words of the stakeholders where it was needed. In this way, I found a large number of data from classroom observation such as teacher-students interaction, teaching strategies, teacher-students ratio, instructional hours and classroom conditions etc.

4.7.2 Interviews

Interview is one of the main tools for case study (Yin, 2003). It is widely used in qualitative research (Bryman, 2004). Qualitative interview "attempts to understand the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations" (Kvale, 2009: 1). In order to perform this study, qualitative interview, in particular, semi-structured interview was done for data collection. This interview is convenient because it is done with an interview guide in a flexible way. Besides, the interview guide in the semi-structured interview consists of a list of questions or general topic to cover the research questions which helps the researcher to make good use of the allocated interview time. In addition, it is allowed to add new questions or delete ones if found necessary in the field (Patton, 2002). Furthermore, it offers the interviewee "a great deal of leeway in how to reply" whereas the interviewer can control the main focus of the interview (Bryman, 2008: 438). Furthermore, it systematically delimits the issues prior to the interview (Patton, 2002: 343), so that the interviewers are facilitated to use their time properly (Aktar, 2008) during the interview session.

Before going to collect data, I prepared an interview guide (Appendixes 1.1, 1.2, & 1.3) on the basis of analytical framework and literature reviews. For this purpose, a number of literatures related to quality education and education policies of Bangladesh were reviewed. After final editing of the interview guide, I applied them in my field work.

In this way, semi-structured interviews were conducted. Thus data were collected from ten stakeholders where four were from BRAC and six from public schools. The reason of selecting one teacher from NGO school is that every BRAC School is taught by only one teacher. The teachers were selected for interview considering three major subjects like Bangla, English and Mathematics. For the education officials, I interviewed one government education officer and

one education official of BRAC School. I communicated with the government education official over phone before conducting an interview in her office. On the other hand, interview with BRAC education official was held in the premises of BRAC School. Both of these officials provided me with a great deal of time with much information during their interview session. Except the interviews of teachers and officials, four students were interviewed where two students were considered from each school respectively. In this context, equal number and equal ratio of gender were considered.

Although I followed interview guide (Appendixes 1.1, 1.2, & 1.3) but there was flexibility to respond to the questions so that the interviewees could add anything that they should include. Similarly, I also added more questions that I found relevant to the answers during the interview session. All the interview data were collected with the help of digital voice recorder from the fields. Nevertheless, I wrote down important things in my note books during interview period. For this study, I recorded interviews and preserved them so that I could hear repeatedly and analyze accurately, later. By this way, large numbers of data were collected from the interviewees.

4.7.3 Document analysis

Document analysis is recognized as a significant instrument in social research which generally helps to identify relevant content of data, its collection and analysis, and interpretation of the findings systematically handled by a researcher (Sarantakas, 1998) at a time convenient (Creswell, 1994). In fact, document analysis represents considerable data to the informants as written evidence in a compelling way which facilitates to save time and expense by avoiding transcribing the interviews.

Since it is a qualitative study, I, therefore, emphasize on significant number of policy documents related to the quality of primary education in Bangladesh. Firstly, I collected text books for grade four of primary schools. In this context, documents related to the analytical framework and objectives of the study are examined from other secondary sources such as books, published journals, various statistics and reports, previous research and relevant policy statements. In addition, several documents namely national education policy 2010, curricula for primary education and national plan of action for public and BRAC schools were analyzed

from time to time in order to understand the quality concepts in the education policy. I collected these documents from different sources such as DPE library, BRAC center and BRAC university library, national library of Bangladesh, library of Institute of Education Research (IER), and Dhaka university library. Furthermore, online based sources of data and information were also considered to get better understanding about the quality status of teaching-learning of those schools. Aside from, this study reflects the previous research evidences conducted on the multiple factors that determine education quality. These documents certainly helped to analyze and interpret my collected data meticulously. I tried to go through each and every related document line by line and to figure out important subjects and then noted them. Afterwards, I started to discover insightful understanding form these documents.

4.8 Data collection procedure

4.8.1 Data collection period

I collected data from September to November, 2012. After getting the final consent from my supervisor, I started to collect data in the beginning of October, 2012. All the schools were busy too much at that time for their primary school terminal examination. Besides, schools were taking preparation for closing on the eve of Islamic festival of *Eid-ul-Ajha*[3] but the school authorities allowed and co-operated me to collect data.

4.8.2 Access to the field

Access to field work and informants are sometimes hard (Hamersley and Atkinson, 2007: 104) in a negotiated setting. In my case, access to the field was much easier due to well-known surrounding environment which facilitated me to be close to the stakeholders and to collect the responses very frankly with a description. Besides, the field work letter (Appendix III) issued from the department of Comparative and International Education (CIE), University of Oslo (UiO), facilitated me to present myself before collecting data from education officials and to get access at BRAC center, DPE office and also to use BRAC university library.

---

[3]It is Arabic word which points out Islamic festival to commemorate the willingness of Ibrahim (also known as Abraham) to follow Allah's (God's) command to sacrifice his son Ishmael. Muslims around the world observe this event.

Before data collection, I visited both of these types of schools and talked to head teachers about the purpose of my study. On the basis of their opinions, I fixed up my schedule of classroom observation and interviews. After observing certain classes, I took an interview of public school Head teacher and some students too. The rest of the teachers were interviewed later. On the other hand, all the interviews were conducted in school premise of BRAC School. During my data collection, my cousin was always with me. He introduced me with interviewees and helped to record data. Although the schools did not ask for letter of permission but I had to show it to education official for interview. In a word, I was warmly welcomed at every step of data collection from the schools where I, at first, introduced myself. Teachers and students of these schools accepted me cordially and assisted me with valuable information.

4.8.3 Process of data analysis

Data presentation and data analysis both are challenging steps for a qualitative research where data are categorized in different meaningful segments and names (Creswell, 2009). Data process and analysis usually implies a combined form of data in order to explain facts, classify patterns, and to develop explanations related to objective of the study. In this study, data were processed systematically after collection from different stakeholders. Then the collected data were analyzed following certain steps. At first, data were transcribed from Bangla to English. Here I started to transcribe the data from recording as soon as possible in order to avoid any loss or distortion. In this regard, I quoted informants' views and observation report of those sample schools.

During transcription, I tried to hear every recording carefully and then wrote them down on copies. Afterwards, I divided them into meaningful contexts considering the research questions. In this way, the raw data were categorized in different ways and I coded the data considering analytical framework and literature reviews. Afterwards, the conceptual data were incorporated with the themes of the study and then were continuously evaluated to fulfill the demands of the research questions. In this way, findings of the study were prepared based on proper organization of processing data. Finally, a complete dissertation was prepared after a comprehensive analysis.

4.8.4 Triangulation of data

Triangulation is a significant element in qualitative research in order to bring "trustworthiness" to the study using more than one method or source of data so that the findings may be cross-checked (Bryman, 2008). In fact, triangulation is one type of validation or confirmation of study findings (Silverman, 1993; Miles & Huberman, 1994). Multiple forms of triangulation are used in qualitative research to examine phenomena with different methods or to observe phenomena from different perspectives (Denscombe, 2007).

In this study, I used different methods like unstructured observation, semi-structured interview and content analysis and some investigators as tools of triangulation. These methods gave me opportunities to support and to match with the findings. In addition, hired investigators for the data collection process have made the findings more dependable and consistent. Furthermore, triangulation has facilitated to achieve greater reliability and validity in this study.

4.9 Validity and reliability

Validity and reliability both are comprehensive approaches to evaluate the quality of research as a whole. In qualitative study, researchers interpret these subjects in terms of different methodological and epistemological points of view. Patton (2002) considers reliability and validity for designing, analyzing and judging the quality of any study. Neuman (2006: 196) treats validity in qualitative research as truthfulness. Bryman (2008: 153) tells that although reliability and validity both are analytically different issues but are related to each other because validity presumes reliability. Conversely, reliability is fundamentally concerned with issues of consistency of measures because measures cannot be valid if these are not reliable. However, validity refers to whether 'you are observing, identifying, or "measuring" what you say you are' (Mason, 1996: 24).

For a qualitative study, Yin (2003) identified four criteria in order to justify a case, such as construct validity, internal validity, external validity and reliability. Lincoln and Guba (1985) proposed substituted reliability and validity with the parallel concept of 'trustworthiness' containing four aspects mainly, credibility (internal validity), transferability (external validity),

dependability (reliability) and conformability (objectivity). A brief identification of these criteria and how these are administered in this study are discussed following:

4.9.1 Credibility (internal validity)

Credibility (internal validity) as a standard ensures that research is carried out according to the general rules of good practice and submitting research findings to the members of the social phenomena who were studied for confirmation (Bryman, 2008: 377). In this context, accuracy, and authenticity are the basis of credible data. In addition, rigorous fieldwork, credibility of researcher and philosophical beliefs in the value of qualitative inquiry all are considered for this criterion (Patton, 2002: 552-553). Furthermore, prolong participation of a researcher in a social phenomenon facilitates a high level of consistency between concepts and observations (LeCompte and Goetz, 1982).

In this study, I investigated the phenomenon of teaching and learning situation of primary education in Bangladesh through systematic and rigorous fieldwork. Furthermore, detailed plan of sample selection and data collection are sketched out in qualitative way. Along with, I used direct quotations of the participants in order to increase credibility in this study.

4.9.2 Transferability (external validity)

Transferability (external validity) as crucial standard talks about the context in which findings can be applied. The aim of research is to generate knowledge which can be transferred beyond the study settings. Accordingly, transferability in qualitative research is concerned with the context of social phenomena where the researchers enhance on thick and descriptive data (Geertz, 1973a). In addition, it also ensures whether the study findings are transferable or not to other setting (Lincoln and Guba, 1985). In this respect, this study provides rich and descriptive data about the quality of teaching-learning practiced at primary schools in Bangladesh which might be applied for subsequent researchers and policy makers in a new context.

4.9.3 Dependability (reliability)

Dependability (reliability) is another significant standard in order to ensure and maintain research process logical, traceable and documented (Lincoln and Guba, 1985). Accordingly, the researcher collects field notes and supplementary documents in order to develop a data base case study (Yin, 1994). In this respect, "audit-trial" approach helps to record the data in all accessible phases of conducting a research such as problem formulation, selection of research participants, field notes, interview transcripts, data analysis decisions, and so on. Besides, guide/peers can assist as auditors during the course of research (Lincoln and Guba, 1985).

Dependability for this study was done at both pre-fieldwork and post-fieldwork seminars with fellow students guided by research facilitator. The pre-fieldwork seminars focused on research methodology, research design, preparing interview guide, ethical concern and so on. While the post-fieldwork seminars reviewed this again focusing on. In the course of this study, I took important notes from classroom observations and interviews. In addition, some contents were reviewed for the study such as new education policy, and textbooks especially Bangla, mathematic and English for grade four.

4.9.4 Conformability (objectivity)

Conformability (objectivity) means that the researcher should act in good faith. In this regard, they should not allow personal values or theoretical inclinations to influence the research and findings deriving from it (Bryman, 2008). Lincoln and Guba (1985) propose conformability as to demonstrate neutrality because there is a possibility of bias by investigators affecting the findings. So the openness and awareness of bias should be shared and adequate accounts of these effects should be presented in the publication as the frame of discussions of limitations and strengths of the study.

In this aspect, my neutral stand has made this study stronger because "neutrality" direct to reliable, factual and confirmable research data (Lincoln and Guba, 1985: 300). In addition, my knowledge facilitated to design a systematic study from the beginning to the end in order to synthesize and interpret the data methodologically and rationally. Furthermore, it provides a basis for dealing with the study process and to understand the documents related to primary education in Bangladesh. Apart from knowledge, my familiarity with the school environment

facilitated to get access to different stakeholders through various channels. In this circumstance, I tried to control my emotions at every step of data collection phase because it is thought that study phenomenon can affect the findings of any study (Patton, 1990: 473).

4.9.5 Construct validity

Construct validity is related to reliability and applies to measure the concepts of social sciences (Bryman, 2008: 32). It consists of multiple sources of evidence, maintaining systematic chain of evidence and reviewing the draft case study with key informants (Yin, 1994).

In this dissertation, the process of triangulation was followed using multiple methods and hiring field investigators. Besides, systematic and pertinent documents were reviewed through the whole process of this study. Along with, this, I made the interview sessions convenient sharing information with the stakeholders and making correction of data as per their feedback. In having these perspectives while doing my field work and through the entire writing process, I hope that this research can be acknowledged as trustworthy and of significance.

4.10 Ethical concerns

Ethical issues are regarded as important elements in social research where human behavior and their activities are dealt with from different perspectives. Therefore, social researchers take into consideration participants' ethics in their research projects respecting their rights and dignity, avoiding harmful activities and operate with honesty and integrity (Denscombe, 2007: 141). Likewise, an important standard guideline and ethical considerations are kept in mind for this study in order to execute data collection procedure smoothly.

Since the purpose of the study is to make comparison of teaching-learning quality between two schools, therefore, ethical issues were strictly thought in different levels of stakeholders. Keeping these ethical grounds in mind, I, at first, received permission verbally and in written from DPE and BRAC authority before going to collect data from the field. Following the same way, I obtained verbal agreement form education official of public school and program supervisor of BRAC School because both of them are thought responsible to inspect their respective schools. Besides, personal consents were received from both sides respecting their

status during interviews. Likewise, interviews with other teachers and students were also taken respecting their status. Before starting to collect data, I initially explained to participants about the overall purpose of the study. I also assured that I would maintain confidentiality and anonymity of the data. I secured the information without influencing the participants' opinions.

Apart from, I enhanced on equal units of comparison in different units for processing data. In this respect, data are separately compared in a qualitative manner regarding school, class, subject, and time. In this way, informed consents are received from these two levels of school authorities because participants should be involved in the research project voluntarily and must be conscious about the respective research arena (Denscombe, 2007). Besides, I was committed that the collected data will only be applied for the study purpose where all personal data will be concealed and made public only behind a shield of anonymity (Christians, 2008). Along with, I tried to preserve honesty and professionalism while collecting and processing data and to present the findings. I even informed the participants to reserve their own rights to withdraw from the research project at any time.

4.11 Challenges of the research

I encountered several challenges during my field work. Since I conducted this study in Manikgonj district, Bangladesh, where I was born, brought up and now my family and relatives live. Before going to field work, I had been away from Bangladesh for one year. I was allowed to stay in Bangladesh for two months only. Doing a research in such a context was somewhat difficult to me.

