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Editorial Board

Editorial

The 20th NAEM Journal contains different articles on education and training related activities which can give a clear idea about our education system. The first article deals with the management model for distance education. This study emphasizes on the open system framework which deals with the macro management system and the micro management system. This framework can be useful to initiate the distance approach from the conventional institute to dual mode institution. The second article deals with two methods: Phenomenological and Case - study. Both the approaches are used in conducting qualitative research. Phenomenal is 'Hermeneutics' that is usually thought to be the 'science of interpretation anal explanation'. Case - study approach is an intense, detailed and in-depth enquiry on some selected or a particular phenomenon. The third article unfolds the gap analyses of implementing Bangladesh and global studies curriculum in a rural Govt. primary school. This article tries to explore the real practice of Bangladesh and global studies curriculum in the classroom and to identify the barriers that teachers face in the classroom. Majority of the teachers are not interested to follow the direction of curriculum. There is other barriers i.e lack of sufficient teachers training, teaching aids, proper dissemination of curriculum, infracttural system and so on. The fourth article is about using English as an instructional language in English Foreign Language (EFL) at the Secondary Level of Bangladesh. English is the skill based subject that is taught at the all Level education system in Bangladesh. It is expected that the learner will develop the communication ability through prating the four basic language skills in foreign language environment where the teachers instructions are the main exposure to promote teachings to develop the ability to communicative in English. Though there is a limitation of the study, since the study is done on the number of sample schools in urban area, yet it represents the average condition of the whole country Secondary Level education sector. The fifth article tries to present the current situation of Bangladesh in terms of science and technological development in education sector. The enrolment of science studies in the country shows a sharp decline over the past few years. Science education here in Bangladesh is in a state of crises. The sixth article focuses on the access to education for Diasporas. This article advocates for initiating an appropeat educational training programme for the key players of wage-earners of Bangladeshi Diasporas. This study discovered that nearly a total 10 million Bangladesh Diasporas have been living across the world, who earn neatly 15 billion U.S dollar per year. They contribute 6% of the total GDP in Bangladesh. The seventh article highlights on the impact assessment on the selected factors of training on Educational, Administration and Management of NAEM. The last, not the least, aims to find out the role of training to enhance the quality of English language teaching & learning. Communicative language teaching (CLT) approach. This article reveals that the training brings positive attitude, not changes of the teaches towards CLT, but the four skills of English language is very poor.

DR. Afzgiy.
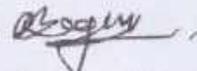
(Professor Dr. Afroza Begum Yasmin)
Editor
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Contents

Standard Framework of Management System for Distance Education: A Critical Review

Md. Nazim Mahmud*
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Abstract

This paper deals with a management model of distance education. To breakdown the construct of distance education system taking into consideration through guided principals found in several literatures of respective research study and critical review, the open system framework has come apart into two categories: The macro management system and the micro management system. The macro management system comprises two aspects, policy-making sub-systems indicates the process of putting the activities to be performed into words and obtaining approval to implement a policy while institutional management sub-system refers to a person(s) who within the general political, social, economic, technological and cultural environments is charged with specific functions. On the other hand, the micro management system renders students recruitment, supporting for programs, assessment, development and production of study materials associated with the courseware, learning procedure, and establishing and ensuring strong communication between students and institutions. For solving most of the emerging distance education issues, this open system framework can be useful for different institutions while they are thinking to initiate the distance approach from the conventional institutes to dual mode institutions.

1. Introduction

During a very short span of time information technology has acquired an important place in almost all aspects of human life and particularly in the field of education. The growing need for education in this globally competitive world has compelled the man to think and propound fresh ways of attaining education. The rise of distance education is the result of this transformation. The distance mode of learning is considered as a necessity due to inability of the conventional educational institution set up to cater to the need of education at any level of the masses in developing and over populated countries like Bangladesh. Distance education enabled the people to gain knowledge irrespective of any hurdle. It is primarily reaching to those people who so far did not have access to education so the purpose of distance education is twofold, to take learning environment to learners who have been inaccessible and secondly, to provide facilitating educational environment to that advantaged group of learners who have been just a mouse click away from the learning arena.

The principal function of a distance education institution and a conventional education institution is the same, namely teaching. However, the methods of teaching are different, so the structures of the institutions and their management. The management system of a distance education institution, for example, has to cater for the production of media-based teaching materials and for part-time students largely studying on their own, and off-campus.

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1.1 Ratiocination of the Study

Distance education is a means of filling significant gaps in the provision of education and training by providing increased access to students who are isolated or who missed the chance early in life to secure an education. So along with conventional settings of education the distance mode has to be more organized, systematic and goal oriented for the target pupil of a over populated country like Bangladesh. Therefore, this sort of study implies a significant and worthwhile contribution for the policy maker, stakeholders, concerned authority to take further initiative involving the promotion of distance education program as well as to keep up the right pathway of existing distance program for sake of national welfare.

1.2 Objective of the Study

The objective of this study is to present and analyze a new model of management system for distance education.

2. Methodology

The article is based on literature review. It includes reading of books, journal articles, research report and guidelines both on Bangladesh and international perspectives. The ideas from these literatures help us to build up our argument for this article.

3. Defining the nature of management

Two tendencies are clear from the literature, when the evolution of theoretical approaches to the study of management is well thought-out. According to the first tendency there is a move away from the closed systems perspective to an open systems perspective. The second tendency is implicated in the search for a set of management principles, which can be applied universally to management irrespective of content or circumstances (Fox, 1996:8).

As far as the first tendency is concerned there is a move away from the closed systems to an open systems perspective regarding management. The closed systems perspective focuses mainly on the internal variables of management and excludes the external variables that may influence management. The open systems perspective focuses on the importance of the external environment in understanding and explaining management. The second tendency is concerned with the search for the "one best way" of management. The modern view accepts that there is an array of widely different options in management and not a single best way. However, a selection of the correct options must be made in accordance with the demand of the particular management situation.

The most recent standpoint on the study of management and organization is known as the contingency theory. In the 1960s, there was widespread confusion as to which school of management theory was correct, and whether there was indeed, as earlier theorists had argued, universal principals of management, applicable to all situations (Petzall, 1990:17). Contingency theory was a response to this dilemma. This perspective utilizes an open system theoretical foundation and stresses the importance of selecting the correct management options based upon a proper assessment of the management situation. It can therefore be concluded that there are two major trends in the evolution of management theory, namely a trend towards an open system and a trend towards a situational approach. However, the modern schools of theory like the open systems school and the contingency approach exemplify these trends. In this regard the open systems perspective will be used to describe the management of distance education.

4. The Open System Framework

To understand distance education as a field of study, the open systems perspective is helpful and is essential to its successful practice. Distance education systems consist of sub-systems that make up distance education. According to the open systems framework a distance education system has the macro-management level and the micromanagement level. The sub-systems on the macro-management level can be identified as the policy-making sub-system and the institutional management subsystem. On the micro-management level the following interrelated sub-systems can be identified, namely, a course material sub-system, a student support subsystem and an administrative and management sub-system (figure 1). All these subsystems are interrelated. Anything that happens in one part of the system has an effect on other parts of the system. The open systems framework provides a tool that recognizes many of the issues that separate distance education from conventional education, but also distinguish good distance education from bad.

The sub-systems on both the macro and micro-management level form the interconnected parts of a distance education system. The activities undertaken in each of the sub-systems can be described as follows:

4.1 Policy-making sub-system

Making policy and ensuring it is implemented takes a major effort on the part of an institution's management. The fact that distance education is different from traditional classroom instruction, or involves the collaboration of different groups, or might even divert resources of money and people's time from conventional methods, will raise issues that require policies to be made not only within the institution, but also outside at state or national levels (Moore, 1996:184).

Definitions of public policy found in the literature range from declarations of intent, a programme of goals, and general rules covering future behavior to important government decisions, a selected line or course of action, to important government decisions, a selected line or course of action, the consequences of action or inaction, and even all government action. (Hughes, 1998:130). Public polic y has been defined by Anderson (1999:9) as "a purposive course of action followed by an actor or set of actors in dealing with the problem matter or matter of concern". The definition supplied by Dye (2002:1) contains, "Public policy is whatever governments choose to do or not to do".

According to Van der Waldt (1999: 208) public policy is seen as a series of related decisions, taken after liaison with public managers and political officebearers, that convert certain needs of the community into objectives to be pursued by public institutions.

Therefore, policy-making refers to the process of determining what actions governments will take, what effects those actions will have on social conditions, and how those actions can be changed if they produce unsatisfied outcomes. The process of policy-making requires that various activities be undertaken, for example :

- initiation, becoming aware of a public problem;
- agenda setting
- processing the issue
- making the choice
- publication, making decision known;
- allocation of resources;
- implementation;

- adjudication;
- impact evaluation; and
- feedback.

(Fox, 1997:33)

4.2 Institutional management sub-system

Public ins t it ut io ns , such as government department/ministries, are established by society primarily to:

- create and maintain law and order; and provide collective products and services on a non-profit basis, for example, education, health, transport, water and crime prevention (Van der Waldt, 1999:8). Public institutions therefore exist to meet society's needs. Within each of these public institutions certain management functions need to be undertaken to ensure that set objectives are achieved. In this regard the following basic management functions need to be undertaken:
- planning: Cloete (1995:57) implies that planning is not only about decision making, but also about choosing alternative ways in which objectives can be reached;
- organizing: according to Fox (1997:70) Establishing a formalized structure entails division of work into categories, centralization or decentralization of functions and authority, co-ordination, establishment of communication channels and the execution of control measures;
- financing: it entails obtaining, allocation, spending and controlling of public finances;
- leading: leading implies the process of influencing others to achieve an objective or objectives (Van der Waldt, 1997:196).
- staffing: includes filling positions with an institution, which include practices such as recruitment, selection and training (Fox, 1996:122);
- control: The process of control requires specific steps to be taken to ensure that goals are achieved effectively and efficiently (Van der Waldt, 1999:16).

4.3 Management and administration sub-system

The management and administration sub-system involves those processes, which recruit students, support them in their learning and assess the extent to which they have learnt. This subsystem is concerned with such matters as:

- publicity;
- programme information;
- applications;
- selection of students;
- enrolment of students;
- record keeping of students;
- assignment traffic control;
- examinations; and
- certification.

4.4 Courseware development sub-system

The courseware development sub-system implies the preparation of print and non-print material plus the production of the material. The developmental stage refers to the setting up of managerial

structures to ensure that programmes are academically credible in terms of content, developed on time and within a set budget, and systematically evaluated and revised. However, the course material development activities include the following :

- structuring of a programme;
- identifying and selecting the media and teaching strategies;
- developing of course material; and evaluating a programme.

The activities to be undertaken as part of the production stage include the following:

- editing;
- designing of course material;
- typesetting;
- copyright issues;
- printing;
- assistance by media specialist in the preparation of audiovisual material;
- developing experimental kits;
- use of computer technology;
- storage;
- packaging; and
- dispatch of course material.