- It was challenging to get access of BRAC center in Dhaka due to its strict security although the local office was much cooperative.
- It was hard to manage relevant answer to the questions from the stakeholders, in particular, students of both schools.
- Some teachers felt uneasy while I observed their class lessons. As the BRAC teacher told me "I feel uneasy to conduct the class before an unknown invigilator". It also sometimes embarrassed me when I worked as a non-participant observer in class.
- It was hard to manage time to interview with the education official as she was busy too much with her official tasks.

Chapter V. Primary Education: Bangladesh Perspective

5.1 Introduction

This chapter presents a contextual analysis related to primary education in Bangladesh. Along with this, management and structures of public and BRAC primary schools are also discussed here. Generally, this is a comprehensive attempt to follow up the overall scenario of primary education in Bangladesh.

5.2 A little overview about Bangladesh

Bangladesh is a regionally South Asian state. The country is located in the north-eastern portion of the Indian subcontinent. It is bordered on the west, north, and east by India, on the southeast by Burma (Myanmar), and on the south by the Bay of Bengal. Besides, Nepal and Bhutan both are near neighboring countries and are slightly far towards the northern side. Although it is physically a small state but demographically it is one of the large countries in the world where 14,97,72,364 people live in 56,977 sq. miles and 1015 people live in per Sq. km (Bangladesh Bureau of Statistics (BBS), 2013). In spite of having an oversized population, its adult literacy rate is 68.40% where 70.84% is male and 65.95% is female (age over 7 years can read and write) (Bangladesh Literacy Survey, 2010).

Although few people speak in different languages but Bangla is the common and officially recognized national language for the whole nation where 85% people speak in Bangla (BANBEIS, 2006). Approximately Muslims are 89.5% (2004) and remaining are Hindus, Christians, Buddhists and others (Bangladesh Demographics Profile, 2013).

5.3 Administrative stratifications of primary education

For administrative purposes, the country is divided into 7 Divisions, 64 Districts and 505 *Upazilas* (including *Thanas*) and so is the structure of primary education management (DPE, 2011). Primary education in Bangladesh is very centralized and administered hierarchically

The Ministry of Primary and Mass Education (MoPME) works for primary education. Accordingly, Primary and Mass Education Division (PMED) formulates policy and implements these policies through DPE headed by Director General (DG).

Figure 5.1: Organizational Structure of Ministry of Primary & Mass Education
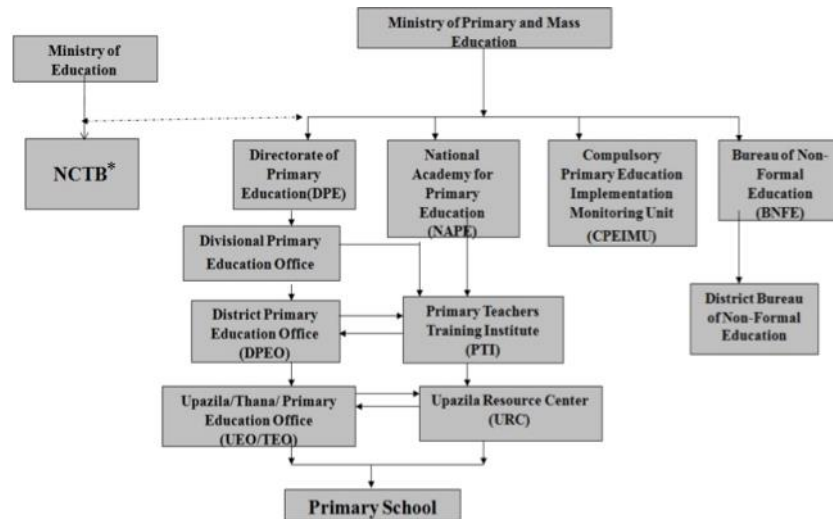
*NCTB=National Curricula and Textbook Board
Source: MoPME, 2014

The DPE works through different tiers of administrations and by administrators like Deputy Director (DD) in divisions, District Primary Education Officer (DPEO) in districts and *Upazilla* Education Officer (UEO) and Assistant *Upazilla* Education Officer (AUEO) in *upazillas/thanas*. These are the lowest units of supervision. Thus, primary education of the country is administered. They recruit teachers, post and transfer them, and organize training at Primary Teachers Institute (PTI). They even distribute free text books.

5.4 The present state of primary education

Primary education is too much diversified in Bangladesh. There are 11 forms of primary schools where public primary school (37672) (BANBEIS, 2011), BRAC primary school (22,618) (BRAC, 2013) and registered non-government primary schools (RNGPS) (20107)

(DPE, 2007) are largely providing primary education in Bangladesh. Public primary school is the most popular form of primary schooling in the country. The public school is standard five year school with large number of teacher student ratio (1:47) (BANBEIS, 2011) whereas NGO primary school is 1:33. Students include poor urban working children and poor rural children in NGO schools. Only schools which follow the government curricula and teach primary grades one to five are counted in official statistics of primary education. BRAC schools adapt government curricula, produce their own learning materials, teach only one grade at a time, and are often discontinued when a cohort of children completes the primary education cycle. The DPE usually does not reserve the statistical data of BRAC primary schools separately but it keeps the data of all NGO schools as a whole. The size and complexity of Bangladeshi primary education is a great challenge, especially within such a centralized system.

5.5 Glance on public primary schools

Primary education is the elementary level of the conventional educational system in Bangladesh. It is a five year cycle which begins with Grade I (one) and ends up with Grade V (five) for children of ages 6-10. At present, 9904254 students and 212653 teachers in 37672 public schools are involved in this important educational sector (BANBEIS, 2011) excluding NGO schools. The average dropout rate in public school is about 45.1 (BANBEIS, 2010). In public schools, the minimum teaching qualification for a male teacher is bachelor degree whereas for a female teacher is Higher Secondary Certificate (HSC). This policy enhances women's participation in teaching profession because they are considered to teach children with their love and affection like a mother.

5.5.1 Physical structure

There are now over 70% *pucca house*[4] well-constructed public school classrooms in the country. Besides, new 40,440 classrooms, according to DPE records, were constructed by March 2011.Quite a high proportion of all classrooms are rated as 'good' or 'moderate', in public school (81%). About 98% of public school has toilet facilities. In 2011, the proportion

---

[4]*Pucca* housing refers to dwellings that are designed to be solid and permanent. The term is applied to housing in South Asia built of substantial materials such as stone, brick, cement, concrete, or timber.

of public school with separate toilets specifically for girls was 51%. Apart from, the 2011 school census indicated that there was a significant increase in the availability of safe water in 2011 over the previous year, of some 9% in public school, giving an overall improvement in safe water of 13%, and a total of 84% of schools with safe water (DPE, 2012). Toilet facility for physically challenged students was extremely negligible not only in public school but all types of primary schools. Only a quarter of the classrooms had electric facility (CAMPE, 2009).

5.5.2 Class size and attendance

Pupil teacher ratio of public schools is 46:1. It officially operates classes six working days per week and annually about 235 days (BANBEIS, 2010). Most of the primary schools run two shifts to accommodate the number of primary children. This means Grade I (one) to II (two) starts from 9.30 am to 12.00 pm. Then Grade III (three) to V (five) runs from 12.30 pm to 4.00 pm. Public schools operated 21.7% of single shift schools in 2011 (DPE, 2012).

5.5.3 The curriculum

Common textbooks are used in all public primary schools. The text books are used as the principal instrument of teaching. With respect to the timely delivery of textbooks to schools, the 2011 school census recorded the very credible result of delivering at least some books to 98% of the schools by the end of January. A very high proportion of schools, 98%, had received all their books by 1 March 2011(DPE, 2012).

5.5.4 Teacher training and supervision

The Primary School Quality Levels (PSQL) standard is that all teachers be trained to at least Certificate-in-Education (C-in-Ed.) from PTI for one year after joining in their service. This is called in-service training. In fact, there are no options for training before joining in teaching profession. In 2011, the proportion of teachers trained to this standard in public school was on average to 85% where Head teachers are 96%, male assistant teachers 84% and female assistant teachers are 82%. There is little difference between male and female (head and assistant) teachers in terms of training. The teachers get in-service training, (subject-based, classroom

and sub-cluster-based). Beyond these training, Head teachers receive management training. For School Management Committee (SMC) members, about two thirds of schools have at least one member trained, and under one third has at least three members trained (DPE, 2012).

5.5.5 Educational expense

Children receive free text books in all primary schools because it is free and compulsory for all. Nevertheless, there remain some hidden costs. A study mentioned that every student spends almost TK1000 ($ 12.82) annually in public school for preparing uniform, buying pens and copies and other education related amenities. Beyond this amount, some pupils spend money for private tutor in order to make a good result (Tietjen, Rahman, Spaulding, Afroze, Ahmed, Azad, Chowdhury, Ghosh, and Nizam, 2004).

5.6 Glimpse on NGO schools

NGOs, in spite of their different names, have made a major contribution to primary education in Bangladesh beside the formal education system. Their programs have three common major characteristics, such as, they are usually operated by non-state providers with strong community participation, they have low operational costs, and they cater to vulnerable and hard-to-reach students who were excluded for various reasons from the formal education system (Farrell & Hartwell, 2008). However, The NGO schools cover 1.5 million or 8% of the total enrolment (Akter, 2008) that are not registered with the formal primary schools. The largest NGO, BRAC, educates 670,815 (63.93 percent females) children in Bangladesh through its education program in every year (BRAC, 2013).

5.7 BRAC as a NGO

BRAC started its activities in 1972 through its relief and rehabilitation programs. After that, it moved to the long-term issues of poverty alleviation and women empowerment. In 1985, it entered in Non Formal Education Program (NFEP) with 22 experimental schools providing three years of schooling up to Grade III, which was later extended to grade V. By this time,

4.95 million (65.53 percent females) students have completed their course and 4.66 million (65.21 percent females) of them have been transferred to formal schools after completing their primary level. So, the transfer rate of total course completed students is 94.14 percent (BRAC, 2013).

Although BRAC initially started non formal education but recently it moves to the variety of education for different groups under the supervision of the BRAC Education Program (BEP). BRAC usually maintained two models of schooling. Aged group 8-10 years are considered for NFPE and children aged 8-10 years go to BRAC Adolescent Primary School (BAPS). Students from poor families are enrolled in BRAC School who never attended any schools before or are dropped out from any institution. BRAC schools mainly focus on girls compare to boys. Therefore, the ratio of girls to boys in the schools is 60:40 (Akter, 2008). BRAC schools complete five years primary cycle within four years covering almost all the competencies of public school curricula. After completing a primary cycle, BRAC students can move to any other formal schools. The transition rate of BRAC school graduates to public schools is 97.67%, (BRAC, 2005).

5.7.1 Infrastructure

Physically BRAC School maintains one room made of mud or bamboo buildings with metal roofs and earthen floors. The schools are rented from the local community which gets a small fee. Students sit on a jute mate on the floor. Students usually use community toilet. There are no separated toilets for teachers, boys and girls and handicap students. Regarding drinking water, students preserve safe water in a jar in the class.

5.7.2 Class size and attendance

BRAC School usually maintains reasonable teacher-student ratio. The average class size is 25 to 33 students and the average contact hour is 4,046 per primary cycle. At the same time, BRAC Schools have higher attendance rates (96 percent) and completion rates (94 percent) (Chabbott, 2006). One teacher leads one school of the whole primary cycle. She has to conduct all the subjects sequentially every day. Average attendance rate in BRAC School is 92% (Akter, 2008).

5.7.3 The curriculum

BRAC School syllabus is developed by BRAC up to Grade III and its teaching materials are supplied from there. Government textbooks are used in Grades IV and V. They emphasize on child capacity during preparing syllabi. Therefore, BRAC School curricula are considered interactive, inspirable, participatory and relevant to rural life. During teaching-learning session, co-curriculum activities are shortly performed by the students. Along with, students are taught about social values. BRAC School graduates are tracked by BRAC for further study. The school timings are flexible and are fixed according to needs (BRAC, 2013). The class session becomes 3 to 4 hours every day, six days a week and 276 days per year (Akter, 2008). BRAC students have higher test scores across several different subjects including life skills, reading, writing, and numeracy (Chabbott, 2006).

5.7.4 Teacher training and supervision

A typical BRAC teacher becomes a female community member with 10 years of schooling. Teachers initially have to receive 12-days training course before joining in their service in order to repeat basic information on teaching and learning and to enhance their teaching abilities. They subsequently participate in monthly, subject-based refresher courses (BRAC, 2013). Along this formal training, local BRAC School supervisors and program managers often help and guide the teachers about their teaching. In addition, the supervisors and managers monitor the School. They ensure pedagogical support to the teachers and students. BRAC School is run merely by female teachers and 97% of them are married (Akter, 2008). At present, total number of BRAC School teachers are 22,699 (BRAC, 2013).

5.7.5 Education expense

Children do not pay any education fees. It is paid by BRAC. Per child cost is approximately TK 800 ($10.25) in a year. Besides, students receive free textbooks, copies, slates, pencils etc. A study mentioned that per student recurrent cost in BRAC School is $20 whereas $29 in public schools and per primary graduate completer cost is $246 and $84 in public and BRAC School

respectively (Chabbott, 2006). In fact, BRAC School is much more cost efficient compared to public schools (Haiplik, 2004). In addition, BRAC students do not get long holidays.

5.8 Summing up

The evolution and overall scenario of primary education in Bangladesh has been presented in this chapter. It is seen from the overview that primary education in Bangladesh is a large enterprise. It is centralized and large numbers of students daily receive their education in primary schools especially public and BRAC primary schools. The next chapter will give a detailed finding of this study.

Chapter VI. Findings

6.1 Introduction

The principal objective of this study is investigating the actual status of quality in teaching and learning of primary schools in Bangladesh. Reviewing the concept of quality in Bangladeshi education policy, evaluating classroom atmosphere during teaching sessions, examining classroom management by different methods of teachings, examining class assessment and feedback process, justifying teachers' education and identifying teaching related challenges are the specific objectives.

To meet such objectives, data were collected from field observation, semi-structured interviews and documents analysis. A semi-structured observation was undertaken inside and outside of classroom of the schools. Besides, the total numbers of conducted interviewees that were considered for interviews were from an education official, education supervisor, four teachers, and four students holding different categories of family backgrounds. The interviews were conducted mainly in Bangla as all the interviewees preferred to response in their own language. Therefore, I translated all the responses into English after the interview session. The qualitative data are drawn out based on research questions in view of the study objectives where the conceptual framework helped to categorize the data into several themes and sub-themes.

The presentation of the collected data follows the sequence of the research questions as put in the introductory chapter. Data collected from the policy document are presented first followed by the first research question. Interviewing and observational data come later followed by second research question. However, the findings below here are presented in a narrative way, with the use of relevant quotations from documents and stakeholders.

6.2 How quality education is defined by the Bangladeshi education policy?

Primary education possesses highest importance in the education policy of Bangladesh. It includes all children of the country regardless of gender, socio-economic conditions and

ethnicity, that is, what is planned to be implemented by 2018 through appropriate methods. As it is clearly mentioned in the National Education Policy (NEP) 2010,

> *To develop the skills of the learners and for quality education, all kinds of educational institutions will introduce and follow 8-year primary education program and they have to implement the newly integrated primary education system. In this regard, steps will be taken to eradicate the existing discrimination in terms of facilities in different types of primary education institutions (Chap. 2, Section B, Article 3).*

However, the NEP (2010) regarded the following issues as significant for quality in the field of primary education of the country:

6.2.1 Curricula and syllabi

A qualitative reform of primary education in curriculum renewal programs was initiated at NCTB. In this regard, a long-term process of curriculum reform has a significant impact on the quality of teaching-learning in primary schools (Education Watch, 2000). As per the Constitutional directive and with a view to introduce a non-discriminatory education system, the State seems committed to ensure uniform basic education for all. Likewise, the education policy refers,

> *A uniform curricula and syllabus will be followed in some specific subjects at the primary level in all schools across the country. This will be done to integrate all the streams of primary education. The schools can teach some extra subjects, in addition to those specific subjects, with permission from the relevant department or directorate of education (NEP 2010, Chap. 2, Section B, Article 2).*

In this regard, an expert committee acts to develop the curricula and course contents of all subjects of primary education. As it is pointed out in the policy,

> *A committee of experts will be formed to develop the curricula and course contents of all subjects. This committee will act with critical examination and appropriate attention. The instruction related to information technology will be delivered through books as long as infrastructure is not adequately developed and adequate number of computers and teachers cannot be provided. Appropriate steps will be taken from the*

very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs. Subjects suitable for co-curricular programs can be introduced from the Class I (NEP 2010, Chap. 2, Section B, Article 5).

6.2.2 Learning environment

Good learning environment facilitates to ensure quality teaching-learning. It is a combination of physical facilities of school and classroom organization too. Learning environment mentioned in the policy refers:

6.2.2.1 Teacher-students ratio

Number of students against the teacher in a classroom is an important factor to ensure quality during the lesson period. In this regard, the NEP (2010) clearly mentioned that *"the ratio of teacher and students in primary education will be 1:30 (Chap. 2, section B, Article 7)"*.

6.2.2.2 School environment

In order to promote healthy, physical and mental development of the children, congenial and joyful learning environment is essential at primary establishments. As the new education policy pointed out,

> *The school environment will be made attractive and joyful. Some important steps that will be taken in this regard include adequate facilities for games, sports, cultural activities, warm interaction between teachers and students, caring and sympathetic attitudes of the teachers and a clean physical environment of the school (NEP 2010, Chap. 2, Section B, Article 12).*

6.2.2.3 Physical facilities

In association with other relevant factors, physical facilities always contribute supplementary role to ensure quality. It should be appropriate for teaching-learning. The NEP (2010) cited that

"separate modernized lavatories will be made for boys and girls (Chap. 2, Section B, Article 12)".

6.2.3 Materials, methods and assessment

6.2.3.1 Education materials

Teaching aids are vital because they visibly facilitate the learning process. Besides, instant and rapid understanding are possible with the help of these materials. Considering this aspect, the NEP (2010) has traced out the following issues,

> *The National Curriculum and Textbook Board (NCTB), in the light of the set objectives of the primary education, will prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids (books with analyses, exercises and examples) with a view to meeting the marginal requirements of every subject and class. All textbooks must be flawless and written in easy and lucid language, directed towards creating an interest in the students. The textbooks for the blind children will be prepared following the Braille method (Chap. 2, Section B, Article 10).*

6.2.3.2 Teaching methods

Teaching strategy is an important factor for quality education because effective lesson entirely depends on using this powerful strategy. As the NEP (2010) refers that *"teaching methods will be joyful, attractive and learner friendly (Chap. 2, Section B, Article 8)".* However, natures of teaching approach are described in the NEP (2010),

> *An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported (Chap. 2, Section B, Article 26).*

6.2.3.3 Student assessment

Assessments ease the process of evaluation and thus to learn about children well. It facilitates taking decisions before, during, and after teaching to seek learning outcomes. Realizing the value of student evaluation, the NEP (2010) has provided certain clear indications in the policy,

> *In Classes I & II, there will be continuous assessments, while from Class III onwards, quarterly, half-yearly & yearly examination systems will be in place. On the completion of Class V, a terminal examination with identical set of questions will take place at Upazilla/Pourashava/ Thana levels (of big cities). On the completion of Class VIII, a public examination will take place to be initially known as Junior School Certificate Examination. The Education Boards concerned with examination will conduct this public examination (Chap. 2, Section B, Article 27).*

6.2.4 Teachers' education

6.2.4.1 Teachers' selection

Teacher selection is indispensable for high quality teaching and to ensure productive and effective learning outputs. In this aspect, the NEP (2010) details the selection process,

> *A separate Private Teachers Selection Commission will be established similar to Public Service Commission for teachers' selection for the non-government primary schools (government approved & supported)) and Ibtedaye Madrasas[5]. This Commission will be comprised of persons associated with education and administration. It will conduct the selection process through written and oral tests. The selection will be at Upazila or district level. The appropriate recruitment authority will recruit teachers for various schools out of the candidates selected by the Commission. Coordinated efforts taken at Upazilla/Thana level will annually decide on the number of teachers needed and the Commission will be reported accordingly. On the basis of that, the target for recruitment of subject-wise teachers will be fixed (Chap. 2, Section B, Article 33).*

---

[5]This is equivalent to primary level of general education. The first level of *madrasah* education is comprised of 5 years of schooling (grades I-V). Normally, the children of 6 years of age begins in class 1 and finishes class V at the age of 11 years.

6.2.4.2 Teachers' qualification

Academic qualification of teachers is considered as the most important school-related factor that influences on student achievement. It is predicted that higher levels of teacher quality are positively associated with better student performance (Loeb 2001; Hanushek and Rivkin 2006). In this regard, the NEP (2010) includes certain policies,

> *Minimum qualification for recruitment of teachers for Classes I to V will be HSC with 2nd division or its equivalent degree. And for Classes VI to VIII, they will be men or women with 2nd class Bachelor degrees. For lower classes, female teachers will get priority. The recruited teachers have to receive training and earn C-in-Ed/B.Ed degree within 3-years from their joining. For direct appointment in the post of a Head Teacher, the minimum qualification will be graduation with 2nd class and he or she has to earn C-in-Ed or B.Ed. (primary) within 3 years.*

Teachers' training is further explained in the NEP (2010) in details,

> *Initiatives will be taken for teachers' training and scope of their in-service training will be broadened. Overseas training will be arranged depending on necessity and availability. The skill and capacity of the national training institutions will be improved (Chap. 2, Section B, Article 31).*

6.2.5 Other policies

6.2.5.1 Supervision and monitoring

Supervision means "to inspect, control, evaluate or advice, assist and support schools heads and teachers" (UNESCO, 2007: 6) whereas monitoring is "an internal management process of continuous control of inputs, process and outputs in order to strengths and weaknesses, formulates practical proposal for action to be taken and take the necessary steps to reach the expected results" (Ibid, p. 8). In this regard, the NEP (2010) contains,

> *The main responsibility of supervising within the school rests with the Head Teachers. So, special training has to be arranged for them so that they can discharge their duties*

skillfully. The external monitoring and the supervision of the school will be decentralized as much as possible. The officials responsible for this task has to be assigned with some fixed number of schools so that they can supervise and monitor skillfully (Chap. 2, Section B, Article 34).

6.2.5.2 School management

Good management is a key factor to bring effective performance among the staffs of an institution. In this respect, the NEP (2010) has simultaneously enhanced on school management for individual development and to encourage mutual confidence and understanding among the teachers and students in the following way,

> *To ensure community participation in the development activities of school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and others elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured (Chap. 2, Section B, Article 28).*

The NEP (2010) further refers,

> *Measures will be taken to raise eagerness of the guardians regarding schools and their children's education through the establishment of pro-active guardians-teachers committees (Chap. 2, Section B, Article 29).*

6.2.5.3 National Academy for Primary Education (NAPE)

Apart from all of these important factors, the NEP (2010) also addresses several numbers of issues related to quality of primary education in Bangladesh as are cited here,

> *The status of National Academy for Primary Education (NAPE) has to be elevated to a top national institution of very high quality so that it can innovate new methods of activities for the development of primary education. Some necessary measures are to be undertaken to achieve that, such as, training of the academic staff of PTIs and the other field officials engaged in different projects; preparation and approval of syllabus*

for basic teachers' teaching, supervision of training, conducting of the exams of the trainees and conferral of diploma and initiation of appropriate research activities for the development of primary education, conducting of seminars and workshops (Chap. 2, Section B, Article 36).

These policies attempt to increase productive and creative teaching-learning in primary education of Bangladesh. Besides, these policies aim to facilitate learning using different teaching strategies suitable for learners. Nowadays, these indicators are regarded as standard for quality education of primary schools in Bangladesh.

6.3 How the quality parameters identified in the education policy are implemented?

This section is organized with some concepts of quality involved in teaching-learning process as identified in the education policy of Bangladesh. Accordingly, data are presented independently in view of public school versus BRAC School.

6.3.1 Curricula and syllabi: public school vs. BRAC School

6.3.1.1 Curricula and syllabi in public school

Co-curriculum or extra-curricular activities are good initiatives to create close relations and to increase interaction between teachers and students. So a well-developed curriculum is important to ensure quality education. But the primary education curriculum of Bangladesh is very centralized where theory based competencies are emphasized more than practical ones. As a result, it seems hard to fit for the students with their lives (Hossain, 2012). During interview, the public official did not talk about extra curricula activities practiced in class. Like annual games held in the beginning of year in all public school. As the education officer mentioned:

Students of schools participate in annual sports. Good performers are primarily selected from every school and are sent to higher levels of competition. Finally, best performers are awarded in different levels based on their performance.

During my observation and syllabi inquiry, I did not find any additional books followed by public school beside class texts. Even against my asking the Head teacher, he did not mention of practicing extra-curricular activities in the class.

6.3.1.1 Curricula and syllabi in BRAC School

Beside the texts, BRAC School uses a story book. The teacher tells stories during the break in the class from that text. As the BRAC teacher quoted: *"I use story books in order to tell them story in the class"*.

Regarding this aspect, the education supervisor mentioned:

> *We have recreation facilities during lesson break when students perform individually and in a group reciting poem, singing songs, mukabhinaya[6] and dancing etc. In this way, students are refreshed mentally and feel happy and animated on in their learning. Leaving that aside, annual competitions are held in district and divisional levels where all children are assembled and perform their best activities. They are awarded based on their performance.*

During my observation, I saw that both schools follow the same syllabi but BRAC School additionally follows one story book with class texts. Besides, I observed that students perform in their own activities for recreation during class interval.

---

[6]It is one kind of mask acting performed in theatrical drama. The mask can be a formidable instrument in helping the actor make interesting physical and vocal choices, and explore their character's biography in a meaningful way. Using the mask can provide a catalyst for the actor, a visual cue to the heart and mind that makes it safe for them to behave in a completely different manner than their default "self", to unequivocally state, "I am", and believe it with every fiber of their being.

6.3.2 Learning environment

6.3.2.1 Teacher-students ratio: public schools vs. BRAC School

6.3.2.1.1 Teacher-students ratio in public schools

Quality education certainly depends on rational number of students against a teacher in the class but the public school cannot always maintain it properly. As it is acknowledged by the education official: *"We have no adequate number of teachers to assist others. Usually, fifty students participate in a class. In many cases, lower classes have more than ninety students"*. The status of class size expressed by a student that *"there are fifty seven (57) students in our class. Out of them, fifty to fifty two students attend regularly in class.*

During field visit, I found fifty two students present in class where single teacher deals with all the learners alone without any assistant. Although numbers of boys and girls were almost equal in the class but the school does not have any regulation about gender maintenance.

6.3.2.1.2 Teacher-students ratio in BRAC School

The degree of teacher-student ratio is strictly maintained in BRAC School. As the education supervisor stated:

> *We are generally permitted to open a new school with thirty three children. We open new school if the number of children becomes more. But we hardly accept one or two students after that figure. Along with, we also maintain gender ratio in a class. Likewise, we take eighteen girls in a class if numbers of students are thirty.*

During observation, I found twenty five students in the class dominated by girls. I also found one female teacher to conduct the whole class without any assistant.

6.3.2.2 Physical facilities: public school vs. BRAC School

6.3.2.2.1 Physical facilities in public school

Public schools are now physically thought stronger. They often receive assistance from the government. So children want to stay much more at school than ever before. As the education official mentioned that *"we have no longer infrastructure problem such as building, lavatories, tube-well, play-ground and garden. So children now feel comfortable in school"*.

6.3.2.2.2 Physical facilities in BRAC School

BRAC School is e lag behind compared to public one. They pay for the house used as school. As it is deliberately expressed by the education supervisor of BRAC School that *"we do not have many physical facilities. We actually rely on the provided materials. All our schools are rented. I am working in BRAC for last twelve years. I have not experienced to have own house for BRAC School"*.

As the BRAC teacher mentioned that *"we do not have play ground in our school and no gardens as well. Even we use common (household's) toilet"*.

Except the common physical facilities, I did not find any computer and multi-media in these schools used in classroom during my observation. Although both schools are connected with electricity but they often face frequent load shedding.

6.3.2.3 Classroom environment: public school vs. BRAC School

6.3.2.3.1 Classroom environment in public school

During my school observations, I found the classroom organized in public schools but its floor, wall and furniture were untidy. Although the classroom was not lighted enough but sun light and natural air passed easily through doors and windows. Besides, the class was large in size but one electric fan covered the whole class. Students sat on the benches orderly. There were four rows and every row had four benches. Three students used a bench. Girls and boys sat separately where girls used first two rows and boys were at next two rows. The class was

painted with many pictures on the wall. Painting was financed by non-governmental project. As the education official referred that *"primary school classes were painted by the Intensive District Approach to Education for All (IDEAL) projects. Government usually does not finance for painting"*.

There was a big unclear blackboard on the class. Students put on untidy school uniform. A sweeper cleaned the class but sometimes students cleaned it. As one student mentioned: "*Aya[7]always cleans our class. We also clean when we make it dirty*".