4.5 Student support sub-system

The provision of student support services achieve for distance education systems the essential feedback mechanisms that are essential to higher education. It is mainly through student support services that two-way communication is established between student and institution. The activities linked to the student support subsystem apply only after students have received the course materials and they are engaged in the programme. Problems faced by distance education students stem from the physical distance between the students and the institution, and the resulting feeling of isolation. Anything the institution can do to reduce the feelings of isolation and consequent problems will improve the students' chances of academic success. In order to support students, the following activities can be undertaken :

- telephone counseling and tutoring;
- vacation or residential schools;
- tutorials/seminars;
- self-help groups;
- individual consultations; and
- contacts, for example, a 'hot-line' telephone service.

(Deakin University, 1995, Topic 1: 18)

The value of the open systems perspective in distance education management can be summarized as follows :

"It clearly identifies the principal activities involved in running a distance education enterprise as well as the interrelationships that exist between them. It defines the difference between an educational publishing institution (which would only require a course materials subsystem) and a distance- education institution (which must also provide an appropriate administration subsystem

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and student support subsystem). Finally, it underlines the fact that, theoretically and in practice, different groups and institutions can collaborate in providing a distanceeducation system, each perhaps taking on responsibility for different activities, or clusters of activities, within each subsystem" (Rumble (1986) in Deakin University 1995, Topic 1: 18-19). The interdependencies between the sub-systems are an outstanding characteristic of the open systems framework. Institutions need to have a clear strategy and policy on how activities are structured and linked in the parts of a distance education system. For example, the different kinds of courseware produced by the institution will influence the type of delivery and student support offered.

The open systems framework can also provide useful insight into the way a distance education institution can be structured, for example, the way in which common activities can be grouped together into sub-units, and the linkages required to connect the different subunits together. This point is pertinent to large scale distance education institutions where there is a clear division and specialization of labor. However, in small scale distance education institutions, the different distance education activities can be grouped together in one separate subunit devoted to servicing all the needs of the distance education students. Although the open systems framework is not equivalent to an institutional plan, it still provides a useful perspective about the issues to be faced by distance education institutions.

5. Issues in the Management and Administration of Distance Education Institutions

The management of distance education programmes gives rise to a number of issues to be addressed by managers of distance education programmes. These issues can be identified as follows :

- staffing for distance education programmes;
- integration of media in distance education programmes;
- managing project teams;
- systems thinking;
- collaboration with other distance education agencies and institutions';
- centralization versus decentralization of courseware and support;
- costing and budgeting;
- monitoring and supervising staff at a distance; and
- evaluating programme performance.

6. Standard Management Model for Distance Education

After examining the internal workings of a distance education unit or institution, a standard distance education management model is proposed. This model integrates all aspects, related to the management of distance education. The functions to be undertaken for each of the five subsystems are as follows :

- the policy-making subsystem;
- the institutional management sub-system;
- the management and administration sub-system;
- the courseware development sub-system; and
- the student support sub-system.

6.1 Policy-making sub-system

As far as the macro-management level of policy-making is concerned, it refers to the process of putting the activities to be performed into words and obtaining approval to implement a policy. The policy-making process usually starts with the collection of all relevant information about the subject matter of the envisaged policy. This process is usually done by obtaining information and opinions from public, private, non-governmental institutions, interest and pressure groups within society. The process of policy-making can only be successful if certain criteria are taken into consideration. In this regard the following standard criteria related to the policy-making subsystem is identified as setting policy objectives, democratic participation in determining policy, accommodating needs and values of the public, measurement of potential impacts, measurement of costs, and infrastructure and organizational support for policy decisions.

6.2 Institutional Management Sub-system

The public sector in any given country consists of a number of public institutions that render specific services to the citizens/taxpayers of that country, for example education, law and order and health services. In order to provide services to the taxpayers/citizens, public institutions need to be properly managed. Institutional management therefore refers to a person(s) who within the general political, social, economic, technological and cultural environments is charged with specific functions. In this regard the normative functions to be performed are planning organizing, financing, leading, staffing, and control.

6.3 Management and Administration Sub-system

According to the writer this is the key system that holds all the operations of the institution together on micro-management level. The administration provides both supervision and logistical support. The overall institutional planning, the budgeting, accounting, purchasing, stores and personnel matters are handled by this department/unit/center. The head of this department unit centre is responsible for coordinating and managing all distance education related matters. The aim of dividing the work of an institution involved in distance education is to ensure a suitable division of labor, through the delegation of responsibility. The institution should also ensure that the distance education work is properly coordinated, so that departments within the institution do not move in opposing directions, and that they get the support they need to carry out their respective tasks. The standard criteria related to the management and administration subsystem are market and publicize programmes, provide information on programmes, process student applications, process student registrations, keep student records, answer student queries in relation to administrative matters, process payments from students, process claims by part-time staff, process invoices from suppliers, administer assignment process, administer examinations process, and cost and budget distance education activities. Effectively managing distance education involves establishing performance criteria and targets for the institution. An efficient management and administrative system supports the activities of the institution.

6.4 Courseware development sub-system

Courseware development covers an extended process, starting from the conceptualization of what programmes and subjects to offer and the various stages of development of each programme until

it is ready to go out to the students. In this regard courseware development includes curriculum design for each course, laying down the boundaries of the programme, getting it written or recorded in certain and having it printed and ready for use, and the class notes delivered to internal students. The following standard criteria have been identified as part of the courseware development subsystem are generate ideas for programmes, market research on programmes, coordinate courseware development process, devise curriculum and syllabus, write courseware, edit courseware for content, edit courseware for language, edit courseware for distance education methodology, layout of courseware and desk-top publishing, print courseware, store and distribute courseware, devise assessment tools (assignments), carry out assessment (mark examination scripts), moderate assessment; award credit, and review and evaluate programmes. In good distance education, well-designed courseware, rather than the educator, provides an appropriate learning environment for the student. Rather than referring to a set of courseware, the programme forms the structure of learning that is designed into the courseware. An essential component in the successful design of distance education courseware is collaboration. This can be achieved by using a team approach in the developing of courseware. After developing the courseware, enrolling the students, and while they are studying, the institution should provide the student with all the help needed to progress successfully.

6.5 Student support sub-system

Another important aspect of institutional management is how student support has been organized by the institution. Provision should be made by the distance education institution to advise and help individual students who would otherwise be isolated throughout the learning process, and particularly, to help students to make choices before enrolling for educational programmes. Students require various forms of support, for example, satisfactory access to educators, the opportunity to interact with other students, and access to the required facilities. Student support also includes comments on students' assignments, and occasional face-to-face sessions where groups of students receive assistance and help on common problems. Standard criteria applicable to student support services include- provide guidance on programme choices, provide counseling in relation to studies, answer student queries in relation to their studies, conduct tutorial sessions, organize tutorials and vacation schools, provide tutorial support organize and support study groups, provide library and study facilities, train and support students in the use of new technologies, monitor and co-ordinate student support, and champion and act as advocate for students. Students should be supported to a considerable extent by the provision of a range of opportunities for real two-way communication through the use of various forms of technology for tutoring at a distance. Student needs for physical facilities and study resources and their participation in decision-making should be taken into account.

For the purpose of this article the five interrelated sub-systems can be schematically presented as follows :

Figure: 1: A Proposed Standard Distance Education Management Model

Conclusion

Importance of distance education lies in the importance of education in life. Education is immensely important for every individual for proper grooming and mushrooming. But when this grooming and/or mushrooming is shattered due to practical life mostly occupied by financial insecurity, professional hazard, prompt involvement in job and by different context, distance education comes up with the solution of these issues undergone in practical life. In this regard, distance learning has provided an excellent platform to students for learning at their own convenience and pace as this rapidly changing system of learning. In Bangladesh along with conventional teaching-learning system distance education has immense effect in educating the mass people specially who are out of conventional education somehow.

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Two Qualitative Research Approaches (Phenomenological Approach and Case Study Approach): A Critical Review

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Abstract

A qualitative research is a common and general way of thinking about conducting qualitative research. It may describe either implicitly or explicitly, the mode of data analysis, the purpose of qualitative research, the stages of research and the role of researchers. Researchers need to consider principles and pros and cons of the selected methods before designing a research area. Phenomenology is 'hermeneutics' that is usually thought to be the 'science of interpretation and explanation' (Lichtman, 2007, p. 73). Case study approach is an intensive, detailed and in-depth enquiry on some selected or a particular phenomenon.

Introduction

'Research is diverse' (p. 38) and there may be different research topics, causes for studies, stakeholders for research and techniques of research. In this case, researchers may use questionnaires and clarify the results. Some of them collect stories from people, take photographs or use video cameras, observe people's behaviour or interview people. They also explore documents and use scholarly journals. However, the important matter is to try to find 'whether the research is coherent package that stands up to scrutiny' (Unit Guide, 2008; p. 38).

Qualitative research is the study of real-world circumstances as they 'unfold naturally; [it is] non-manipulative and non-controlling; [it has] openness to whatever emerges' (Patton, 2002, p. 40). Thus, it may offer the researchers a wide range of choices. There are different methods of qualitative research approach. According to Creswell (1998) phenomenology, case study, ethnography and grounded theory are the most common methods of qualitative research approach.

In this paper I intend to begin by elucidating two different approaches of qualitative research method that I might consider using in my proposed research paper namely, the phenomenological approach and the case study approach. In the next section this paper also seeks to identify the principles/concepts underpinning these two research approaches. Finally, I will try to present the strengths and weaknesses of them.

1. Methodology

For this study I used peer reviewed journals, books and guides. This study used scholarly (peer-reviewed) journals and books from the period of 1989 to 2007. Thus the paper considered a range of period 1989-2007.

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Information about data collection :

Sample/Method	Range
Peer-reviewed Journals and books	1989-2007

2. Phenomenological approach

A phenomenological approach might be considered as the first major type of qualitative research. Edmund Husserl is known as the father of phenomenology (Creswell, 1998; Johnson & Christensen, 2004; Lichtman, 2007). It has a long history in different social research disciplines such as, psychology, education, sociology and nursing. As it is ha been developed through several philosophical doctrines, it could be described under different philosophical camps such as, dialogical, existential, empirical, hermeneutic, reflective/transcendental and social phenomenology (Creswell, 1998). Phenomenology could be described as method, philosophy and approach that could be easily be unfolded. It is the study of how people describe experiences and things through their sense. Sometimes it could be viewed as synonymous with qualitative methods or naturalistic inquiry (Creswell, 1998; Psathas, 1989; Patton, 1990, 2002). This term also could be referred to 'philosophy', 'an enquiry paradigm', 'an interpretive theory', 'a social science analytical perspective or orientation', or 'a research methods framework' (Husserl, 1967; Lincoln, 1990; Denzin & Lincoln 2000b, p. 14; Harper, 2000, p. 727; Schutz, 1967,1970; Moustakas, 1994; cited in Patton 2002, p. 104). Thus, research shows that phenomenological approach could be described from different perspectives.