6.3.2.3.2 Classroom environment in BRAC School

During my school observation, I found the classroom very organized. The floor, fence (tin made) and carpets were tidy. The classroom was lighted enough. Sun light and natural air passes easily through the windows, door and ceiling. Although the class was medium in size but I did not find any electric fan there. Students were gentle to keep the class quiet and peaceful. There were no regulation to have girls and boys seat separately. Classroom was not painted but students decorated it on their own. Apart from this, I did not see any sweeper to clean the classroom. Students clean their class by rotation in a group and sometimes the teacher also joins them. As one student opined: *"We clean the classroom. It is scheduled according to group name. Thus, every group cleans the classroom by rotation where every member participates actively".* Another student mentioned that *"our Didi[8] also cleans the classroom"*.

---

[7]In Urdu language the word *aya* refers to women care taker or nurse for young children. Typically in Bangladesh *aya's* work in households as servants and in early childhood centers or primary school.

[8]A respectful form of address to any older woman familiar to the speaker. The term is commonly practiced in West Bengal of India and among the Hindu religious background peoples in Bangladesh.

6.3.3 Materials, methods and assessment

6.3.3.1 Teachers' preparation and teaching styles: public schools vs. BRAC School

6.3.3.1.1 Teachers' preparation and teaching styles in public schools

It was found that teachers of public school follow their teaching style idiosyncratically. Every teacher has own style of teaching. There is no particular approach of teaching to conduct the class. As one teacher addressed the issue in the following way:

> *I follow child-centric method because children simultaneously learn from themselves with discussion and sharing to each other. I believe that we are somewhat successful in this case. We are trying to come out from traditional form of teaching. Children usually did not wish to come in front desk before but many of them are now eager to come. In addition, competitiveness has now grown among them. For this purpose, I practice group based work sometimes in the class.*

Other teacher conducts the class in different way as he opined:

> *I follow input, service and touch methods. Input means to give some ideas to children regarding any subjects. Service means to practice conceptual issues and ideas related to subjects and touch means to teach them practically. Sometimes, I also follow child-centric method in the class because it gives me opportunity to closely interact with the pupils.*

The same subject is addressed in different way by another teacher:

> *I always follow class arrangement. I try to teach them with pen and pencil. Sometimes, I further follow group work and participatory methods in the classroom. I try to manage supporting teacher when many students attend in class. I also guide them in a round shape that is called block seating.*

In this respect, one of the students commented:

> *Our teachers teach us by writing something on the blackboard if we cannot understand. They also make the lesson easier with an example. For this purpose, they divide us in certain groups. They frequently suggest us to learn from and to ask questions of each*

other. Sometimes, they call one of us to desk and to follow in a chorus. In addition, they advise good students to help weak ones.

It was observed in public schools that teachers deliver lecture loudly in class and students attentively follow that lecture. Along the lecture, teacher occasionally divide the students into peer groups. I did not see any question raised by students in the class. Teachers ask and students just respond. Although I did not find group based work but chorus learning is commonly practised in classroom.

Generally, teachers of public school start classes with singing a song clapping their hands and addressing well-being. After that, he goes to lesson. They, at first, read the lesson and students follow them. They also pick up the hard words from the lessons and write it down on the board and break it down to make its pronunciation easier. As it is mentioned that teacher loudly communicates with students and their local (Bangla) word pronunciation is almost clear but they sometimes make mistake to pronounce English words and sentences. I observed that teachers always give homework after the class.

6.3.3.1.2 Teachers' preparation and teaching styles in BRAC School

Teachers' preparation and teaching styles in BRAC School are quite different compared to public school. Here the teacher follows a structured method that she imbibed from training. As it is stated by the education supervisor:

> *We usually provide lesson based group teaching. Accordingly, we divide the students into large and small groups. They maintain three rows of seating during writing and reading session. Children follow a Dal[9] from class one to four. Then they come in small groups during the reading period. Each group consists of five to six members and one leader. Particular assignments are given to each group. We, at first, ensure group leader who guides others. Meanwhile, teachers visit them and try to identify weak groups. Besides, we take lead behind children in front.*

---

[9]*Dal* is a Bangla word which is consisted with a group of people. In a *dal,* there is one leader who guides all the members in a group and members follow their leader.

Time management is very important to conduct the class properly. In this context, group wary teaching facilitates to ensure equal teaching for all learners. As it is apparent to the BRAC teacher:

I teach students in peer group so that they can learn from each other. Besides, I divide them into certain groups where every member can perform. If one leads the group, the rest of them follows him/her. Apart from it, I evaluate them orally. I also teach them by writing on the board. For this purpose, I ask them to write answers on their sheets. Even I ask each group to make questions and answer from their lessons. They do it by themselves. In addition, I arrange U shape seating in order to get them together.

Regarding the group work, one of the students expressed his views in this way:

I like to study in a group because it helps to learn from others. Besides, we speak altogether and create competition among us. Our Didi teaches us on the board (in written) and orally. She divides us into different groups so that we can check easily each others' copies. Besides, we work in a couple and ask questions of each other.

During my observation, I followed that the teacher starts the class with checking previous day's homework. In that period, she kept students busy in reading. She takes approximately fifteen minutes to check all copies. After checking, she asks students from their lesson and they respond. She makes lesson easy with examples if it seems hard. In this way, reading part of that lesson is done. After that, she goes to the writing step. She gives some questions to pupils from the lesson. Students write the answers and the teacher checks their copies moving around the class. Teacher corrects if someone commits mistakes. All these three steps of teaching-learning are done systematically. It is further observed that the teacher teaches students in a couple and also in a group where one teaches the other who cannot.

6.3.3.2 Teacher's role and teacher-student interaction: public school vs. BRAC School

6.3.3.2.1 Teacher's role and teacher-student interaction in public school

It was watched in public school that teachers often talk and the students listen obediently. So class was almost dominated monotonously by the teacher. The situation is noticeable by the following instance,

One day, the teacher asked students to open a poem name Bangabhumi O Bangla bhasha[10]. She told students to follow her reading. Accordingly she read and the students continuously followed her. After that she randomly called someone to read the lesson and the rest of the students followed him (Source: Field note, 8/10/12).

It was claimed by the education official that factual teaching is transmitted to their pupils in order to facilitate them. As the government official mentioned: *"I suggest real teaching like pen and pencil. Besides, I also suggest teaching children practically than theoretically".* It was further viewed that although public school teachers seemed more or less active about their duties but are less conscious about its implementation in class. As one teacher stated that *"I show beautiful dreams to the students. So as a teacher I facilitate to materialize their dreams by hearty teaching; building good relation; and sorting their problems out".*

Sincerity is an important factor to ensure good interaction between teachers and students. As the Head teacher mentioned: *"Teachers must attend the class with necessary teaching aids and have to regularly conduct class with student attendance".* The concept of teacher-student relationship is noted by a public school student thus: *"Teachers behave us well and tell us to study regularly in school and at home. They inquire if I am absent from class or fall in sick. Thus they assess us equally".*

6.3.3.2.2 Teacher's role and teacher-student interaction in BRAC School

On the other side, teaching appears cooperative and interactive in BRAC School. The class of this school is run by a single teacher. Getting her close, students can easily interact with their teachers individually or in a group. But it is important to point out that due to the long time the classes continue, teachers feel very tired. As the teacher stated:

It is certainly difficult to handle all children at a time. I always try to build up a good relation with my students. I try to find out the reasons if they cannot understand the lessons. Besides, I also personally contact with their guardians about their performance. But I feel very tired after a daylong class.

---

[10] It is the title of one of the poems of primary syllabus's Bangla book in Bangladesh. It means Bangla's land and Bangla language.

The status of teacher-student relationship is nicely addressed by a student: *"I am happy about my teacher. Didi helps me if I cannot understand something. She divides us in different groups to ask questions from the text and thus we try to respond it orally"*.

Aside from these ways, co-curricular or extracurricular activities are considered as better approach to create good intimacy between teachers and students which is regularly held in BRAC School about five to ten minutes during lesson break. Students perform recitation, singing songs, mime and dancing etc. Students get refresh in their mind and feel happiness and animation in their learning. Besides, this is a good initiative to grow up informal relationship between teachers and students and to make good interaction among them.

6.3.3.3 Teaching aids: public schools vs. BRAC School

6.3.3.3.1 Teaching aids used in public school

During my observation in public schools, I found some teaching instruments at Head teacher's room, like posters, models, charts, maps, globes, weight machine, and wall watch. Except these materials, public school teachers sometimes use handmade, low cost and locally accessible teaching aids. The following example indicates how those tools are used,

> *One day a teacher brought a white paper at math class and showed it to the students. He called a student to make it dual. The student made the paper two pieces by folding but without tearing. Then the teacher tore those pieces for first time and likewise for second time also. Thus he made total four pieces of the whole paper. Then he asked students comparing its different parts to other parts. After that, he began math class from fraction chapter of the book (Source: Field notes, 8/10/12).*

Although public school receives most of teachings aids from government authorities but they also locally manage real teaching aids. As it is referred to by the education official:

> *Teachers use real teaching materials to attract kids towards learning. These are considered easier for teaching than delivering lessons orally. Schools manage them locally. We do not supply them. But half real stuffs such as picture, chart, watch, weight machine, globe and geometric materials are ensured by government. In addition, school authorities sometimes purchase other supplementary materials from their*

budget. Accordingly, paper, pen, chalk, duster and other costs are also given to each teacher.

Application of teaching-learning tools are articulated by a teacher in the following way:

Following the book, I make lessons short. Here, teachers' edition, teachers' instruction and question booklet help me a lot. I usually use book, chalk, duster, copy, pen and pencil, hand-made model, different type of pictures and also blackboard to teach children. Besides, local teaching instruments like trees' leaves, fruits and flowers, clay made materials are sometimes used when needed. Along with, government provided various charts are also used for teaching.

Use of these teaching instruments were commented upon by a student: *"Our teachers teach us by writing on the blackboard with the help of stick, chalk, duster, book, picture, color paper and scale".*

6.3.3.3.2 Teaching aids used in BRAC School

Conversely, teaching aids at BRAC School are provided from BRAC authorities. As it is mentioned by the educational supervisor of BRAC School: *"We provide different teaching aids to teach children namely stick, container, cylinder, slate, book, pencil, color pencil, pencil box, chalk, duster, pen, copies. All these are conveyed by BRAC authorities".*

During the period of observation, I saw a metal trunk, one tool (small table) and three steps of basket at the corner of the classroom to keep teaching materials secure. BRAC teacher uses these instruments to teach children in different ways as she reported:

I use picture, book, pen, pencil, stick, container, cylinder, slate, blackboard, chalk. Along with this, I use all real, half real and unreal teaching materials to teach children. I use sticks while I mention words and alphabet on the board. I also show how to make words with letters.

Those teaching instruments and their application are also commented upon by a student:

> *Our Didi uses sticks to teach how to count the numbers. She uses time table books in order to teach us math. Furthermore, she teaches many things with pictures. She also teaches us displaying pictures from the books.*

Generally speaking, teaching aids like chalk, duster, blackboard, stick and textbooks are more or less commonly used in both schools.

6.3.3.4 Assessment and feedback: public schools vs. BRAC School

6.3.3.4.1 Assessment and feedback practiced in public schools

I observed that public school teachers do not follow any particular method to evaluate student and to give feedback. Periodically, overall student assessment happens at three formal summative examinations but classroom assessment takes place regularly. As one teacher described:

> *I personally assess the class in two ways. At first, I assess at every step of lesson while students are asked about their understanding of ongoing lesson. Secondly, I assess lesson at the end of class. I do this assessment orally and sometimes in written. After the class, I try to give them feedback in my room if they need, any.*

In addition, teachers give questions and students write its answers on sheets. Then they simply check it. Students often check their fellow's copies when the teachers cannot check all. Beyond this way, teachers randomly ask questions to students. As it is observed during field works,

> *One day, an English teacher gave three questions on the board and students wrote its answers on their sheets. Then the teacher checked their copies moving randomly around the class. At first, he checked seriously and later he just marked the copies as right or wrong. Finally, he could not check all the copies. Meanwhile, time for that class is over (Source: Field note. 8/10/12).*

Rote based memorization is very common in case of all public schools because of time constraint. I infer from my observation in the class that teachers often assess students orally by asking questions and the students reply. It was evident to a student as he mentioned that *"our teachers often give us questions in the class orally. They also take class test based on rote based reading"*.

As it is mentioned before that classroom assessment entirely relies on teacher's strategy. Some teachers emphasized on slow achievers. One teacher from public school stated that *"I comparatively emphasize more on weak students in the class. Besides, I teach them with the help of good students as well"*.

On the other hand, a Head teacher of a public school explained this matter in a broader sense based on what he usually applies in the class:

> *I practice three steps of evaluation such as presentation, preparation, evaluation. First two steps are used for application and recovery. Last one is performed by asking questions to students. Besides, one asks others in a group. In this way, weak students are recovered by the stronger ones.*

He also mentioned the process of feedback: *"Classroom feedback depends on distributed timeframe particularly on homework, quick response, class test where many of them can do and some cannot --- but everybody tries to do"*.

6.3.3.4.2 Assessment and feedback practiced in BRAC School

In contrast, assessment and feedback are different in BRAC School. They follow the guidebook. Teacher asks question to students in a group or a peer group. Besides, the teacher also assesses students orally. In this regard, the educational supervisor expressed her/his opinion:

> *Time for evaluation is clearly mentioned in our guide. Accordingly, questions for evaluation are picked up from the assessment register. We write those questions on the board and make ready for test. Students' scores are hanged on the wall. We also regularly evaluate lessons every day and today's lesson tomorrow. Besides, weekly (Thursday) assessments are held by class test when we evaluate them again.*

It was found from my observation that teachers assess students in different ways as they follow different methods of teaching like U shape seating, group based learning and peer group discussion. For individual cases, students are assessed randomly. In addition, students are assessed in a group. This is illustrated by a tutor, thus:

I teach students on board o. I also try to understand them in every step. I ask students to write the things on the board what they actually cannot understand. I even, teach them breaking down a word if they feel it hard to pronounce. Besides, students try to make questions by themselves. Likewise, they memorize its answer.

In association with oral evaluation, class tests are regularly organized to assess students' performance. One student reported: *"Everyday Didi takes 10 minutes class test on each subject. Besides, she reevaluates each subject after every ten days. My teacher and friends help me to understand any lesson if I need".*

6.3.4 Teacher's qualification: public schools vs. BRAC School
6.3.4.1 Teacher's qualification in public schools

Teacher's qualification, appointment, training and experience are crucial factors in order to ensure quality education. Along with, teachers' dedication is also important. As the education official explained:

Academically we have different qualifications of male and female teachers. Although it seems somewhat hampering quality but all the teachers have to study primary school syllabus. Besides, good teaching not only relies on academic degree but it is combined result of sincerity, honesty and efforts. Some teachers cannot teach properly because of their arrogance of degrees and reluctance to utilize their knowledge. They often, therefore, hesitate to teach pupils well in classroom. Ironically, the less qualified ones consider their degree as blessing. As a result, they can dedicate themselves in their profession and accordingly can teach children well. Moreover, over qualified teachers often quit their service whenever they get better opportunity elsewhere.

One teacher interpreted his experience in this way:

Primarily I received one year basic training of Certificate-in-Education (C-in-Ed.) from PTI. Besides, I received subject based training for five days. Out of these, I have no more experience of training after joining in this profession. Even I have no experience in pre-service training.

Whereas an assistant teacher pointed out: *"I did not receive any pre-service training. But I received one year in-service training from PTI. Although I am teaching for the last three years and four months but I have not still received any subject based training".*

But academic qualification and teaching experience are not parallel for veteran teachers. As it was found in case of Head teacher of public school:

> *I am academically matriculation pass and teaching in this school since the beginning. I received training two times form PTI including one year basic one. Besides, I have seven days training of C-in-Ed. and five days subject based training. Furthermore, I received fifteen days training on Teaching Learning Materials (TLM).*

6.3.6.2 Teacher's qualification in BRAC School

Academic qualification of a teacher is quite different in BRAC School. The School is instructed by single female teacher. She has academic diploma in Secondary School Certificate (SSC) and received training from BRAC. Likewise, she is regularly supervised from there. Regarding this aspect, the education supervisor narrated their policy:

> *We take, at first, test for the requirement of new teaching staffs. Then we arrange training for them in our own teaching center. We finally appoint them whom we realize qualified for teaching. There is a provision of refresher training in every month for a teacher. Nevertheless, if the teacher faces challenges we are immediately here to guide them. All our teachers are now female because they are thought to teach children with love and affection.*

It is already mentioned that BRAC School is run by single female teacher. The teacher described her status in the following way:

> *I have diploma of certificate in SSC. It is minimum and required qualification for teaching in our school. After getting appointment, I received fifteen days basic training from BRAC center. I have not experienced subject oriented training though I am involved in this profession for the last five years.*

6.3.5 Other policies: supervision, monitoring & school management

6.3.5.1 Supervision & monitoring: public schools vs. BRAC School

6.3.5.1.1 Supervision & monitoring in public schools

There is significant correlation between teacher supervision and quality of teaching in primary schools (Bantu, Okello, & Kimathi, 2012). Supervision includes checking teachers' plan of teaching before it taking place as well as after the lesson has been taught. In this regard, the education official mentioned:

> *Generally, I am to manage both academic and administrative activities. Academically, school visit is main part of my duty. Accordingly, I visit five schools every month and all schools at least one time in a year through informed and uninformed inspections. During visit, I observe teacher's role, teachers-students interaction and assessment. In addition, I check official documents, register maintenance, teachers' activities and annual plans etc. I also observe neat and cleanliness of the school. Sometimes, I check school timing, students' assembly by instant visit.*

6.3.5.1.2 Supervision & monitoring in BRAC School

Whereas the education supervisor of BRAC School articulated:

> *I visit school following weekly action plan. Likewise, I visit a school twice per week. Then I prepare a report. I check teacher's lesson plans. I also evaluate students' study progress. In addition, I check whether teaching materials are enough or not.*

During my field observation, I found an education supervisor to visit BRAC School in order to investigate the progress of their students and school but I did not find any ongoing supervision in public school.

6.3.5.2 School management: public schools vs. BRAC School

6.3.5.2.1 School management in public schools

In this regard, the education official confirmed:

> *Although there is a provision to select and elect School Managing Committee (SMC) and Parents Teachers Association (PTA) members respectively from local people in order to improve school performance but they often cannot play effective roles. Even they are frequently absent at school meeting.*

6.3.5.2.2 School management in BRAC School

In contrast, the educational supervisor of BRAC School articulated:

> *We have both SMC and PTA. SMC consists of seven members whereas all guardians are included in PTA. SMC members help us with information about the students. Their duties are scheduled. Occasionally, they also visit school and talk to students.*

6.3.6 Teaching Challenges: public schools vs. BRAC School

6.3.6.1 Teaching challenges in public schools

There are many challenges faced by public and BRAC School. In case of public school, the education official mentioned:

> *We have many challenges at every step. There is only one multimedia in our Model school. Besides, students still do not know how computer looks like and how laptop is and how it is used. Schools would be benefitted if they had these advanced materials.*

He further added:

There are no electricity facilities in char[11]areas. If electricity and new teaching aids would adequately supply in those areas, children might be benefited like other areas. Generally, we do not get intelligent and healthy students. Even there are no sufficient numbers of schools in density areas, in particular, for tenant oriented areas.

6.3.6.2 Teaching challenges in BRAC School

Unlike public school, challenges of BRAC School are quite different. It is regarded that they have many difficulties at every step of teaching. As it is addressed by the educational supervisor:

Most of our children are, in fact, dropped out from public schools but we try to save them. If someone is absent in class, we go to their home to bring them but we face many challenges from their guardians. I had thirty students before. Of them, five students have already left because I could not manage their guardians. We can do nothing if the guardians do not want to educate their children.

She also explained:

Some guardians still suspects about the benefits of girls' education. They think that their daughters will be housewives after marriage. They also show their inabilities to educate their children due to poverty. Furthermore, some people still have wrong ideas about BRAC School that none can get admission in high school if they study there. Besides, we also face peculiar challenges during establishing a school in a new area. Some people suspect BRAC as a Christian school. They think if someone studies there, they would be Christian.

---

[11]In Bangladesh, both islands and bars are known as chars. Besides, the vegetated islands within the riverbanks are referred to as chars. People displaced by char erosion have no other alternative than to settle on accreting char land elsewhere, creating a typical social and economic char environment. The economics of the char lands are largely based on agriculture, fishing and livestock-rearing. Education, health and extension services and support to cope with the calamities of flood and erosion are minimal.

6.4 Summing up

Findings what are presented here based on three main sources of data namely interviews, observation and document analysis. The first part of findings is followed by secondary data related to education policy of Bangladesh and the second part is done based on primary data collected from the field through interviews and observation. It was found from the findings that teaching-learning depends on many factors. As a researcher, I have tried to summarize these issues contrasting different levels in teaching-learning process of public and BRAC School. A detailed discussion and comparative analysis between these schools will be presented in the next chapter.

Chapter VII. Discussion and Analysis

7.1 Introduction

This chapter addresses the analysis of findings with the reflection of literature reviews and conceptual framework of the study, in mind. The chapter contains my own reflections, perceptions and field experiences throughout the whole journey of the entire study. Likewise, the chapter is divided into seven sections in line with the findings. Eventually, a summary for the chapter ends up the discussion.

7.2 Curricula and syllabi

Curriculum is a best set of thoughtful planned activities designed to implement a particular educational aim fostering with content, methods, materials and evaluation (Position Paper, 2006: vi). On the other hand, syllabus is "the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered; together with stage specific objectives" (Ibid). However, knowledge is not a constant idea limited only in texts rather it has a wide area of practice. It is revealed from the findings that although both schools follow same syllabi but BRAC School includes additional text. Therefore, teaching-learning in public school seems limited compared to BRAC School. It is demonstrated in a study that students of public school cannot assimilate properly the lesson due to existing gap between curricula and curricula practice (Hossain, 2012). Besides, it seems hard to practise knowledge critically depending on textbooks only. In addition, the tendency to use less meaningful content related curricula is one of the reasons for slow development of school beginners (Kemizano, 2007). Based on study findings, it seems that students of public school are deprived form the benefit of extra-curricular activities. In contrast, co-curricular activities might smoothen the progress of interaction between teachers and students in BRAC School.

7.3 Learning environment

Quality education is significantly affected by class size. In this regard, a small class performs better than a larger one (Ecalle, Magnan, and Gibert, 2006). Conversely, large class has negative impact on scaffolding learners and on providing differentiated activities (Chuunga, 2013). It was revealed from the findings that more than fifty students regularly participate in a class of public school. In certain cases, it goes up to ninety in lower classes. It seems inconsistent with the education policy which may result in overcrowding (Ackers and Hardman, 2001) and creates little interaction between teacher and students. In terms of teacher-student ratio, it seems better to concentrate individually to scaffold learners in BRAC School but it appears opposite in public school.

Apart from class size, it seems hard to arrange a class with proper time management to meet the demand of the subject without any teaching assistant in public schools. Besides, number of students in a class crosses the limit as it is mentioned in the education policy. Conversely, BRAC School might handle the situation nicely without any teaching assistant due to having less number of students in the class. Comparing between these schools, it appears flexible to conduct a class in BRAC School than in a public one. In addition, exhibition of learners' activities facilitates to growth competitiveness among students. But it is found in the findings that exhibition of learners' activities is practised in BRAC School but these are not performed in public ones. Anderson (2011) argues that the classroom should have more of the learners' works displayed as they may spend much time looking at their own relevant work. Besides it facilitates to motivate learners because "…the more motivated children are to read, the more practice they will get in reading" (Spear-Swerling and Sternberg, 1994: 98).

Along with classroom setting, quality learning also depends on school environment (Physical and classroom setting). Generally, children require an environment that can allow them to imitate for additional development (Kemizano, 2007). In this context, BRAC School appears to lag behind compared to public schools because BRAC School does not have own school premises, lavatories, play-ground, school garden, bench, table and chair etc. In contrast, public schools have both inside and outside physical facilities. It is noted that learning environment results in effectiveness in proper teaching-learning and higher achievement of learners. It also facilitates to motivate pupils in learning (Kyriacou, 1998). It can be perceived that learning environment in BRAC School seems attractive and joyful in terms of inside classroom

atmosphere whereas public school seems better for learning in terms of outside classroom facilities.

7.4 Teaching methods and materials

Constructive teaching-learning occurs through good interaction between teachers and students (Chuunga, 2013). In this context, organized teaching-learning depends on particular content (Hayes, 2006), teaching methods (Ehri, 1997), teachers' knowledge and qualification, motivation, commitment, resource provision and use, and learning environment (Chuunga, 2013). It was found in the findings that most of the teachers in public schools do not often follow any particular method of teaching. Teachers often conduct class following lecture method where they talk and students listen obediently. Participatory interaction does not often take place between teachers and students although interactive teaching has been inspired in the policy. Therefore, teachers cannot equally treat all the students. As a result, students cannot concentrate on their lesson and thus they cannot spontaneously participate in teaching-learning process. Behind this reason, Ahmed *et al.* (2005: 95) identified large class enrolment and limited time budget to each lesson which seem consistent with this study. Along with this, the findings do not reveal that public school teachers invest additional time for weak students after class hours even though it is evidently mentioned in the policy to employ extra time for students' learning.

Beside the lecture method, chorus learning often takes place in public schools. Although this kind of teaching-learning involves all the participants at a time in a process (Chuunga, 2013) but it is hard for a teacher to ascertain the involvement of all learners and to reinforce their learning (ibid). It is perceived that smaller classes tend to high standard of learning where possibility of grater achievement remains because the tutors get much time to deal with every student (Hayes, 2006).

Compared to public schools, teaching seems cooperative and interactive in BRAC School because students spontaneously communicate with their tutor and actively participate in lesson. It might happen because one teacher conducts all classes. BRAC teacher addresses all the students not particularly on any individual one. The findings also show that BRAC teacher follows various styles of teaching in different stages of lessons such as classroom discussion,

drill and practices, pair group learning and chorus reading. She often practises group based lesson. The use of paired and group teaching (National Institute of Child Health and Human Development (NICHD), 2000) enables learners to work together and to learn from one another.

In addition to group practice, individual learning takes place in group sharing and interacting with each other in BRAC School. This kind of learning encourages individual performance in students. It is reflected in group based assignments too when learners work with pair or in a group. BRAC teacher tries to ensure additional time and to integrate them with a strong pair because it is said "the more you know about your students; the more effective you will be when teaching lessons" (Rigelman and Ruben, 2012: 986). This kind of teaching-learning seems possible to practice in BRAC School because the School tries to maintain rational figure of class size. In addition, the maintenance of "U" shape setting gives additional benefits to have all learners at a time and to interact with each other. It also facilitates to control an overcrowded class (Akter, 2008).

Based on comparison, it appears that although public school teachers are well-known about their responsibilities but less conscious about its implementation in class. But teacher's sincerity is essential in order to ensure good teacher-student interaction. Besides, over enrolment and less time budget for individual lesson is not enough in public school. On the contrary, BRAC School seems better performers using different techniques, having less class size and much time employed for each lesson. In addition, BRAC class appears almost thoroughly participatory, communicative and sharing with each other. Like public school teachers, BRAC teacher personally contacts with guardians about students' performance. In addition to teaching methods, teaching materials facilitate to ensure instant and rapid learning. It attracts students to learn more during lesson. It is found in the findings that teaching instruments used by both schools appeared conventional. It is very important that teaching aids should be more update and life oriented so that pupils can easily understand the lessons and can be adjusted with the learning process without any hesitation.

Besides, teaching-learning materials should be available to present a difficult matter in a simple way before students in a class. Inadequacy of teaching materials hampers the learning process because teaching at hands without practical aids takes much time (Aida, 2008). It also limits the amount of homework that could be given (Ackers & Hardman, 2001). Furthermore, it is apparent from the findings that updated teaching materials disappear in both schools or not

supplied from higher authorities which might be cause to choose common teaching instruments for their students.

7.5 Homework, assessment and feedback

Assessment is a confidence building measurement among students (Akter, 2008) which facilitates to evaluate teaching-learning process (Chuunga, 2013). It is an important aspect to identify the difficulties of children in their learning (Ibid) and accordingly to solve them. Assessment is cardinal (Torgesen, 2002) to measure the levels of achievement of learners (Snow, Burns & Griffin, 1998).

It is revealed from the findings that no particular methods of assessment are followed by teachers in public school. Children are generally assessed in a summative way, as education policy prefers, through three phases of examination every year. But it is perceived that summative assessment widens gap between 'slow learners' and 'fast learners' and ultimately leads to poor classroom practices (Chuunga, 2013). Although public schools do not follow any specific methods for assessment but students are often assessed orally during ongoing lesson. In fact, formative assessment and its process are not clearly stated in the policy. It might happen due to insufficient knowledge and lack of clear understandings about dynamic assessment (Chuunga, 2013). In addition, proper assessment cannot be done due to over enrolment. Therefore, students assess students and sometimes teachers randomly assess them when time does not allow. Indeed, it is also found in the findings that teachers of public school largely depend on text books which contribute to students memorizing their lessons to make a good result in the exam (Akter, 2008). Holmarsdottir (2005: 338) called it as worthless and empty knowledge. The similar findings were also found in the previous studies of Khan (1995), Ahmed *et al.* (2005) and Primary School Performance and Monitoring Project (PSPMP) (2001). It is a good side in public school that some teachers especially take care of weak students and they also treat by other good students too.