2.1. The principles/concepts of Phenomenological approach

According to Richards and Morse (2007) phenomenology is considered as one of the most significant 'philosophical movements of twentieth century' (p.48) and they also depict two major assumptions of Phenomenological approach. First, 'perceptions present us with evidence of the world-not as it is thought to be, but as it is lived' (p.49). Secondly, 'human existence is meaningful and of interest in the sense that we are always conscious of something' (pp.49-50).

Many researchers further argue that phenomenological researchers look for commonalities across the individuals' experiences rather than only focusing on what is unique to single individual and the main aim of phenomenological studies are to retrieve the meanings of the shared experiences (Creswell, 1998; Richards & Morse, 2007). It is located under the interpretive paradigm and emphasises a focus on individuals' subjective interpretations and experiences of the universe. It seems phenomenological researchers want to understand and present how the world seems to other people. In phenomenology the phenomenon is the essential concept being examined by the researchers where the phenomenon might be a job, a program, an emotion, an organisation, a marriage or a culture (Patton, 1990). In this case, the researchers need to hold their own perceptions about the phenomenon apart to apprehend the phenomenon precisely as experienced by the informants.

Phenomenology is 'hermeneutics' that is usually thought to be the 'science of interpretation and explanation' (Lichtman, 2007, p. 73). Consequently, Byrne (1998; cited in Lichtman, 2007) indicates that sometimes phenomenology and hermeneutics are used interchangeably.

The main technical issue of phenomenology is the researchers' articulation of the philosophical perspectives behind the approach, especially the concepts of how individuals experience a phenomenon. This could be termed as 'epoche or bracketing' (Creswell, 1998, p. 54) of perceptions. Here, research questions would be formulated to disclose the meaning of experiences for people. The common method for collecting data is conducting in-depth interviews from the respondents that need personal reflection of the researchers (Creswell, 1998; Moustakas, 1994, cited in Creswell, 1998). Patton (1990, p. 70) depicts another viewpoint of a 'methodological mandate' to actually experience the incidents being investigated. In this point of view participants should be observed. Similarly, other sources could be considered to collect information such as, description of specific situation and narratives. In phenomenological approach researchers need to consider all relative descriptions of the text and develop a holistic description of the meaning and the spirit of the experience (Moustakas, 1994, cited in Creswell, 1998). It has its roots both in psychology and philosophy and it requires an attitude to wonder that is highly empathic (Richardson, Power point presentation, 2008). Now I will outline some merits and demerits of a phenomenological approach.

2.2. The Strengths of Phenomenological approach

The major merit of Phenomenological approach is researchers' ability to understand how individuals experience phenomenon from their own perspectives. This approach has been adopted by different disciplines such as, special education, art education, allied health fields, adult learning, nursing and education. It emphasises the centrality of human context in understanding life and apparently it provides opportunity to develop deeper insight on certain phenomena of human nature. The researchers might be able to share the results of the research (Johnson & Christensen, 2004; Lichtman, 2007; Richards & Morse, 2007). Moreover, a phenomenological approach is engaging and naturally fitted with research that builds vivid experiences for the readers to understand the fundamental meaning. Accordingly, Patton (2002) argues that phenomenological research 'focuses on descriptions of what people experience and how it is that they experience what they experience' (p. 107). Researchers could also able to generate new ideas based on their previous experiences and knowledge about the matter. In addition, by analysing descriptions of the informers, researchers could also retrieve universal or general meanings of the phenomenon. Research shows phenomenologists are able to analyse data from personal experiences and others experiences and observations. They are able to interpret and describe the 'essence or meaning of the lived experience' (Richards & Morse, 2007, p. 52). Consequently, Bottorff ,(2003; cited in Lichtman, 2007) supports that the 'essence' of experiences make 'a deeper level of understanding' (p. 72). As a hermeneutical process, phenomenology interacts and links between the researchers and the interpretations of the language (Lichtman, 2007, p. 73).

2.3. The Weaknesses of Phenomenological approach

Along with its merits, the phenomenological approach has some weaknesses as well. Creswell (1998, p.207) argues that 'neither empirical nor transcendental phenomenologists place substantial emphasis on verification beyond the perspective of the researcher'. Thus, this approach indicates lack of triangulation. Sometimes, in phenomenology, the real research questions could be left

implicit (Richards & Morse, 2007). That could make some misunderstanding about the research question. Generally, it uses single data sources, so it profoundly relies on a small number of cases. Sometimes researchers fail to depict the real picture because, they may not able to tap the real ideas and experiences of the informants. Some dominant issues could influence the informants that could shape their ideas. Also, the ideas could be shaped by the researchers' own experiences and background and data could be misinterpreted according to the previous ideas.

3. Case Study approach

A case study approach could be applied both for qualitative and quantitative research. It is not the option of the methodology; however, it is the choice of subject matter studies. It is one of the five traditional approaches of qualitative research that involves the detailed and specific study of a case or cases. It also seems to be primarily a method without philosophical underpinnings (Stoecker, 1991; Stake, 2005; Creswell, 1998; Lichtman, 2007). According to Stake (2005, p. 443), case study could be defined by 'interest in an individual case, not by the methods of inquiry used'. It may fall under the interpretive paradigm.

3.1. The principles/concepts of Case Study approach

In case study approach, depending on the objective of the study only one or several cases could be selected. So, any phenomenon could be considered as a case, for instance, groups, individuals, communities, institutions, events, policies and systems. Case study approach is an intensive, detailed and in-depth enquiry on some selected or a particular phenomenon.

Stake (2005) depicts three different kinds of case studies namely, intrinsic, instrumental and collective. Intrinsic case study is not for its representativeness but mainly undertaken for the precise understanding of and the interest for a particular case. In contrast, instrumental case study is adopted aiming to find a meaning for a particular case and to deduce a generalisation. Finally, collective case study is conducted on more than one cases aiming to investigate a particular phenomenon, an existing situation or a group of people. When instrumental case study is extended to some cases, it could be referred to as a collective case study. In qualitative case study, even for a collective case study the sample size is very small for random selection. In this point of view, purposive sampling is designed considering several variations and scope for intensive study. Stake (2005) further argues that representativeness of sampling is less important than learning. In this case, coding is used, especially when the study is conducted by a research team and the researchers become more dependent on subjective data. He goes on to argue that triangulation of case study is very important in all stages of study to establish validity of a case study. It could minimise the scope of misinterpretation especially in case of interpretation by the readers. Also, triangulation assists to draw specific meaning when the conceptualisation of the case created from different viewpoints.

Elsewhere, Yin (2003) identifies three different kinds of case study namely, explanatory, exploratory and descriptive. Lewis (2003) finds out that case study has variety of perspectives that could be organised in a particular context or more than one context. In the description the researchers should provide some hints that could help the construction of the perceptions of readers and in this way the readers can visualise the circumstances and contexts of the case.

3.2. The Strengths of Case Study approach

Firstly, a case study approach provides scope for the researchers to gain detailed and rich insight (Lichtman, 2007) and ability of systematic and critical thinking (Bassey, 1981; cited in Bell, 2004) especially in interpreting unusual or unique situations. Through description the researchers can transfer it to the readers and that helps the readers to construct their own perceptions and judgement. Secondly, a case Study approach is conducted through interviewing, interaction and observation. So, researchers can perceive the subjective features of the case personally such as, emotions, attitudes, personalities and mentalities. Furthermore, a case study approach is useful in solving practical methodological problems. According to Patton (1990, p. 100)

> Case studies are manageable, and it is more desirable to have a few carefully done case studies with results one can trust than to aim for large, probabilistic, and generalisable samples with results that are dubious because of the multitude of technical, logistic, and management problems in Third World settings.

Thus, it seems, case study research intends to provide a deeper insight into a particular issue and researchers try to find out :

1. the nature of the case, particularly its activity and functioning;
2. its historical background;
3. its physical setting;
4. other contexts, such as economic, political, legal, and aesthetic;
5. other cases through which this case is recognized; and
6. those informants through whom the case can be known

(Stouffer, 1941 cited in Stake, 2005; p. 447).

In these ways, using multiple approaches of data collection researchers could find information from different sources. It may help the researchers to study for one aspect of a problem in some depth (Bell, 2004). Lichtman (2007) argues that 'the use of case studies has had a resurgence of interest along with other approaches to qualitative research' (p. 76). Moreover, it is less expensive compared to experiment and survey method.

Most individuals and organisations have their unique and common features. Case study approach could identify the features and different interactive processes at work to demonstrate how the affect the implementation of the systems and influence the ways an organisation functions (Bell, 2004). Thus it appears case study is more humanistic in nature as it usually involves human experiences.

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3.3. The Weaknesses of Case Study approach

However, case study approach is not free from demerits like other approaches. First, because of small sample size this approach is unable to establish unquestionable grounds for generalisation. According to Stake (2005) and Lichtman (2007) in case study generalisation could be an unconscious procedure for both readers and researchers. Stake (2005) also warns that '[w]hat can be learned about the single case?' (p. 443). Secondly, a case study approach involves complex comparisons between the cases. In this case Stake (2005) also warns that sometimes readers learn limited ideas from reference or control cases chosen only for comparison. Thirdly, data collections and interpretations could be biased because; there is a chance of close interaction between the informants and the researchers. In addition, the major problem of this approach is the absence of universally acknowledged methods or tools. Yin (2003) particularly identifies that it is the hardest method because it does not have the routine formulas. Finally, Bell (2004) argues that researchers may face difficulties to cross-check information.

4. Conclusion

To summarise, a qualitative research is a common and general way of thinking about conducting qualitative research. It may describe either implicitly or explicitly, the mode of data analysis, the purpose of qualitative research, the stages of research and the role of researchers. Researchers need to consider principles and pros and cons of the selected methods before designing a research area. In this way, researchers could be able to use suitable methodologies and methods to achieve optimum output from the research project.

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Gap Analysis of Implementing Bangladesh and Global Studies Curriculum in a Rural Govt. Primary School

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Abstract

The main purpose of this study is to explore the real practice of Bangladesh and Global Studies Curriculum in the classroom of rural govt. primary school and to identify the barriers that teachers face in the classroom. The study is conducted with the intended objectives that will focus to reveal the reflection of intended learning outcomes, teaching learning strategies and assessment procedure to implement the planned curriculum and find out the barriers to implementation. However, this qualitative study has also been conducted to draw the real picture of teaching learning strategy in a rural govt. primary school. To fulfill the research objectives, data were collected through classroom observation, Teachers' and curriculum experts' interview and document analysis.

Analysis of data revealed that, there is an enormous gap between the practiced and planned BGS curriculum. Majority of the teachers are not interested to follow the directions of curriculum. There are also various factors for this, such as, lack of sufficient teachers training, teaching aids, proper dissemination of curriculum, school infrastructural system and so on. To resolve these problems, necessary recommendations are enclosed in the study which could bring significant development in this regard.

Key Word : *Bangladesh and Global Studies Curriculum, National Curriculum and Textbook Board, Primary Education Development Program, School Managing Committee, Parent Teachers' Association*

Background of the study

Social science education always plays an important role in the development of society and the nation. At present, from 2012, social science is termed with Bangladesh and Global Studies. It refers to an integrated discipline and the term is of recent origin. It started widely in 1916 in the U.S.A. It was origin in India which can be founded with the formulation of the basic system of education in 1937(J.C Aggarwal). In 1963, Bangladesh and Global Studies (former social studies) was introduced in the education system of Bangladesh.

Bangladesh and Global Studies refers to the study of particular aspects of human society. It promotes knowledge of and involvement in civic affairs. And because civic issues such as health care, crime and foreign policy are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education (Schneider, 1994). At the primary education level, social studies generally focus first on the environment, family and local community, through its curriculum. In Bangladesh, major emphasis has been given upon primary education. According to the Bangladesh Education Policy Report (2010), the goal of primary education is to create physical, psychological, emotional, cultural, spiritual, moral awareness among the students. To achieve this goal and contemporary objectives, Bangladesh and Global Studies has emerged as a compulsory integrated subject from class III to V.

As the curriculum, essentially, is a set of documents for implementation and considered as the heart of education. In Bangladesh, especially in rural areas, the practice of curriculum is not seen yet properly. Various gaps are found between the practiced and planned curriculum.

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After a long time, (about 18 years) our old national curriculum has been revised in 2012, which has started to implement from January 2013. The revised curriculum has tried to make more updated and student centric. If this curriculum is practice properly, it is hope that the nation will get a better outcome, as the teacher, have major responsibilities for practicing curriculum in the classroom. But there are some problems which impede the effective teaching of Bangladesh and Global Studies.

Beside this, the success or failure of implementing BGS curriculum has not been yet explored academically. So it is essential to find out the barriers that impede the effective teaching of Bangladesh and Global Studies in the class room of government primary school.

This research attempts at determining the gaps of implementing Bangladesh and Global Studies Curriculum in a rural Govt. Primary School.

Objectives of the Study
The main objective of the study is -
To investigate the present situation of implementing Bangladesh and Global Studies Curriculum in a rural Govt. Primary School and to identify the factors that teachers face during the practice of curriculum in the classroom.

Specific Objectives
The specific objective of the study is to -
- ▶ Identify the gaps between planned and practice of Bangladesh and Global Studies (BGS) Curriculum at rural primary level.

Methodology
The objective of this study is to identify the gaps between practiced and planned BGS curriculum in a rural govt. primary school and find out the factors that impede the practice. To achieve the objectives data have been collected from BGS teachers, head teacher, curriculum experts and through classroom observation. Three data collection tools were used in this fact and they are classroom observation checklist, semi-structure interview schedule and document analysis.

The study was conducted in qualitative approach to explore the real situation. This type of research was preferred because qualitative research takes place in the natural settings. And it also enables the researcher to develop a level of details about the individual or place and to be highly involved in actual experiences of the participants (Rossman& Rallis,1998). Qualitative research also rely on text and image data, have unique steps in data analysis and draw on diverse strategies of inquiry (J.W.Cresswell, p179, 2007).

The study focuses on practice of Bangladesh and Global Studies curriculum in a rural govt. primary school. Therefore, it was very challenging to select an appropriate method to conduct the research for revealing the satisfactory answers of the research questions. The whole study was inductively preceded. Findings of the study were argued from the focal point of research questions. It was absolutely depending on the strength of qualitative data; not numerical data. As L.R.Gay (1996, p208) suggested, qualitative study for investigating certain kinds of educational problems and questions, those which do not lend themselves well do to numerical analysis.

To explore the real practice of BGS curriculum in GPS a number of steps were followed sequentially. The study demanded to analyze documents, for this BGS curriculum 2012 was studied and it added many ideas of research problem. Moreover, semi-structured interview schedule and observation checklist were administered to explore the teachers practice. To verify and to unify the provided data, teachers as well as head teacher and curriculum experts were interviewed by respective interview guides. Classroom notes were also taken during class observation. Thus, qualitative researchers are not just concerned with describing the ways things are, but also with gaining insights into the "big picture" S. Wilson (p-245, 1977) . As a qualitative study requires such kind of activity, the study was considered as the best research method considerably.

Area of the study
For getting valid and appropriate data, and due to researcher's easy access, Chuadanga district of Bangladesh was selected as the study area. It was selected purposively for this study.

School Selection
In order to select the school purposive sampling strategy was employed. Due to limited time boundary, 1 school was selected for the research study purposively. Notunpara Govt. Primary School (NPGPS), Chuadanga was selected because of availability of sufficient teachers and different societal level of students. Moreover, this thesis was conducted under the British Council Project. In this regard, permission was taken from DG office and the headmaster before selecting this school. An approval letter was sent from Directorate of Primary Education (DPE).

Teacher Selection
All Bangladesh and Global Studies Subject teachers were selected purposively from the school. There were 5 BGS teachers. The head teacher was also selected as a sample.

The following list express the quantity of sample in the study.

Table 3.2 : Categories and quantity of sample

Category of Sample	Quantity of Sample
Primary school	1
Teacher participant	5 (out of 10 teachers)
Head Teacher	1
Curriculum Expert	2

Curriculum Expert selection
Two curriculum specialists were selected purposively from IER, University of Dhaka.

They were selected for justification for revealed data.

Data Collection Techniques
Different kinds of techniques were used for the purpose of this study. Where, a qualitative study covers a number of data collection procedures for collecting quantitative data (Marshall & Rossman, p251,1999). Data were collected by observation, semi-structured interview and document analysis. Besides this, field notes were taken to comprehend prevailing context as well as classroom scenario.

Data collections tools was as following: -

Table 3.3 : List of data collection tools

Data Collection Instrument	Data sources
Observation checklist	Classroom teaching learning activity
Semi-structured interview schedule	Teacher, Head teacher, Curriculum Expert
Document analysis	BGS curriculum (2012), BGS textbooks, Education policy (2010)

Data Collection Procedure

Data were collected by the researcher herself. At first, letter of approval was collected from DPE and sent to the headmaster and the chairman of SMC. In the case of teachers, researcher attempted to set up a fairly rapport with them before starting interview. Researcher was also concerned of introducing herself to other participant as well. Most of the time, researcher had to arrange an informal setting for each teacher separately to get authentic data.

Data analysis techniques and interpretation

Data analysis were followed by the procedure below. As, Best (p258, 2005) said that, there are no commonly agreed-upon process of data collection. The below flow chart shows the process of data analysis in this study: -

Data Organizing

Data organizing was the first step in analyzing qualitative data (Best, p250, 2005). After collecting qualitative data, it was organized in accordance with the data collection techniques: interviewed data, for instance, had been organized according to the participants responses.

Data Coding

Data coding is furtherance of the short-cut method. This method should be used specially when given figures are big or otherwise inconvenient (C.R. Cothary, p-261, 2009). In this study, data were coded by consecutive numbers. It was done as follows-

Table 3.4 Participants' Coding Table

Categories	Coding Number
Notun Para Govt. Primary School	NPGPS
Teachers (5)	NPGPS1-NPGPS5
Head Teacher (1)	HT

Data Classifying

Data classifying was made as the data revealed. Data were classified under the themes of curriculum related focal points. This was done to ease the triangulation process.

Data Analysis

After editing raw data, it was analyzed to draw some results. A number of themes were figured out from the revealed data. Qualitative data were analyzed under themes and categories based on different participant's perspective thoroughly. Findings were analyzed based on collected data with the help of qualitative approach.

Data Triangulation

In this qualitative study, researcher tried to enhance her internal validity through data triangulation. Such as-teachers provided data were verified with the head teacher's and curriculum experts provided data. It was also strengthened by the class notes, observation notes and field notes.

This study is accomplished with qualitative approach where a number of tools were used to reveal the data. Classroom observation, interview and document analysis were conducted as data collection process. As, qualitative procedure rely on text and image data, have unique steps in data analysis and draw on diverse strategies of inquiry (J.W.Cresswell, p-179, 2007).This research also proceed to explore the real situation of practicing BGS curriculum.

Under the thematic approach, various themes were categorized to identify the gaps between practiced and planned curriculum through data triangulation.

Data Analysis And Findings

The objective of this study was to identify the gaps between practiced and planned BGS curriculum in a rural govt. primary school. To fulfill the thesis objectives qualitative approach have been used. Data were analyzed through classroom observation, social studies teacher's interview, head teacher's interview, curriculum experts interview and document analysis. To know about the real situation triangulation of data were used. The researcher observed 10 BGS classes, took semi-structured interview from 5 selected teachers, headmaster and curriculum experts. And the interview was taken just after taking the class.

Major Findings:

It is mentioned that; this study continues in a qualitative approach. So, the researcher intends to originate some themes derived from the collected data. All the qualitative data are discussed in the focal point of the research objectives and questions of under the following themes. These themes are classified into four major categories which are also discussed into several sub themes. The major gaps that the researcher has found between practiced and planned BGS curriculum from various sources of data are given here in detail. Moreover, their implications are also presented below along with this. Following points show the major findings of the data :

    I. Teachers are not aware about BGS curriculum.

    II. Teachers do not follow the instructional technology according to curriculum.

    III. Assessment procedure is not followed by the guidance of curriculum.

    IV. Feedback is not given according to curriculum.

1. Teachers are not aware about BGS curriculum

Teachers awareness about BGS curriculum is discussed under the following subsections. These sub-sections are detailed in light of revealed data from teachers, head teacher's, curriculum experts? interview and classroom observation.

Majority of the teachers of NPGPS are not properly aware about the new revised BGS curriculum 2012. Most of them considered curriculum as a policy or directions. In this respect, T1 said, "BGS curriculum is associated with some direction for taking BGS class" (NPGPS1). While other teachers expressed it as a broader aspect of syllabus. T3 held, "BGS curriculum is not only some directions but also contains subject matter as syllabus" (NPGPST3). On the other hand, T4 thought curriculum as some goals and objectives. She expressed her view as, "BGS curriculum is the

combination of some goals and objectives of Bangladesh and Global Studies" (NPGPST4).

Among all teachers, only the head teacher knows some detail, about BGS curriculum, as, she received curriculum training. She revealed, "BGS curriculum is the total guideline for teaching learning process of Bangladesh and Global Studies. It contains aim, objectives, terminal competency, evaluation process and the methods of teaching. All of the teachers should follow the curriculum appropriately as a key guideline for education" (NPGPSHT).