On the other hand, BRAC School assessment seems dynamic and very systematic. They evaluate students following their assessment register beginning with homework checking, then reading and asking questions orally and finally writing. In addition, students are assessed randomly at different stages of the lesson. Even students assess each other being instructors.

This kind of assessment facilitates to capacity building among the learners (Wold *et al.*, 2011). Besides, teachers often assess them in a group evaluated by others. Students are equally treated where slow achievers receive better care. Furthermore, in order to justify their creativity, students are assessed by deriving questions from the learnt lessons. Public school hardly follows formative assessment although it is not clearly mentioned in the education policy. On the other hand, BRAC School regularly follows formative assessment. But both schools follow summative assessment at different times in a year through various terminal examinations.

Like assessment, homework is one of the structured and systematic elements of effective schooling. It denotes that learning is more than just classroom activities (Heneveld and Craig, 1996: 25). It is found from the findings that teachers in public schools do not properly check students' homework copies. As a result, the teachers do not provide proper remedial feedback after finding errors in the students' homework copies. They just give a shallow overlook on the assigned copies and identify some as right or wrong using tick and cross marks without properly identifying major mistakes. In contrast, BRAC teachers are more scrupulous. Likewise, students do their works at home. Besides, the teacher checks previous homework copies in the beginning of the next day's class. During checking, the teacher takes much time and tries to minutely find out students' shortcomings.

Along with assessment and homework, feedback is one of the important aspects of a literacy teacher (Wold *et al.*, 2011) which allows the learners to see whether their activities are done perfectly or not (Chuunga, 2013). Based on feedback, teachers can identify the needs of learners and can prepare appropriate remedial activities for the next lessons.

It is revealed from the findings that public school teachers do not follow any particular method for feedback. Even in spite of having the provision of feedback in public school, time allocation seems not enough. As a result, teachers have to rush through few exercises and provide feedback saying 'right' or 'wrong'. This kind of feedback seems ineffective to result in constructive change among students (Chuunga, 2013). Besides, teachers often fail to demonstrate interests, responsibilities and care of their pupil's emotions, their things and classroom condition (Ackers and Hardman, 2001). In addition, question of over enrollment is thought as challenge to ensure individual feedback for all learners. Furthermore, slow achievers take much time to understand a lesson compare to others. According to Torgesen (2002), these learners need very intensive, more explicit and best supportive feedback other than the general

feedback for all learners. In a word, it seems hard to ensure absolute success of feedback in public school.

On the other hand, BRAC School appears very regulative. BRAC teacher tries to ensure feedback on the spot during the class. They usually enhance on descriptive feedback. Teacher gives feedback as per students' needs because it facilitates to assess their knowledge, skills, learning potentials and needs (Johnson, 2010). Students' activities are openly exhibited on the wall with teacher's comments so that everybody can easily evaluate their performance. In this way, they can find out their mistakes and also can be benefited from others. Besides, competitiveness grows among the pupils. It is important because students deserve descriptive feedback from their teachers in order to understand lesson easily and to proceed on next steps (Akter, 2008). In word, students need specific input from their teachers to improve their performance (Ibid). Specific comments about mistakes and suggestions for improvement encourage students to focus their attention thoughtfully on the task rather than on simply getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar and Corno, 1985). This type of feedback also improves the slow achievers in the class. BRAC School might perform it for their lesson-based time allocation compare to public one.

7.6 Teacher education

Quality teacher is indispensable to ensure quality education. In this context, teachers' knowledge, roles, recruitment, training, experience and social recognition and status, good understanding about curricula (Murray, 1996; Darling-Hammond, 1997), and accuracy and correctness all are essential for primary school teachers because students follow out and out of their teachers at elementary level.

It is disclosed in the findings that teachers are appointed in public and BRAC School in formal ways in spite of stating subject wise teacher selection in the policy. Consequently, teachers of these schools seem to lack adequate subjective knowledge what I observed during class observation in public school that teachers sometimes make mistakes in pronunciation of Bangla and English words. Simultaneously students do the same. In this regard, one study mentioned that shortcoming at personal education levels of teachers is a great challenge to ensure quality in primary schools of Bangladesh (Akter, 2008). Besides, lack of subjective knowledge results

in wrong information, poor explanation, weak examples and faulty pronunciation in practicing mathematics, English and Bangla (Ahmed *et al.*, 2005).

Apart from teacher selection, the findings also demonstrate that teachers of both schools have different teaching experience and qualification. It ranges from two years (lowest) and forty years (highest). These differences seem to influence the teachers' way of doing things and their understanding of teaching. Experienced teachers seem to have fewer difficulties in classroom management compare to less experience ones (Chuunga, 2013). Considering the policy, it can be assumed that public school teachers appear academically more qualifier meeting all requirements compare with BRAC School teacher.

Along with academic qualification, teachers' training is another significant issue for quality education which makes a teacher professional. It is worth noting in this study that while some teachers received adequate training but others do not have. Although both schools' teachers got experience of in-service training but none of them has experience of pre-service training. Public school teachers receive subjective and TLM training and BRAC teacher receives refresher training. This kind of training works as subjective training for BRAC teacher. It is perceived that teachers who feel adequately trained may perform relatively well than those that despite their competence (Baccus, 2004).

Comparing between public and BRAC School, it appears that public school teachers seem more qualified, experienced and trained than BRAC School teacher for teaching in school.

7.7 School management & supervision

School management is important to run a school properly. It includes class organization, class allocation and students' enrollment. Besides, school staffs are brought under management in order to bring effective performance in their duties. Although public school maintains SMC and PTA as it is stated in the policy but the findings reveals that they do not actively play their roles. Even they do not regularly participate at school meeting. In contrast, SMC and PTA members in BRAC School regularly attend in school meeting and provide necessary advices to school authorities for improvement.

Along with school management, teaching-learning process deserves adequate supports for teachers and schools so as to support learners. Besides, teachers need adequate supports from their school, head teacher and education authorities. In this regard, Ingersoll and Smith (2003) says that teachers may feel frustration and leave the job in their early years of service if they are not supported enough of learning materials or a teaching assistance. This may further mean that children remain disadvantaged unless teachers receive supports from higher authorities and school head (Berry, 2006). Even learning difficulties may continue among pupils unless the proper supports are assured from higher authorities.

It is revealed from the findings that although education official mentioned about her regular supervision in school but it is demonstrated by the investigator that the school documents checked by inspectors prove irregular supervision in public school. In addition, I did not find any invigilator to visit school during my school observation but the situation was opposite in case of BRAC School. However, checking of teachers' planned work helps supervisor to see what and how the teachers are teaching (Chuunga, 2013). It eventually benefits learners as they may be taught effectively. This might be happened that the researcher spent only few days in the field for observation. Besides, it may be cause of irregular visits by education officers in public school where teachers may take it relax thinking long time once it is inspected while BRAC School might expect instant visit.

7.8 Teaching challenges

A variety of learning materials are required to teach young pupils (Kemizano, 2007). But it is proved from the findings that both schools lack of modern teaching instruments. Writing about the relevance of teaching-learning tools, Crowe, Connor and Petscher (2009: 211) state: "…materials that are recommended for schools will help them achieve the desired academic outcomes". These outcomes might be hampered when those materials are unavailable. In addition, both schools seem financially unable to purchase those materials for their pupils and the authorities cannot always supply them to schools.

Socio-economic background of different learners may usually impact on both teacher and learner motivation and subsequently affect learner performance and learning outcomes just like what research suggests (Alexander, Andersen, Heilman, Voeller, and Torgesen, 1991 in Spear-

Swerling and Sternberg, 1994; Crowe *et al.,* 2009; Wold *et al.*, 2011). In particular, students of BRAC School come from poverty prone families whereas most of their counterparts in public school are from slightly better ones. This social complexity might mean the difficulties faced by teachers with regard to homework when learners cannot do by themselves. It is thought to have a negative impact towards learning.

In case of primary education in Bangladesh, some parents particularly in BRAC School do not want to realize the value of education for their children. So they largely rely on school teachers. To some extent, even some parents fail to provide a paper and pencil to their children and to inspire them towards schools. They just wait for the teachers to empower their children with all the essential skills. It is my feeling that homes should provide the first learning environments for learning before children enters schools.

Furthermore, quality education not only depends on good environment and good physical facilities but it is involved with ensuring desirable nutritious food. It is because healthy students are usually thought creative and productive for quality learning. But in case of both schools, students appear having lack of good health and ultimately its impact goes on the challenge to ensure quality education.

7.9 Summing up

This chapter has analyzed the findings of the study in relation to the research questions regarding two different schools shedding the light of analytical framework of teaching-learning process. Thus, the study concludes with some remarks about public and BRAC schools through some narrowed down components of teaching-learning process. The next chapter provides conclusion and recommendations of the study.

Chapter VIII. Conclusion and Recommendations

8.1 Introduction

This chapter sums up the entire study. It encompasses a conclusion and the limitations followed by recommendations for future research. Eventually, a summary closes the chapter.

8.2 Conclusion

This study reveals the status of quality in teaching-learning process of public and NGO (BRAC) schools in Bangladesh. It is observed that in order to ensure quality teaching-learning, class size seems to adversely affect on students' performance. Though both schools follow almost same teaching styles, except occasionally following own teaching strategies in public school, BRAC School seems relatively more facilitative to their students compared to public ones. Besides, although teaching aids used in both schools seem more or less similar as referred to in the education policy but updated teaching materials are still far away. Classroom teaching environment of BRAC School appears better but school setting seems undesirable for quality teaching. Conversely, although school environment seems conducive in public schools but classroom teaching atmosphere still appears inadequate to ensure quality. Generally, public schools seem less concerned to maintain quality in different stages of teaching-learning inside the classroom. In contrast, BRAC School seems more concerned to maintain quality of teaching outside classroom. It is also mentionable that both schools lack adequate supporting teachers. But, in spite of having less qualified teachers in BRAC School, classroom management and student assessment appear better compared to public ones due to regular supervision, strict monitoring, strong management and less students enrolment.

Considering the education policy to ensure quality education through teaching and learning process of primary public and private schools in Bangladesh, it appears that both schools are contributing to meet the demands of quality with their best efforts in spite of having some limitations.

8.3 Recommendations and Limitations of the Study

8.3.1 Recommendations for future research

The study recommends the followings for further research in order to uplift the standards of teaching-learning process for all primary schools in Bangladesh:

- Teaching methods applied in primary schools seem not motivating enough to enrich the levels of understanding of children and to freely participate in the learning process as demonstrated by this study. Therefore, further study can investigate this matter in order to improve overall teaching-learning process for the benefit of teachers and learners.
- Model learners are generated based on their study natures. In this perspective, this study recommends that although both schools follow same syllabi and almost similar curricula but it seems to have a lack of practice in the process to create quality learners. Therefore, further research can study on the curricula and syllabi in order to investigate the quality issues there.
- Supervision and monitoring are thought important elements of quality teaching-learning. In this context, this study demonstrates that public primary schools are not inspected perfectly as desired by higher officials. Therefore, it can be focused upon by future research exploring the reasons behind the lack of proper invigilation. Likewise, good steps can be introduced.

- It is worth noting that most of the primary schools in Bangladesh have large enrollment and inadequate teaching facilities with limited numbers of teaching staffs. Acknowledging this reality, therefore, this study suggests future research to inquire into the ways of working out from these challenges in order to ensure the quality of teaching-learning.

8.3.2 Limitations of the study

In spite of having best efforts, the study contains the following limitations:

- The results of this study might not be generalized to a large population due to its small size of samples. It is a constraint because small sample makes a comparative study hard

to generalize its findings in a broader context but it discloses a number of question seeking answers to quality education.

▪ It is also important to state that the study deserved enough time for observation and interview in order to collect concrete and more accurate data from the field but the length of time and budget would not allow it.

▪ There are other factors at play which may influence the results of the study like school and classroom environment, teaching-learning materials and teachers' circumstances. There might be likelihood that stakeholders' responses could be different if the study is carried out another time.

▪ Latest data concerning my study interest were very challenging to find out and were not abundantly reserved in archive. In addition, Liberians of DPE and BRAC University did not continuously supply update literature what I expected. Even other research institutions take long time to publish them. Nonetheless, I was careful for selecting and collecting documents for the study and to overcome these shortcomings.

▪ Lastly, it is important to acknowledge that the researcher in this field is still a novice. Therefore, there may be weaknesses regarding collection and analysis of data which may not have been the case if the study was conducted by an experienced researcher. However, employing best efforts it could be ensured that a reliable and valid study is done.

8.4 Summing up

This chapter has provided an overview of the findings of the study and their implications in relation to the research questions. It has also acknowledged some of the limitations of this study. In addition, recommendations for future research are mentioned here. In this respect, both the respondents' and investigator's views are equally emphasized leaving rooms for readers to make their own conclusions. The study seems to have successfully answered the research questions and has shown how teaching-learning is practised in classrooms to support learners at public and NGO schools in Bangladesh.

References

Ackers, J., and Hardman, F. (2001). Classroom Interaction in Kenyan Primary Schools, *Journal of Comparative and International Education,* 31(2).
Retrieved from https://unicefethiopia.files.wordpress.com/2014/01/ci-compare-article.pdf

Ahmed, M., Nath, S. R., and Hossain A. (2005). *Quality with Equity: The Primary Education Agenda,* Education Watch 2003/04, Dhaka: CAMPE.
Retrieved from http://www.campebd.org/download/EWReport20034FullEnglish.pdf

Ahmed, M., Ahmed, K. S., Khan, N. I., and Ahmed, R. (Eds.) (2007). *Access to Education in Bangladesh, Country Analytic Review of Primary and Secondary Education.* BRAC University-Institute of Educational Development (BU-IED).
Retrieved from http://www.create-rpc.org/pdf_documents/Bangladesh_CAR.pdf

Aida, A. (2008). *Teaching and Learning Mathematics: A Base Line Study of Individually Adapted Education According to the Diversity of Pupils in a Third Grade of Primary School,* Master's Thesis, University of Oslo, Norway.
Retrieved from
https://www.duo.uio.no/bitstream/handle/10852/32051/AidaxABDULOVIC.pdf?sequence=1&isAllowed=y

Akter, S. (2008). *A Journey through the Classroom: Exploring Teaching and Learning Situations in Bangladesh Government primary and NGO schools* (M. Phil. Thesis), Oslo University College, Oslo.