In the findings, it is revealed that, the concept of curriculum is not enough clear to all the BGS teachers. All of them grasped the idea vaguely, but not specifically. There was a compatibility of concept about curriculum; however, they could not give any concrete definition of it.

a. Teachers awareness about terminal competency

The NPGPS has new revised curriculum of 2012, but most of the teachers are not aware about the terminal competency of BGS curriculum. Majority of them only know about the term "terminal competency". But they are not concerned about the competencies in detail and the total number of them. While conducting interview, only one teacher agreed that, she knows about this from sub-cluster training. In this respect, NPGPST1 said, "terminal competency is the term which indicates student's achievements after finishing a specific stage of education (NPGPST1)." Other teachers failed to define terminal competency correctly.

Even they don't know about the total number of terminal competency. For example, NPGPST2 expressed,

> "Terminal competency is the most important factor of a curriculum. But, we don't know the exact number of terminal competency of new Bangladesh and Global Studies curriculum 2012. Though the school provides us a new revised curriculum, but we cannot study it for lack of time" (NPGPST2).

Another teacher argued that, for the recent change of curriculum they can't study it yet properly. Because, there remain several new changes and aspects on it. She (T3) said, "I knew about the competencies of old BGS curriculum. But the recent changes are unknown to me" (NPGPST3).

In this regard, supporting the teachers the headmaster said, "Most of our BGS teachers don't have any training on curriculum. So they are not properly aware about terminal competency. Beside this, they don't get enough time for observing curriculum" (NPGPSHT).

In nutshell, it is revealed that majority of the teachers are not concerned about terminal competency of BGS curriculum. They provide their lecture in classes without deep knowledge about it. Moreover, their concept was almost similar about Terminal Competency. They only know the term but not aware about the total number of competencies and detail about it.

Implications :

- Teachers can be motivated for following curriculum in every class.
- Head teacher may discuss terminal competencies and other factors during teachers off- time.
- Head teacher may be strict about her staffs, so that they can conduct teaching learning activity with the guidance of curriculum.
- A simple workshop or seminar can be arranged for GPS teachers by the ATEO for discussing about curriculum.

b. Teachers awareness about learning outcome of BGS curriculum

A very few teachers of NPGPS are concerned about learning outcomes of BGS curriculum. Only the head teacher could properly describe about this. She (NPGPSHT) said, "Learning outcomes are specific achievements of students from any content associated with action verbs" (NPGPSHT). But her subject teachers don't teach in the class for attaining learning outcomes.

From the classroom observation, it was seen that, teachers provide lessons thoroughly for completing content. Even they don't see the specific learning outcomes before starting a new lesson. Moreover, BGS textbooks also refer to specific learning outcomes for each chapter. But the teachers seldom followed it.

But all of the teachers agreed that, it is the key indicator of classroom teaching -learning strategy. According to NPGPST3,"We have heard about learning outcome of BGS curriculum. But it is quite impossible for us to follow the guidance of curriculum in every class" (NPGPST3).

In this content, which describing the importance of learning outcomes, one of the curriculum experts held,

> "Learning outcomes are narrower than goals. They derived from the specific content. Moreover, they are attainable and measurable by using action verbs. Each Bangladesh and Global Studies teacher should strictly follow the guided learning outcomes before starting a new lesson. Otherwise, students learning will not be properly ensured" (Curriculum Expert 1).

SMC members also supported this view. One of the members (SM1) expressed her opinion, "learning outcomes are the main indicators for a teacher. So, they should maintain this properly (SM1).

So, in the conclusion, it can be said that, very few teachers of NPGPS are concerned about learning outcomes of BGS curriculum. They don't follow the specific outcomes before starting a new lesson. They don't give emphasis on attaining them during the lesson.

Moreover, the teachers don't justify the outcomes after completing the lesson. As a result, students learning process was not fully guided by curriculum.

Implications :

- Teachers can be motivated for following learning outcomes in every class.
- Every BGS teacher should be provide with curriculum training.
- Head teacher and ATEO can monitor this fact by regular feedback.
- BGS teachers also can follow textbook provided learning outcomes.

II. Teachers do not follow the instructional technology according to curriculum

From the accumulated data, it is clear that, most of the BGS teachers don't follow the proposed instructional technology in the classroom. Majority of the BGS classes are neglected from it. However, triangulating the data, through classroom observation, semi structured interview, and document analysis researcher has drawn some findings into the following subpoints.

a. Creating motivation before starting new lesson:

Motivation is quite important for students to make them interested about new lesson. Maximum teachers of NPGPS tried to motivate students in their classes. Among them,

NPGPST1 used relevant stories of election while teaching **"Democratic Values"** at class five. Students were very much interested to her stories.

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On the other hand, NPGPST2 showed picture of "Rural Life" while teaching **"Environmental Pollution"**. The NPGPST3 asked personal experiences of recent earthquake to the students for **"Natural Calamity"** chapter. On the other hand, the NPGPST4 gave examples of national election while teaching **"Democratic Values"**. But all these are teacher's pre-planned activity as they were concerned about the researcher's class observation. The reality was a few motivational works for new lesson, while the researcher did two sudden classroom visit. One teacher said that, she thinks, motivation is utmost necessary for starting a new topic in the classroom. But they can't maintain it regularly due to various reasons. In this regard, NPGPST4 shared her opinion, "We have to take a lot of class daily. So we get tired to start a new lesson with appropriate motivational work...But, I think it is quite necessary for every BGS class" (NPGPST4).

By supporting her, the Head teacher also possessed,

"Motivation is utmost necessary for all students to start a new content. It inspires learners to be attentive in the class and grasp the importance of content. But, really our teachers can't maintain it due to many reasons. Such as- short class time, heavy class load, exam pressure etc." (NPGPSHT).

But some of the teachers cannot maintain relevance of their motivation process along with the content. In this regard, T5 sang a song for teaching "Development Activities in the local area". But her song was not relevant with the content.

The following table expresses teacher's motivation process in observed BGS classes :

Table 4.1 Motivation Process by the Teachers

Serial number of teachers	Teacher 1	Teacher 2	Teacher 3
Taken class	Class 5	Class 3	Class 4
Chapter's name	Democratic Values	Environmental Pollution	Natural Calamity
Motivation Process	Relevant story of national election	Showing picture of rural life	Sharing personal experiences

So, from the teacher's view, classroom observation and above table, it can be seen that, majority of teachers try to motivate students before starting new lesson. But most of the time they start lesson with traditional system due to lacking of time and heavy class load. The motivation process was mainly telling stories, sharing views, singing song etc. But sometimes, these were getting irrelevant with the topic.

Implications :
- A discussion or workshop/seminar can be arranged by URC (Upazila Resource Centre) for BGS teachers.
- Teachers can discuss among themselves about creating motivation during their off time.
- Relevance of motivation process can be maintained.

b. Providing lesson for obtaining learning outcome and class-wise attainable competency
None of the BGS teachers of NPGPS were concerned about learning outcome and class-wise attainable competency according to curriculum during the class. They provided lessons only for

completing syllabus for examination. Teachers emphasized only on the important topics of textbook rather than maintaining relevance with intended curriculum. They were in a hurry to complete all the topics of syllabus. Most of the time they cannot finish their lesson within the class time. One of the teachers (NPGPST2) said that, "It is hard to finish the content in the restricted time limit maintaining the relevancy of curriculum" (NPGPST2).

According to curriculum expert, "If the learning outcomes are obtained in class regularly, the class-wise attainable competencies also will be obtained automatically" (curriculum expert 2). So, the subject teachers should be aware of this.

Teachers are not concerned about learning outcome and class-wise attainable competency. They don't provide lecture in class for attaining these. Moreover, they prefer only important topics of textbook. Final examination is their main target for conducting teaching learning activity.

Implications :

- All BGS teachers should be provided with curriculum training.
- Regular classroom monitoring and supervision can be initialized.
- Dissemination of curriculum by NCTB may be increased.
- Subject teachers can be motivated by head teacher or education officers in their in-service training.

c. Use of teaching aids

Most of the BGS teachers tried to use teaching aids during their classes. Though they do not have enough materials in school, they all realize the importance of using teaching aids. Among all BGS teachers, majority of them used teaching aids regularly.

They used poster papers, charts, pictures. Meanwhile, NPGPST1 used **"Ballot Box"** and poster paper while teaching **"Democratic values"**. On the other hand, NPGPST2 used **"Hand-made pictures"** due to unavailability of sufficient materials. NPGPST3 used posters and pictures while NPGPST4 used chart and map. The rest of the teacher, did not use any teaching materials. According to her, school cannot provide relevant teaching aids and it is not possible to use in every class. She (NPGPST5) said, "We are burdened with a lot of classes daily....So, preparing of teaching aids are quite impossible for us in every class" (NPGPST5).

Most of the teachers said, they would use relevant materials if the authority can provide necessary resources. One of the SMC members said in this regard, "We save a fixed amount of annual budget of the committee for purchasing teaching aids every year (SMC Member 2)". The head teacher also agreed with his comment. She claimed that, "Most of the teaching materials in this school are provided by the school managing committee (NPGPSHT) ". But these are not sufficient for all classes. So, the teachers demanded ICT facility in the school. T2 said here, "The cost of teaching aid is very high. And we cannot get enough materials in such a remote area. So, if the school had a computer, we could make relevant multimedia content for our students. It would also be cost saving for us. (NPGPST2)"

The Head teacher also supported in this regard, "If the authority provides us with ICT facility, our teachers can use relevant teaching aids regularly (NPGPSHT)".

d. Types of teaching aids used by the teacher:

Sequentially, the teachers were asked to tell about the teaching aids which they generally use in their class. The teachers named some teaching aids. Among them pictures and poster paper are

commonly used. Moreover, during observed classes, the researcher also found several types of teaching aids. The following table shows the frequency of using teaching aids :

Table 4.2: Types of using teaching aids

Types of using teaching aids	
Teaching aids	Used by teacher
Picture	NPGPST3 ,T2
Chart	NPGPST4
Map	NPGPST4
Poster paper	NPGPST3,T1
Real object	NPGPST1

From this table, it can be said that, most of the teachers used pictures and poster papers as they were available. A few used map, chart and real object. On the other hand, no teacher used a globe or world map while teaching geography or the chapter of pacific and ocean.

e. The effects of using teaching aids on students learning :

All of the teachers agreed that, teaching aids have positive effect on learning. Moreover, teaching aids increases students motivation and active participation. Each of them provided their views during interview. According to T1, "Teaching aids support difficult content to make them easier" (NPGPST1). While, T2 gave importance on long term learning. She argued that, "Using teaching aids facilitate long term learning" (NPGPST 2).

Most of the Students also said that, when teachers use teaching materials they spontaneously concentrate on the class. Using of teaching aid motivates them come to school regularly and the more study of Bangladesh and Global Studies happens.