Anderson, M. (2011). Classroom Displays: Keep the Focus on Student Work. *ASCD Express*, 6 (13).

Alexander, A. W., Andersen, H. G., Heilman, P. C., Voeller, K. K. S., & Torgesen, J. K. (1991). Phonological Awareness Training and Remediation of analytic Decoding Deficits in a Group of Severe Dyslexics. In Spear-Swerling, L., and Stenberg, R. J. (1994). The Road Not Taken:

An Interactive Theoretical Model of Reading Disability. *Journal of Learning Disability*, 27 (2), pp. 91-103.

Archer, D. (1994). The Changing Roles of Non-Governmental Organizations in the Field of Education (In the Context of Changing Relationships with the State). *International Journal of Educational Development, 14(3).*

Ardt, K., Hastings, C., Hopkins, K., Knebel, R., Loh, J., and Woods, R. (May 19, 2005), *Report on Primary Education in Bangladesh: Challenges & Successes*, Bangladesh Bureau of Education Information & Statistics and, Bangladesh Ministry of Women & Children Affairs, The report was delivered at the Third Summit on South Asian Development hosted by South Asian Society for Regional Cooperation.
Retrieved from
http://ih.stanford.edu/rosenfield/resources/Primary%20Education%20in%20Bangladesh.pdf

Austin, S., Harford, W., Hayes-Birchler, A., Javaherian, S., Omoluabi, O., and Tokushige, Y. (2008). *Improving the Quality of Education in Bangladesh*, Workshop in Public Affairs, International Issues, University of Wisconsin–Madison.
Retrieved from: http://www.lafollette.wisc.edu/publications/workshops/2008/bangladesh.pdf

Baccus, A. A. (2004). *Urban Fourth and Fifth Grade Teachers' Reading Attitudes and Efficacy Beliefs: Relationships to Reading Instruction and to Students' Attitudes and Efficacy Beliefs.* (Ph. D. Dissertation), University of Maryland.

Ball, D. L., & Cohen, D. K. (1999). Developing Practice, Developing Practitioners: Toward a Practice-based Theory of Professional Development. In Darling-Hammond, L., and Skyes, G. (Eds.), *Teaching as the Learning Profession: Handbook of Policy and Practice* (pp. 3-32). San Francisco: Jossey-Bass.

Bangert-Drowns, R. L., Kulick, J. A., and Morgan, M. T. (1991). The Instructional Effect of Bangladesh Bureau of Educational Information and Statistics (BANBEIS), *Gross and Net Enrolment Rate in Primary Education-2010.*

Retrieved from
http://www.banbeis.gov.bd/webnew/index.php?option=com_content&view=article&id=495:gross-and-net-enrolment-rate-in-primary-education&catid=82:primary-education-2011&Itemid=197

Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2006
Retrieved from http://banbeis.gov.bd/new/

Bangladesh Bureau of Statistics (BBS), 2010
Retrieved from http://www.bbs.gov.bd/home.aspx

-------- (2011). Retrieved from http://www.bbs.gov.bd/home.aspx

-------- (2013). Retrieved from http://www.bbs.gov.bd/home.aspx

Bangladesh Demographics Profile 2013
Retrieved from http://www.indexmundi.com/bangladesh/demographics_profile.html

Bangladesh Literacy Survey, 2010
Retrieved from
http://www.bbs.gov.bd/WebTestApplication/userfiles/Image/LatestReports/Bangladesh%20Literacy%20Surver%202010f.pdf

Bangladesh Rural Advancement Committee (BRAC), (2005). *BRAC annual report.* BRAC Centre, Dhaka, Bangladesh: BRAC.

*............ (*2013) Retrieved from http://education.brac.net/primary-schools

Annual Sector Performance Report [ASPR-2012], Government of the People's Republic of Bangladesh, Directorate of Primary Education, Third Primary Education Development Program, May 2012.
Retrieved from
http://www.mopme.gov.bd/images/files/final%20draft%20aspr%202012.pdf

Muhammad Abdus Salam, 2015   86

Bantu, E., Okello, O. M., and Kimatthi, K. M. (2012). The Relationship between Teacher Supervision and Quality of Teaching in Primary Schools. *Academic Research Supervision*, 3(2), p. 265.

Barrow, K., and Leu, E. (2006). Perception of Ethiopian Teachers and Principals on Quality of Education (Issue Paper): American Institute for Research under the EQUIP1.

Beeby, C. E. (1966). The Quality of Education in Developing Countries. In Barrett, A. M., Duggan, R. C., Lowe, J., Nikel, J., and Ukpo, E., (2006). *The Concept of Quality in Education: A Review of the 'International' Literature on the Concept of Quality in Education (edqual working paper no. 3),* University of Bristol & University of Bath, UK.
Retrieved from http: //www.edqual.org/publications/workingpaper/edqualwp3.pdf

Benavot, A. (2004b). *Factors Affecting Actual Instructional Time in African Primary Schools: A Literature Review, Part 3*. Paper prepared for the World Bank-IBE Study on Instructional Time. Geneva, UNESCO International Bureau of Education.

Berg, B. L. (2004). *Qualitative Research Methods for the Social Sciences*. Boston, Mass: Pearson.

Berry, B. (2006). *Why We Do not Support New Teachers – and What Can be Done about It*. North Carolina, Chapel Hill: Center for Teaching Quality.
Retrieved from: http://www.teachingquality.org/legacy/bb_induction_essay.pdf

Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33 (8), 3-15.

Bryman, A. (2004). *Social Research Methods* (2nd ed.). Oxford: Oxford University Press

Bryman, A. (2008). *Social Research Methods* (3rd ed.). Oxford: Oxford University Press.

Campaign for Popular Education (2009). *State of Primary Education in Bangladesh: Progress Made, Challenges Remained (Education Watch Report 2008)*, Dhaka: CAMPE Retrieved from http://www.campebd.org/download/EW2008FullReportEnglish.pdf

Chabbott, C. (2006). *Meeting EFA: Bangladesh Rural Advancement Committee (BRAC) Primary Schools.* Washington, DC: EQUIP2, USAID.

Chall, J. S., Jacobs, V.A., & Baldwin, L. E. (1990). *Why Poor Readers Fall behind in Reading.* Cambridge: Harvard University Press.

Christians, C. G. (2008). "Ethics and Politics in Qualitative Research". In Denzin, N. K., and Lincoln, Y. S. (Eds.). *The Landscape of Qualitative Research.* Thousand Oaks, California: Sage.

Chuunga, M. S. (2013). *Teachers' Practices in the Teaching of Reading and Writing towards Supporting Learners with Reading Difficulties at Lower Primary: A Case Study of Teachers for Fourth-graders in Monze District-Zambia,* (Master's Thesis), University of Oslo, Norway Retrieved from
https://www.duo.uio.no/bitstream/handle/10852/36638/SNEx4390xThesisxFinalxDraftx2.pdf?sequence=2

Cohen, L., Manion, L., and Morrison, K. (2000). *Research Methods in Education* (5th ed). London: Routledge Falmer.

Constitution of the People's Republic of Bangladesh, Article 15, 17, 19.
Retrieved from http://www1.umn.edu/humanrts/research/bangladesh-constitution.pdf

Craig, R. J., Kraft. R. J., & Du Plessis, J. (1998). *Teacher Development: Making an Impact.* Washington DC: US Agency for International Development and the World Bank.

Creswell, J. W. (1994). *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, California: Sage

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.). Thousand Oaks, California: Sage.

Crowe, C. E., Connor, C. M., and Petscher, Y. (2009). Examining the Core: Relations among Reading Curricula, Poverty, and First through Third Grade Reading Achievement. *Journal of School Psychology*. 47: 187-214.

Darling-Hammond, L. (1997). *The Right to Learn: A Blueprint for Creating Schools that Work.* San Francisco: Jossey-Bass publishers.

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity will Determine Our Future*. New York: Teachers College Press.

Denscombe, M. (2007). *The Good Research Guide for Small-scale Social Research Projects* (3rd ed.), Berkshire, England: Open University Press.

Denzin, N. K., and Lincoln, Y. S. (Eds.) (1998). Collecting and Interpreting Qualitative Materials. Thousand Oaks, California: Sage.

Directorate of Primary Education (DPE), (2007). Government of the People's Republic of Bangladesh
Retrieved from
http://www.mopme.gov.bd/images/files/final%20draft%20aspr%202012.pdf

-------- (June 2011). Government of the People's Republic of Bangladesh.
Retrieved from
http://www.dpe.gov.bd/index.php?option=com_content&task=view&id=412&Itemid=432

 --------   (2011a). Government of the People's Republic of Bangladesh.
Retrieved from
http://www.mopme.gov.bd/images/files/final%20draft%20aspr%202012.pdf

-------- (2012). Government of the People's Republic of Bangladesh.

Retrieved from

http://www.dpe.gov.bd/index.php?option=com_content&task=view&id=412&Itemid=432

Ecalle, J., Magnan, A., and Gibert, F. (2006). Class Size Effects on Literacy Skills and Literacy Interest in First Grade: A Large-scale Investigation. *Journal of School Psychology.* pp. 191-209.

Education Watch. (2000). *Competency-based Education System and Its Implementation in Bangladesh,* Chap. 2, A Question of Quality: State of Primary Education in Bangladesh, Vol. II, Achievement of Competencies, Campaign for Popular Education (CAMPE), The University Press Limited, Dhaka-1000.

Ehri, L. C. (1997). Sight Word Learning in Normal Readers and Dyslexics. In Blanchman B. (Ed.). *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention.* (pp. 163-189). New Jersey & London: Lawrence Erlbaum Associates Publishers.

Elawar, M. C., and Corno, L. (1985). A Factorial Experiment in Teachers' Written Feedback on Student Homework: Changing Teacher Behavior a Little Rather than a Lot. *Journal of Educational Psychology*, 77 (2), 162-173.

Farrell, J. P. & Hartwell, A. (2008). *Planning for Successful Alternative Schooling: A Possible Route to Education for All.* International Institute for Education Planning research paper.

Fenstermacher, G. D., and Richardson, V. (2005). *On Making Determinations of Quality Teaching. Teachers College Record, 107*(1), 186-213.
Retrieved from http://wwwpersonal.umich.edu/~gfenster/teaqual14ss.PDF

Fuller, B. (1987). Raising School Quality in Developing Countries: What Investments Boost Learning? *Review of Educational Research,* 57, 255/291.

Geertz, C. (1973). *The Interpretation of Cultures.* New York: Basic Books.

Geertz, C. (1973a). Thick Description: Toward an Interpretive Theory of Culture, In Geertz, C. (Ed.), (1973). *The Interpretation of Cultures.* New York: Basic Books, Inc., Publishers.

Goodwin, W. L., and Goodwin L. D. (1996). *Understanding Quantitative and Qualitative Research in Early Childhood Education*. New York: Teachers College Press.

Hammersly, M., & Atkinson, P. (2007). *Ethnography: Principles in Practice*. London: Tavistock.

Haiplik, B. M. (2004). *An Educational Success Story from Bangladesh: Understanding the BRAC Non-formal Primary Education Model and Its Teacher Training and Development System.* (Ph. D. Dissertation), Toronto: University of Toronto.

Hanushek, E. A., and Steven, G. R. (2006). *Teacher Quality*. Vol. 2. Chap. 18. pp. 1051-1078.

Hayes, D. (2006). *Primary Education: The Key Concepts*. London and New York: Routledge.

Heneveld, W. (1994). *Planning and Monitoring the Quality of Primary Education in Sub-Saharan Africa*. Washington, D. C: The World Bank.

Holmarsdottir, H. B. (2005). *From Policy to Practice: A Study of the Language-in-Education Policy (LiEP) in Three South African Primary Schools.* (Ph. D. Dissertation), University of Oslo, Oslo.

Hossain, A. (2012). *The Challenges in Achieving Quality Primary Education in Bangladesh: Stakeholders' perspective* (M. Phil. Thesis), Oslo: Oslo University College.

Improving Education Quality (IEQ). (1999). *Educational Quality Framework*: American Institute for Research, Report prepared for United States Agency for International Development (USAID). The University of Pittsburgh, USA.

Ingersoll, R. M., and Smith, T. M. (2003). The Wrong Solution to the Teacher Shortage. *Educational Leadership.* 60 (8).

Jalaluddin, A. K., and Chowdhury, A. M. R. (Eds.), (1997). *Getting Started – Universalizing Quality Primary Education in Bangladesh, Incorporating the Report of the Conference on Universal Primary Education in Bangladesh.* Dhaka: The University Press Limited.

Jansen, J. (1995). 'Effective Schools?' *Comparative Education,* 31(2), 181-200.

Johnson, D., Hayter, J., and Broadfoot, P. (2000). *The Quality of Learning and Teaching in Developing Countries: Assessing Literacy and Numeracy in Malawi and Sri Lanka Education Research Paper no: 41*, London: DFID.

Jonson, S. D. (spring 1995). 'Will our research hold up under scrutiny?' *Journal of Industrial Teacher Education*, 32(3).

Johnston, P., and Costello, P. (2009). Principles for Literacy Assessment. In Fletcher-Campbell, F., Soler, J., & Reid, G. (Eds.). *Approaching Difficulties in Literacy Development: Assessment, Pedagogy and Programmes.* Los Angeles: SAGE.

Johnson, D. (2010). Learning to Teach: The Influence of a University-School Project on Pre-service Elementary Teachers' Efficiency for Literacy Instruction. *Reading Horizons,* 50 (1), 23-48.

Khan, S. S. (1995). *Village School in Bangladesh: Caught between Tradition and Change.* Paper presented on BRAC, Dhaka.

Kemizano, R. (2007). *Teaching of Reading to School Beginners: A Study on the Reading programmes in Primary One in Uganda,* (Master's Thesis), University of Oslo, Norway Retrieved from https://www.duo.uio.no/bitstream/handle/10852/31841/TeachingxofxReadingxtoxSchoolxBeginner1_2.pdf?sequence=1

Kvale, S. (2009). *Interviews: An Introduction to Qualitative Research Interviewing*, Thousand Oaks. California: Sage.

Kyriacou, C. (1998). *Essentials Teaching Skills (2*nd *ed.).* Cheltenham: Nelson Thornes Ltd.

LeCompte, M. D., and Goetz, J. P. (1982). *Problems of Reliability and Validity in Ethnographic Research*, Review of Educational Research. 52 (1).

Lerner, J. (1993). *Learning Disabilities, Theories, Diagnosis and Teaching Strategies* (6th ed.). Boston: Houghton Mifflin Company.