In nutshell, curriculum expert 2 gave her opinion, "Teaching aids are not main instructional material. So, teachers should follow that, whether student's attention was towards the lecture or materials. However, teaching aids help learner to grasp the difficult content easily and pay attention on lessons" (Curriculum Expert 2)

Implications :

- The School Managing Committee (SMC) can take initial steps to recommend authority for providing sufficient teaching aids to school.
- They can raise the budget of annual fund for purchasing more teaching materials.
- Besides this, **Upazila Education Officer** may sanction a fixed budget for every **GPS** in his area.
- Using of real object and low-cost apparatus can be introduced.
- Content based teaching materials may be ensured.
- Multimedia support can be provided by the authority.
- Every teacher should be provided with ICT training.

f. Using of teaching- learning strategy

Most of the teachers used only **lecture method** for delivering lessons. While very few used group work and curriculum directed strategy. Among the ten observed classes, the researcher has found only three classes where teachers used **group work**. In one class NPGPST5 directed students for

silent reading. In the other class, NPGPST1 followed Question-Answer method. The rest of the classes were **lecture method** oriented. In the maximum class, students were ordered to memorize the content. Teachers only read aloud the topic from the textbook, where student's task was listen to the lecture. Group work, peer-work, learning by doing were completely ignored. Several teachers view is, due to the high teacher-student ratio lecture and question-answer methods can only be used to make an effective class. In this fact,

NPGPST4 said, "in our school, the number of student is very high. So, we cannot provide them curriculum guided teaching method (NPGPST4)".

Another teacher told about the huge content load of primary level. This also hampers effective teaching. She (NPGPST5) said that, "It is quite impossible to maintain the proposed teaching-learning strategies due to the large class, short time, and huge content load" (NPGPST5).

Nearly similar idea was also expressed by NPGPSHT,

"Really, our teachers are burdened with heavy workload and a large number of students. Moreover, they remain too busy with other school activity such as- taking exams, arranging meeting, conducting assembly, and so on. Even they have to maintain a lot of students per class. So, they cannot maintain the proposed teaching method by curriculum" (NPGPSHT).

Teaching learning strategy followed by the teachers are presented in the table below :

Table 4.4 Using of teaching learning strategy according to curriculum

Strategies	Teachers (Out of five BGS teachers)
1.Lecture	T1, T2, T3, T5
2.Group Work	T1, T3
3.Silent Reading	T5, T4
4.Question-Answer	T4, T1

Above this table, it can be said that, most of the teachers prefer lecture method while curriculum guided strategies are completely ignored. So there is no relevance with the mentioned teaching learning strategies in the curriculum.

Implications :
- Arrangement of workshops and seminars focusing the intended teaching - learning approach would be promoted to make the teacher aware about the recent developments in this sector.
- The Headmaster and SMC can make it compulsory to follow the intended teaching-learning strategies.
- They may ensure proper curriculum distribution and instant dissemination of Teacher's Guide (TG) should be ensured.

g. Students Active Participation :
A Bangladesh and Global Studies class requires student's active participation. Only the textbook knowledge is not enough for appropriate learning. But the picture of selected GPS is quite different. Among observed ten classes most of the students were passive. They were only the listener and they memorize the contents. Among those classes, researcher found only a few classes where

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students got the chance to involve themselves in group work. Though there were students of different cognitive capabilities, teacher followed same method of teaching for all.

Moreover, none of the students asked any relevant questions to teacher. And only best students and front-benchers gave answer to any kind of questions. Finally, there were no practice of learning by doing and activity based learning. In the observed ten classes, students activities are mentioned here in a table :

Table 4.5: Students activity in 10 observed classes

Number of observed class	Students activity
Class 1	Role play of selected class captain
Class 2	Personal experience sharing about earthquake
Class 3	Students were silent listener.
Class 4	Only listening to the teacher.
Class 5	No activity was observed
Class 6	Only listening to the teacher
Class 7	Involved in question answer
Class 8	Writing on blackboard
Class 9	Writing on blackboard
Class 10	Students were silent listener

From the above table, it is clear that, student's active participation was neglected in majority of the class. There was no practice of learning by doing and activity based learning. Teachers followed only lecture method and sometimes called students to write on blackboard. Even though, student's role was silent listener. They don't ask any questions to the teachers if they face any difficulty. Only some bright students ask questions to their teachers.

Implications :

- BGS teachers can be trained by curriculum experts.
- Active and equality of all student participation is highly prescribed.
- As maximum teachers are not aware about curriculum, in-service training can be arranged for them.
- Brain-storming questions and project-based activity may be included in BGS textbooks for increasing student's involvement.

h. Practice of planned activities :

In a Bangladesh and Global Studies class, practice of planned activity is very effective for learners. Among the five BGS teachers only a very few teachers followed some of the planned activities according to curriculum and textbook. They taught **"Democratic values"** in class 5. They engaged students in a role play to selected class captain. But majority of the teachers were fully unaware of planned activities. In every BGS textbook in every grade has included various planned activities but, teachers show no intention towards this. Among the activities, several were- making project, charts, poster papers, data collection. Teachers think, it is important for student's effective learning,

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but there remains some barriers to implement this. One of the teachers (NPGPST1) said,

> "The duration of every class is only 35 minutes. And the student's rate is very high. So, it is impossible for us to implement planned activities in every class. Moreover, students are not capable of doing this as their learning level is not similar" (NPGPST1).

The Head Teacher also said, "Teachers should practice planned activities according to curriculum in BGS classroom. But they are loaded with a lot of classes daily."(NPGPSHT).

Implications :

- Duration of class time may be increased.
- A number of students can be decreased by dividing them in several sections.
- Regular classroom monitoring by Head teacher and ATEO can be ensured.
- Teachers should be made motivated for conducting planned activities.
- Tendency to deliver lecture can be decreased.
- Classroom seating arrangement may be changed for doing activities.

III. Assessment procedures are not followed by the direction of curriculum

a. Assessment system followed by the teachers

From the observed classes, teachers, head teachers and curriculum experts interview derived data are found. Among five BGS teachers, majority of the teachers used **Oral questions** while, the rest of the teacher used **Writing on Notebook**, another teacher called **students on black board**, and others gave **group work**. Though every teacher said, they try to asses in every class, the real situation is quite different. In most coses the class is over before the assessment process.

Moreover, formative assessment is rather ignored than summative are. While curriculum expert1 stated, "Formative assessment is needed in a classroom for students continuous upgradation (curriculum expert 1)".

Teachers give emphasis on final examination. Even in that GPS, there were no class-test, quiz or monthly test. Only some monthly tests are taken for class 5 PEC examinees. In this regard,
Teacher 2 held, "We cannot take any class test for student's betterment. Various aspects are related here. Moreover, major emphasis is given up on final examination" (NPGPST2).

b. Techniques of assessment

According to classroom observation, the researcher identified some techniques of assessment that teachers used. Most of the processes were oral questions and writing answers. Curriculum directed techniques such as- creative questions, group work, making chart were not followed totally. Moreover, most of the teachers don't know about formative and summative assessment. One BGS teacher ((T2) said in this regard,

> "We know only the term evaluation. It is the process of valuing the learner's achievement. But, the types of assessment are rather different to us. Maximum time, before completing the content, the class time is over. So, we cannot follow any techniques for our students assessment" (NPGPST2).

Table 4.6 Techniques of Assessment

	Students learning assessment techniques				
	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Techniques of assessment	Oral Question	Oral Question	Oral Question	Oral Question	Oral Question
	Writing on Notebook	Writing on Blackboard	Writing on Notebook	Writing on Blackboard	
	Group work				

From the mentioned table, it has been derived that, majority of the teachers asked oral questions and writing answer for students assessment. Whether curriculum guided strategies were not followed.

c. Questions of Assessments:

Majority of teachers of NPGPS assessed learners by giving oral or written questions. Most of the questions are cognitive domain-based. Psychomotor and affective domains are completely ignored. Even, very few teachers were known about bloom's taxonomy when they were questioned. One BGS teacher revealed, "I have heard the term Bloom's Taxonomy... But, I don't know about it in detail (NPGPS4)."

Implications :

- Teachers can be motivated for formative assessment through workshops and seminars.
- Constructive evaluation has to be conducted to sort out the flaws and lacking to get proper remedy to solve the backwardness. Quiz, class test system can be introduced.
- Psychomotor and affective domain based question should be equally used in assessment process.
- Preference can be given on group work, group discussion, and individual work.

IV. Feedback is not given according to the directions of curriculum

Feedback is very important for students? proper learning. By getting feedback a student gets an opportunity to learn more and correct his faults. From triangulating data through observation and interview, it has found that, teachers don't provide feedback after completing a lesson. Whether, some teachers try to do it, but they cannot maintain the accurate process. The bellow sub sections contain in detail.

a. Techniques of given effective feedback after assessment:

All the respondent teachers said that they always try to give feedback after assessment. Among five BGS teachers one teacher said that, she tries to give effective feedback to her learners.

Rest teachers said that, they repeated the topic for slow learners. But from the observation, researcher has seen that, teachers hardly repeated the topic for lacked behind students. Most of them scolded students who didn't give correct answer. There was a biased feedback to the expert learner. It was not equal to all. Most of the time, teachers only cut down the incorrect answer without appropriate feedback.

According to students, very few BGS teachers gave them effective feedback after assessment. Only three teachers did it regularly. But others completed assessment process without any feedback.

By analyzing respondents answer and classroom observation, techniques of giving feedback are presented in the following table:

Table 4.7 Techniques of giving feedback after assessment process

Number of Teacher	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Techniques of feedback	Repeated the content again. Asked students if they were clear.	Supported slow learners by expert students.	Only told the correct answer to the students.	Repeated the content again.	No effective feedback was given, scolded students who made mistakes

Implications :

- Teachers may give effective feedback by discussing with the students about their faults.
- After giving feedback, she/he can ask the question again towards the learner.
- They have to encourage the students instead of discouraging.

b. Homework given by teachers :

Among ten observed classes of five BGS teachers, only a few teachers gave home work after completing their lesson. Rest teachers didn't give any homework. The reason was wanted to know from them.1 of them (T3) said that, "Students have no interest for doing homework (NPGPST3)."
Another teacher (T4) also stated about huge amount of students. She expressed her opinion in such that, "It is quite impossible for a teacher to check 50 students home works daily. Moreover, I have to take 7 classes daily (NPGPST4)".

The Head teacher also agreed with this view-

"Unfortunately, our teachers are burdened with heavy work load. The number of students is also very high. So, it is very tough to give homework daily and check it properly. Moreover, maximum students do not want to complete the home task if given" (NPGPSHT).

But, in the real situation, student's socio-economic status hampers their home study. Most of the students were from poor family. So they have too busy in various household and economic incomes. As a result, they cannot get enough opportunity to study at home. Beside this, the guardians are not aware about their children's study at home. They don't encourage them totally for regular study. It is one of the major reasons for giving no home work. In this fact, one of the School Managing Committee members said, "Most of the student's background is very poor. They lead an indigenous life. So, it is natural that, their parents don't give any kind of inspiration for study at home" (SMC Member 1).

Implications :

- Teachers can be motivated to give homework and check it properly.
- Duration of class time can be increased.
- Parents can be motivated in PTA (Parents Teachers Association) meeting for being conscious about their children.
- Students can also be motivated for studying at home regularly.

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Discussions and Recommendation

Introduction

This study was an endeavor of exploring the "practice of Bangladesh and Global Studies curriculum in a rural Govt. primary school". The study proceeds in qualitative approach.5 teachers were selected purposively. Required data were assembled from selected participants. For the purpose of additional data additional participants were selected and they were head teacher and curriculum experts. Through the qualitative approach some findings were evolved. This chapter consist on the interpretations and recommendations of this findings sequentially.

Discussions

The following discussion proceeds on the findings and their interpretations considering the research objective of this study. This discussion is presented below according to the previous chapter :

Teachers awareness about BGS curriculum-2012

In the education system of Bangladesh, curriculum is an indivisible component of disseminating education among the learners. Learners have been taught numerous things in the light of curriculum through the textbooks. The proper implementation of a curriculum, in many respects, depends upon the teachers. But the scenario is unusual that school teachers of Bangladesh have very diminutive access to study curriculum. Majority of the rural govt. primary school teachers have no clear idea of curriculum.

A revised curriculum of primary level has been developed in the year 2012.The new BGS curriculum is being tried to make more student centric and up-to-date with the need of time. Before practicing the curriculum in the classroom a teacher should properly aware about it at first. Because, if they remain ignored about the curriculum, it is not possible for them to practice it properly. In the rural govt. primary school, head teacher is aware about BGS curriculum. But, the subject teachers are not concerned about it. They only follow the syllabus provided by the school. So, finally it can be said that, it is not possible to practice the BGS curriculum in the classroom for those the social studies teachers who are not aware about the BGS curriculum.

Creating Motivation before starting new lesson

Before starting a new content in BGS class motivation creation is very important. Curriculum experts also agreed with this point. According to them, motivation helps students to create interest among them about the new content.

According to the head teacher, subject teachers always try to motivate students by telling stories, singing song or by other activities. But the result of classroom observation was quite different. Teachers try to make motivated students sometimes, not regularly. Maximum time they tell such stories which are not relevant to the lesson. Or, they start lesson without sharing any greetings. That's why students are not more interested about BGS class.

Providing lesson for obtaining learning outcome and class-wise attainable competency

In BGS textbook and curriculum there remains many learning outcomes and class-wise attainable competency. These learning outcomes are organized with Bloom's taxonomy such as-cognitive domain, psychomotor domain and affective domain. But it is found that, majority of teachers don't provide their lessons for achieving these learning outcomes and class wise attainable competency. They only follow syllabus for final examination. Even though, the head teacher also unconscious

about it. She doesn't know whether the teachers maintain curriculum guided outcomes or not. Moreover, the duration of per class is very short, like 30-35 minutes. According to BGS teachers, it is not possible to deliver lesson for obtaining learning outcomes in such a short time. So, it can be said that, learning outcomes are totally ignored in BGS class.

Using of teaching aids

In the new revised curriculum 2012 emphasis is given upon on using teaching aids. All of the subject teachers and head teacher also agreed about the importance of teaching aid. Majority of the teachers try to use relevant teaching aids and they prepare it during their off time. But the most commonly used teaching aids were pictures and poster paper. The NPGPS has a great shortage of sufficient teaching aids. Even the school doesn't have any globe or world map which is very urgent for BGS class. There was only a map of Bangladesh. For this reason, teachers only use pictures and hand-maid teaching aids. Maximum teachers expressed that, if the school provide themselves adequate materials it would be very easy for them. Otherwise, they have to prepare or collect it by their own effort. They also claimed for multimedia support in the school.

Teaching learning strategy

It is found through classroom observation and teachers interview, maximum BGS teachers use lecture method, group work, question answer and silent reading. Among them, all teachers prefer lecture method comparatively than others. Though, BGS curriculum indicates activity based learning and student centric method, but major priority is given upon lecture and silent reading. Teachers claim that, they don't get enough time per class for conducting group work or other method. Moreover, there remains a pressure on them for completing syllabus in time. Students shared their view in such that, they really enjoy group work, peer work, role play. But their teachers seldom apply these methods. From the revealed data, it is clear that, curriculum guided strategy is not followed due to teacher's unconsciousness, unwillingness, short class time and lack of adequate teachers training.

Students active participation

In a BGS classroom, students? active participation is quite needed. But in NPGPS the situation is rather different. The total teaching learning process was one-way teacher centric and students were silent listener. Even they don't ask any questions to teachers if face difficulty. Through the class observation it is found that, only some front-bencher students participate actively regularly. They come to blackboard, or give oral answers. Other slow learners remain inactive during the whole class. They feel shy to answer any question.

Moreover, teachers don't pay attention towards them and don't encourage them properly. As a result, they are ignored all time. According to Haward Gardner(1965), Children's learn through various ways and their learning depends upon multiple intelligence.

So an effective teacher should bring the latent potentiality of a child by engaging him in various activities. But GPS teachers in Bangladesh are totally unaware about it.

Practice of planned activities

In the BGS curriculum, various planned activities are indicated with every chapter. BGS textbooks also refer such kind of activity. These are helpful for students? long-term learning. By the revealed data, it has seen that a few numbers of teachers conduct such activities. Other quite ignores it. Even, most of them don't know about it. Maximum teachers said that, the duration of class time is too

short for it. Others stated in such, with a heavy work load daily it's not possible for them to conduct planned activities. Moreover, the classroom infrastructure is not also supportive for it.

Assessment of students learning

There are a lot of assessment systems mentioned in BGS curriculum with every chapter. But the teachers are not completely aware about it. Curriculum experts viewed that, the assessment techniques mentioned in the curriculum are applicable during the class time. But the BGS teacher's don't follow this technique. Most of the time they asses students with oral questions and written answers.

Moreover, formative assessment is rather ignored than summative. Teachers give emphasis on final examination. Even, in NPGPS, there was no class test, quiz, or monthly test for students. As a result, students also pay attention on final examination; not in regular study.

According to curriculum expert,

"Assessment procedure is very much important for measuring students learning level. And constructive evaluation solves the lacking's and backwardness of learners. So every teacher should follow the proper techniques guided by curriculum" (curriculum expert 1).

Giving effective feedback after assessment

From the revealed data, it has been seen that maximum BGS teachers don't give effective feedback after their assessment procedure. When, feedback is very much important for student's inspiration. Even teachers cannot check the all student's notebook due to short time. As a result, students are not also interested for writing answers. On the other hand, some teachers scold students who cannot give the correct answer or make any mistakes. This is very much harmful for children's psychology. Curriculum expert said that, teachers should provide effective feedback for particularly every student. And positive feedback encourages students for further development of their learning.

Homework given by teachers

Homework is given to students for being touched with study at home. In curriculum, there are given some directions about home work. But both BGS teachers and students of NPGPS are not interested of it. Teachers claimed that, students don't complete if any home work is given. Beside this, maximum children are from poor family, so they have to busy in various work. As a result, teachers don't provide them any home task. On the other hand, students view was quite different. They said that, if any teacher gives them any homework, they try to do this.

Moreover, teachers don't check their tasks. So they feel no interest towards this.

Recommendations

This study guides to draw some recommendations, which are deprived of the findings. This finding perceptibly disclosed that, there are major gaps between the practiced and planned BGS curriculum in a rural govt. primary school. Considering the context of curriculum implementation in Primary schools of Bangladesh, regarding rural area, a number of recommendations are given below. These will be effective to actual practice of curriculum.

Recommendations are sketched from curriculum experts opinion. They are -

- Every BGS teachers can be conscious about new revised curriculum.
- To introduce them with the new curriculum the School Managing Committee (SMC) may arrange extensive in-service training for the teachers.

- Primary Teachers Training Institute (PTI) may arrange short course to brief the intended practice of curriculum.
- National Curriculum and Textbook Board (NCTB) may also monitor the proper dissemination of the curriculum.
- Monitoring may also be done by the Assistant Thana Education Officer (ATEO) in govt. primary schools.
- Arrangement of workshops and seminars focusing the intended teaching learning strategy would be promoted to make the teacher aware about it.
- The headmaster and SMC can make it compulsory to follow the guided strategy.
- Proper curriculum supplies and instant dissemination of teacher's guide (TG) can be ensured.
- The class duration can be increased as possible.
- Regular classroom observation by headmaster and ATEO may be ensured.
- Teachers and monitors have to be well known about every component of the BGS curriculum.
- Numbers of subject teachers can be increased by new appointment.
- Sample assessment tools may provide to the BGS teachers so that they can be aware about it.
- Regular workshops and seminars can be arranged to make teacher aware about formative assessment.
- In-service training, pre-service training and refresher training can be increased for BGS teachers.
- The amount of total budget in primary education should be increased.
- Teacher student ratio may not be more than 1:30.
- Sufficient teaching materials can be ensured in every GPS.
- Using teaching aid in every BGS class can be made compulsory by Head Teacher.
- Teacher may train with motivational workshop to use low-cost learning apparatus.
- Every teacher's class load may be decreased by introducing shifting system in GPS?s. "School infrastructural system should be promoted.
- Every GPS can be facilitated with multimedia classroom.
- Teachers should be inspired to follow curriculum regularly.
- GPS teacher's remuneration should be increased at a satisfactory rate, so that they can pay more attention on teaching learning activity.
- Regular study tour, field trip and social work can be initialized by govt. project.

Limitations of the study

This study has been completed with some limitations. Faced limitations are:

The purpose of this study is huge, further study can be done with the exploration of real practice of BGS curriculum, and the barriers of the implementation of BGS curriculum.

Purposive sampling has been applied in this study to ease the process of data collection. Here, the chance of making variation was limited. One govt. primary school is selected due to time limitation. In this study data collection is confined within the limit of 5 teachers and 10 classes due to master's program time limitation that has hindered the attempts of collecting more data. The sample size is too short to generalize the findings.

5.6 Conclusion

A curriculum is a plan for learning. It is a set of plans which would be executed in the classroom through teaching. Moreover, teachers are the key factor for implementing curriculum, its outcomes and objectives. In Bangladesh, a revised curriculum has been developed in 2012.Which has still been implemented now. Various aspects of teaching learning process have been changed in new curriculum, especially in Bangladesh and Global Studies. It is an integrated subject which comprises many aspects of social science.

This study accomplished on "**Practice of Bangladesh and Global Studies Curriculum in a Rural Govt. Primary School**" has been conducted with a major aim to explore the real practice of BGS curriculum in GPS and find out the factors that exhibit the practice. The study has showed that, there are major gaps between the practice and planned curriculum. Moreover, the directions in curriculum remain as a theory; not as practice. While Bangladesh and Global Studies needed practical life oriented learning.

In real practice, student centric activities are totally ignored and Bangladesh and Global Studies belongs only textbook studies. Hence, not only the teachers but also authority should involve ensuring the actual practice of curriculum. In this regard, the main findings of this study can be used to reveal the real practice of BGS curriculum.