Lincoln, Y. S., and Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills, California: Sage.

Lockheed, M. E., and Verspoor, A. M. (1991). *Improving Primary Education in Developing Countries.* Washington: Published for the World Bank. Oxford University Press.

Loeb, S. (2001). Teacher quality: Its enhancement and potential for improving pupil achievement. In Monk, D. H., Walberg, H. J., & Wang, M. C. (Eds.), *Improving Educational Productivity* (pp.99-114). Greenich, CT: Information Age Publishing Inc.

Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., and Hewson, P. W. (2003). *Designing Professional Development for Teachers of Science and Mathematics* (2nded.). Thousand Oaks, CA: Corwin Press.

Mason, J. (1996). *Qualitative Researching*, London: Sage.

Mathison, S. (1998). 'Why Triangulate?' *Educational Research*, 17(2), 13-17.

Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research: A Philosophic and Practical Guide.* London: Falmer Press.

Merriam, S. B. (1988). *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass Publishers.

Miles, M., and Huberman, M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*, Thousand Oaks: Sage.

MoPME ─ Ministry of Primary & Mass Education. (2014).
Retrieved from http://www.mopme.gov.bd/

Murphy, C. U., and Lick, D. W. (2005). *Whole Faculty Study Groups: Creating Student-based Professional Development* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Murray, F. B. (1996). Beyond Natural Teaching: The Case for Professional Education. In Murray, F. B. (Eds.). *The Teacher Educator's Handbook.* Building a Knowledge Base for the Preparation of Teachers. San Francisco: Jossey-Bass publishers.

National Education Policy (NEP). (2010). Ministry of Education, Government of the People's Republic of Bangladesh
Retrieved from
http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh_National_Education_Policy_2010.pdf

National Institute of Child Health and Human Development (NICHD). (2000). National Reading Panel Report. *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.* (NIH Publication No. 00-4769) Washington, DC: U.S. Government Printing Office.

Neuman, W. L. (2006). *Social Research Method: Qualitative and Quantitative Approaches.* Boston: Allyn and Bacon.

Nikolic, S. (2006). *Educating in Future: Raising the Quality of Primary Schooling in Bangladesh.* Retrieved from http://summit.sfu.ca/item/2346

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods* (3rd ed.). Newbury Park: Sage Publications.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Thousand oaks. California: Sage Publications.

Paul, B., and Dylan, W. (1998). *Inside the Black Box: Raising Standards through Classroom Assessment*, GL Assessment, London
Retrieved from
http://www.google.no/books?hl=en&lr=&id=_hDy5KOro8C&oi=fnd&pg=PP2&dq=reserach es+on+quality+of+teaching+and+learning+in+primary+schools+&ots=sj99rstUzl&sig=Lnlpl eLpQlu9QbAoT05geyh-SkI&redir_esc=y#v=onepage&q&f=false

Position Paper. (2006). *National Focus Group on Curriculum, Syllabus and Textbooks,* National Council of Educational Research and Training. New Delhi.
Retrieved from http://www.ncert.nic.in/rightside/links/pdf/focus_group/cst_final.pdf

Primary School Performance and Monitoring Project (PSPMP). (2001). Primary Education in Bangladesh. Findings of PSPMP 2000. Dhaka: Primary School Performance and Monitoring Project.

Punch, K. (1998). *Introduction to Social Research. London: Sage*

Rahman, R. I., and Otobe, N. (2005). *The Dynamics of the Labor Market and Employment in Bangladesh: A Focus on Gender Dimensions.* Employment Strategy Papers. International Labor Organization

Rice, J. K. (2010). *The Impact of Teacher Experience: Examining the Evidence and Policy Implications*. Washington DC: Urban Institute.
Retrieved from: http://www.urban.org/UploadedPDF/1001455-impact-teacher-experience.pdf

Rigelman, N. M., and Ruben, B. (2012). Creating Foundations for Collaboration in Schools: Utilizing Professional Learning Communities to Support Teacher Candidate Learning and Visions of Teaching, *Journal of Teaching and Teacher Education. Vol. 28,*
Retrieved from www.elsevier.com/locate/tate

Sabur, Z. U., and Ahmed, M. (2010). *Debating Diversity in Provision of Universal Primary Education in Bangladesh*, CREATE Pathways to Access Monograph Series No. 34. Dhaka and Brighton: BRAC University and University of Sussex.

Sarantakos, S. (1998). *Social Research.* Houndmills: Macmillan.

Shanahan, T. (2006). *The National Reading Panel Report: Practical Advice for Teachers.* Naperville, IL: Learning Point Associates.

Shekh, M. N. I. (*n.d.*) (2005). *The State of Primary Educational Quality in Bangladesh: An Evaluation.*
Retrieved from http://www.netreed.uio.no/conferences/conf2005/Nurul%20Shekh.pdf

Silverman, D. (1993). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction.* London: Sage.

Smith, J. W. A., and Elley, W. B. (1998). *How Children Learn to Read.* Auckland: Longman Paul.

Smith, M. S. (2001). *Practice-based Professional Development for Teachers of Mathematics.* Reston, VA: National Council of Teachers of Mathematics.

Snow, C. E., Burns, S. M., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children.* Washington DC: National Academy Press.

Spear-Swerling, L., and Stenberg, R. J. (1994). 'The Road Not Taken: An Interactive Theoretical Model of Reading Disability'. *Journal of Learning Disability.* 27 (2), pp. 91-103.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). 'Professional learning communities: A review of the literature'. *Journal of educational change*, Vol. 7, pp. 221-258.

Tietjen, K., Rahman, A., Spaulding, S., Afroze, F., Ahmed, F., Azad, M. R. A., Chowdhury, I. A., Ghosh, P. S., and Nizam, S. (2004). *Bangladesh Educational Assessment Time to Learn:*

Teachers' and Students' Use of Time in Government Primary Schools in Bangladesh. The Paper Prepared for Basic Education and Policy support (BEPS) Activity, United States Agency for International Development (USAID).
Retrieved from http://www.beps.net/publications/bangladeshtimetolearnstudyfinal.pdf

Torgesen, J. K. (2002). ′The Prevention of Reading Difficulties′. *Journal of School Psychology,* 40 (1), pp. 7-26.
Retrieved from http://www.dx.doi.org/10.1016/S0022-4405 (01)00092-9

UNESCO, and Sheldon, S. (2000). Progress on Program Priorities: Improving Access to and Quality of Education in Education Update (Curriculum and Learning). In *Quality Primary Education: The Potential to Transform Society in a Single Generation,*
Retrieved from http://www.unicef.org/dprk/qpe.pdf

UNESCO. (2004). *EFA Global Monitoring Report 2005: Education for All- the Quality Imperative*, Paris: UNESCO Publishing.
Retrieved from http://www.unesco.org/education/gmr_download/chapter1.pdf

UNESCO. (2007). *Reforming School Supervision for Quality Improvement, Module I*. This Module was prepared by IIEP staff to be used in training workshop, Paris.
Retrieved from http://www.unesco.org/iiep/PDF/TR_Mods/SUP_Mod1.pdf

UNICEF. (2009). *Quality Primary Education (working paper series)*. New York: UNICEF.
Retrieved from http://www.unicef.org/bangladesh/Quality_Primary_Education%281%29.pdf

Vescio, V., Ross, D., and Adams, A. (2008). A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning. *Teaching and Teacher Education*, 24(1), 80-91.

Vygotsky, L. S. (Eds.), (1978). *Mind in Society: Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Westbrook, L. (1994). *Qualitative Research Methods: A Review of Major Stages, Data*

Analysis Techniques and Quality Controls, Undergraduate Library, University of Michigan. Retrieved from http://deepblue.lib.umich.edu/bitstream/handle/2027.42/31470/0000392.pdf.

Wold, L. S., Young, J. R., and Risko, V. J. (2011). ′Qualities of Influential Literacy Teacher Educators′. *Literacy Research and Instruction*, Vol. 50, pp. 156–172.

Yin, R. K. *(1994). Case Study Research: Design and Methods*. Thousand Oaks, California: Sage.

Yin, R. K. (2003). *Case Study Research: Design and Methods.* Thousand Oaks, California: Sage.

Appendices

Appendix I. Interview Guide

Appendix 1.1: Semi-structured Interview Guide for Teachers

Date and time of interview:
Name: ………………………   Name of school……………………….
Sex: ……………………………   Educational level.....................................
Age……………………………….   Work experience………………………

Number of teachers…………..
Male……………Female…………
Trained………..untrained…...........
Number of students……………….
Boys…….Girls…….

1. What do you perceive the issue of quality in primary education?
2. Do you think the primary education is now of good quality? Please explain…..
3. Could you receive any in service and pre-service training? If yes, how long was it?
4. What challenges do you face in your daily work particularly in teaching and learning? Please explain…..
5. Which teaching methods do you follow in classroom lessons?
6. What teaching aids do you use in classroom? Is it helpful for the students? What do you suggest about it in order to improve quality education?
7. How do you assess students in classroom? Do you give any feedback after the class and how?
8. What roles should teachers play in order to improve the quality in teaching and learning process (TLP) in primary education?
9. Would you like to add any more that we have not discussed yet?

Appendix 1.2: Semi-structured Interview Guide for Education Officials

Date and time of interview:
Name: ……………………….   Name of Upazila……………………….
Sex: …………………………   Educational level......................................
Age……………………………   Work experience…………………………

1. How many schools do you visit per academic year?
2. Do you visit classes? How many classes do you visit per school?
3. What important things do you do during visiting period of classes?
4. What do you perceive about quality issue in primary education?
5. Do you think the primary education is now of good quality? Please explain…..
6. Do you think teaching learning process is important for quality education? What kind of support do you offer for teachers in order to improve quality in TLP?
7. Are TLP of your visited schools friendly? How learning environment influence on it?
7. Could you mention how teaching learning process can be more effective and efficient by teachers?
8. What challenges do you think particularly in TLP to achieve quality education?
9. What do you suggest about quality education in future?
10. Would you like to add any more that we have not discussed yet?

Appendix 1.3: Semi-structured Interview Guide for Students

Date and time of interview:
Name: ……………………….....   Name of school……………………….
Sex: ……………………………   Class....................................
Age……………………………

1. Where do you live?
2. What is your parent's profession?
3. How many pupils are there in your class?
4. When do you come in school, do you bring some food?
5. Do you like the school? Why?
6. How good are the teachers to you?
7. Do you think they are helpful for students?
8. What kind of classes do you like?
9. Do the teachers give students punishment?
10. What teaching aids do teachers use in classes?
11. Do the teachers give homework? Is it too much?
12. Do you clean the classes or is there somebody to clean the classes?
13. Do the teachers teach lessons in the class or tell story?
14. Do the teachers take any test in the classes?
15. Do the teachers come in the classes in just time?
16. Do you interact with teachers and students in the classes?
17. Do you get text books in time?
18. Beside the textbooks, do you get any other books?

19. Do you face any problem in school?

Appendix II. Observation Checklist

Appendix 2.1: Semi-structured Observation Checklist (inside classroom)

Date……………….
Time………………
Name of school……………………….
Duration of class…………...
Shift: single /double
Gender (teacher): male/female
Teacher's educational qualification: SSC/HSC/Hons/Master/others
Training: trained /untrained
Number of pupils……….
Boys…….Girls…….

Observation inside classroom

Teachers' quality: subject based knowledge / prepared lesson plan / subject based training / teachers' presence at school in time / teaching experienced / teachers' motivational knowledge /others

Teachers' attention: only to high achievers / low achievers / special needs children / equal treatment to all

Teachers' student interaction: friendly / unfriendly

Teaching style: lecture or demonstration method/ participatory method/ child-centric method/ group work/ others

Teaching aids: multi-media / text books/ chalk / black board / duster /others

Classroom assessment: summative assessment / formative assessment / recall question / rote based assessment / class tests / home assignment

Classroom management:
   a. Way of management……….
   b. Particular step for classroom decoration…………

Corporal punishment in class: yes / no

Condition of blackboard: can write all parts of the board brightly / can write more than half of the board brightly / can write less than half of the board brightly / mostly damaged or no board in the classroom

Physical facilities of classroom: sufficient / insufficient

   1. **Conditions of classrooms**: clean and painted wall / painted but unclean wall / not

painted but unclean wall /not painted and unclean wall

1. **Construction materials of classroom:** Fully brick/ Brick and tin-coated iron sheet/ Tin-coated iron sheet and others/ others

2. **Having electric light and fan inside the classrooms**: yes / no

3. **Good flow of natural light and air in classrooms**: yes/ no

Appendix 2.1: Semi-structured Observation Checklist (outside classroom)

Date……………….
Time………………
Name of school……………………….
Duration of class…….……..
Shift: single /double
Gender (teacher): male/female
Teacher's educational qualification: SSC/HSC/Hons/Master/others
Training: trained /untrained
Number of pupils……….
Boys…….Girls…….

Observation outside classroom

In terms of cleanliness, floors of outside classrooms/corridor: dust and waste papers on floors / dust on floors / clean floors

Having playground and flower garden: play-ground / flower garden

Having auditorium in the school: yes /no

Electricity connection with substantial variations (light and fan) in school: yes / no

Drinking water facilities: own tube well / neighbors' tube well/pipe water / water stored in jar / no facilities

Sanitation facilities for the students: separate by gender / same for both / only for boys / only for girls / no facilities

Cleanliness of toilet: hygienic / moderately hygienic / unhygienic / no facilities

Separate toilet for teachers: yes / no

Sanitation facility for the disable students: yes / no

Appendix III. A Letter for Fieldwork

UiO : **Department of Education**
University of Oslo

To whom it may concern

Date: 23.08.2012
Your ref.:
Our ref.:   k.e.jensen@ped.uio.no

Assistance in the conduct of fieldwork

This is to confirm that the Bangladeshi student **Muhammad Abdus Salam**, born 20.02.1984, is a second year student in the Master programme in Comparative and International Education at the Department of Education at the University of Oslo, Norway.

In the second year our students are required to write a Master Thesis of 50 to 80 pages. This thesis should preferably be based on field studies conducted in countries outside of Norway. The fieldwork may incorporate interviews with educational practitioners and decision-makers, classroom observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit him in his academic career but also be of use in the future.

Muhammad Abdus Salam will be conducting his fieldwork in Manikgonj, Bangladesh, during the period of 3rd September – 7th November 2012.

We kindly ask you to give him all possible assistance during his fieldwork in Bangladesh.

Best regards,

Kjerstin Eek Jensen
CIE Administrative Coordinator
Senior Executive Officer
Department of Educational Research
University of Oslo
tel.: +47 22 85 82 77