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Using English as an Instructional Language in EFL classes at the Secondary level of Bangladesh: Challenges and Possible Measures

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Abstract

[English is the skill based subject that is taught in the secondary level of the education system of Bangladesh. The aim of teaching and learning English is to develop the communication ability in this language. It is expected that the learners will develop the communication ability through practicing the four basic language skills in the foreign language environment where the teachers' instructions are the main exposure to promote learners to develop the ability to communicate in English. The present research is done to determine the challenges of using English as an instructional language in the English language classroom and proposed some measures to overcome those challenges. The research found the major challenges are the lack of expert subject teachers, large class size, lack of effective monitoring system, lack of supporting materials, lack of the practice of appropriate assessment system etc. Measures are also submitted as recommendations. Although the study is done on the number of sample schools of urban area yet the picture represents the average condition of the whole country secondary education sector.]

1. Introduction

English is a compulsory foreign language to learn at the secondary level of Bangladesh education system. To learn any language means to develop four basic language skills: listening, speaking, reading and writing. It is impossible to learn any language without practice. The teachers and students should practice all the four skills to develop communication abilities in the target language, English. Classroom instruction plays a vital role to make a class effective. The success of whole teaching learning process depends mostly on instruction. Teachers' instruction can prompt the learners to use English. Secondary English language teachers often make complains that the learners do not understand instructions given in English. This seems a great challenge to implement the Communicative Approach in the English language classrooms. The present research is an attempt to determine the challenges to use English in giving instructions to the learners and to find out some possible measures to be taken.

1.1 Statement of the problem

Bangladesh is a monolingual country with few exceptions. Classroom is the only place where the teachers and students have scope to practice English. Besides, the objective of learning English is to be able to communicate in English in real life situation. Therefore, the medium of instruction

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should be in English at least in English language classroom. The present teaching learning methods (CLT) and textbooks for English also demands the use of English in classroom activities. If the learners do not understand English said by the teachers there is a possibility to speak Bangla both by the learners and teachers instead of English. Although there are different arguments about the role of mother language (L1) to support second language (L2) learning regarding 'the sense of inclusiveness' and 'the self respect', 'cognitive' and 'socio cultural values'(Chowdhury, 2012), yet not using or little use of the target language (L2/EFL)is not favorable to develop communication ability in the target language (TL). So it is important to find out the specific causes behind not using English in giving instruction by the teachers.

1.2 Objectives of the study

The major objectives of this research were as follows:

a. To investigate whether the teachers give instructions in English in EFL classes at the secondary level

b. To find out whether the students respond to the instructions given in English

c. To determine the challenges of using English as the instructional language in the English language classroom

d. To identify some possible measures to overcome the challenges.

1.3 Significance of the study

For global needs another international language is to be learned and practiced because this is lingua franca. English is the only foreign language that is studied compulsorily in the mainstream of Bangladesh education system. It is learned by the learners together with Bangla (L1) from the very beginning of their formal education- primary, secondary and higher secondary level. It has significant role in the result of the public exams, i.e. Primary School Certificate (PSC), Junior School Certificate (JSC), S.S.C. and H.S.C. exams. Though learners have to study English for long twelve years but the progress in functional English is not satisfactory. Being able to use language and the knowledge of language cannot remain apart from each other. Rather this is an integrated process. Learners must use knowledge in practice (Ellis, 2005). On the other hand learning any language is a habit growing process. As a foreign language there is minimum scope to practice English in daily life. Therefore, use of English in the English language classroom is very important. As the learners of English as a foreign language the researchers have bilingual experiences (L1&L2) in English language classes. They also have the same experiences of watching English language classes in the secondary level of Bangladesh as the teacher trainers. In the training sessions teachers often complain about challenges of using English as the instructional language in the classes. Therefore, the present research tried to determine the challenges of using English as the instructional language in ELT classroom and the steps to be taken to overcome them.

1.4 Scope & Limitations of the study

The findings and the recommendations of this study can contribute in achieving the objectives of the secondary English curriculum.

It was a small scale research and due to time constrains, resources and budget it was not possible for the researchers to select samples from rural areas. Finally, 20 schools were selected from Dhaka city for the study.

2. Methodology

In this study a number of tools were used. These instruments were prepared, revised and finalized by the researchers. The contents of the instruments were based upon relevant documents, the pilot study, the situation and the deliberations and judgments of the researcher. From the methodological point of view this study was both qualitative and quantitative in nature.

Data was obtained from 20 English teachers from 20 secondary schools and 200 students taking 10 from each school, selected purposefully from Dhaka city.

2.1 Research Tools

1. Questionnaire: A questionnaire contained close-ended, open-ended questions and rating scale was administered to the teachers. That was used to find out which method, techniques they use in giving instruction and the challenges of using English in classrooms.

2. Focus group discussion was done to collect opinions of the students about their liking English as an instructional language, their learning experiences and expected learning strategies about English lesson.

3. Observation Checklist: For triangulation of data 'classroom observation checklist' was used.
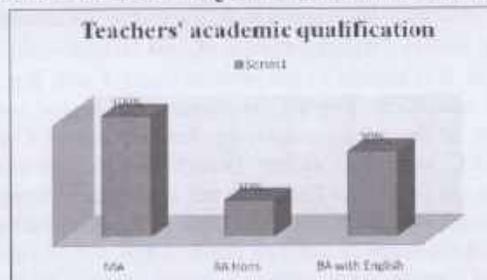
2.2 Document analysis

Some research works related to this study have been reviewed and analysed.

3. Results

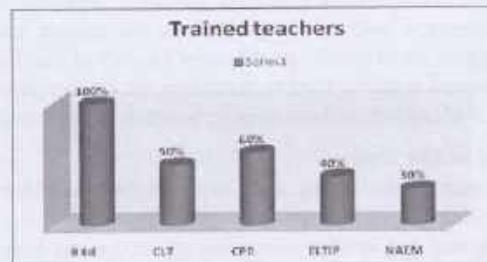After collecting data it was analysed qualitatively with some statistical approach and those are presented below.

Chart-1: Academic Qualifications of the Teachers
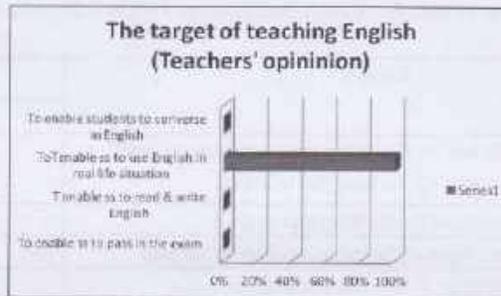

The column chart shows that all the teachers are qualified.

Chart-2: Teachers Having Professional Degree/Training

The above chart shows that among 20 teachers all teachers had B.Ed training and also in service training (100%).

Chart-3: Target of teaching English at grades vi-x in Bangladesh (Teachers Opinions)

The above chart shows that all the teachers know about the target of teaching and learning English in Bangladesh, is to enable students to use English in real life situation.

Chart-4: Teachers use of instructional languages
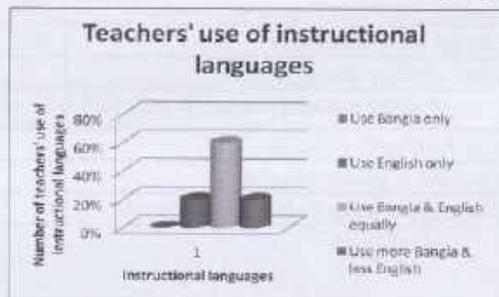
This column chart represents that 20% of the teachers use English; 60% of the teachers use Bangla and English equally while 20% of the teachers use more Bangla and less English as instructional language.

Chart 5: Teaching methods/approaches followed by the teachers
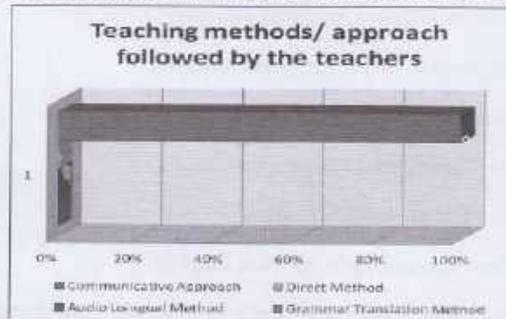
The above bar chart shows that the entire sampled teachers follow the Communicative approach. From observation it was noticed that no teachers followed the communicative approach at all.

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Table 1: Challenges for using English in English classrooms (Teachers' Opinion)

0 = Not at all, 1 = To some extent, 2 = Fairly/ moderately, 3 = On a large scale

Sl No.	Factors	Rating			
		0	1	2	3
a.	The class periods allotted for English are not sufficient to practice the language and to complete the assigned syllabus.		40%	60%	
b.	Large class size prevents effective language practice		10%	30%	60%
c.	English classes do not have sufficient technological support	20%	20%	60%	
d.	Teaching learning strategy is very much exam oriented				100%
e.	Teachers from other discipline teach English		30%	30%	40%
f.	Most of the English teachers at the secondary level are not trained and proficient.	10%	15%		75%
g.	English teachers teach different subjects at different classes.		10%		90%
h.	Most of the teachers cannot pronounce English word correctly	30%	30%	35%	5%
i.	Most of the teachers do not use EFT properly	75%	25%		
j.	Most of the teachers feel comforts in using Bangla		30%	30%	40%
k.	Most of the teachers cannot motivate students enough to study hard		40%	50%	10%
l.	Most of the students are frightened of English.		40%		60%
m.	Most of the students feel shy in speaking English.		50%	30%	20%
n.	Most of the students have less opportunity to speak in English.		30%		70%

The challenges which most of the teachers rated 'on a large scale' for better performance in teaching and learning English are as follows-

   i)   Large class size prevents effective language practice.

   ii) Teaching learning strategy is very much exam oriented.

   iii) English teachers teach different subjects at different classes

   iv) Most of the times in English class teachers use Bangla

   v)   Most of the students are frightened of English.

   vi) The students have less opportunity to speak in English.

   vii) Most of the English teachers at the secondary level are not trained and proficient.

Table 2: English Class Observation Checklist

Sl. No	Aspects of Observation	Excellent f (%)	Good f (%)	Fair f (%)	Poor f (%)
a.	Warm up session	---	20%	50%	30%
b.	Lesson was taught sequentially	---	10%	60%	30%
c.	The teacher was able to present and explain the content	---	30%	30%	40%
d.	The teacher was able to use variety of instructions through his/her movement, gestures, voice level, tone & pace	---	10%	30%	60%
e.	Used Pair work/ Group work	---	----	----	100%
f.	Used English in teaching	---	10%	30%	60%
g.	Responded to student questions in English		10%	30%	60%
h.	Encouraged students' participation	---	10%	45%	45%
i.	Provided feedback	---	20%	30%	50%
j.	Teacher practiced students on Listening	---	---	---	100%
k.	Teacher practiced students on speaking	---	10%	10%	80%
l.	Teacher practiced students on reading	---	10%	10%	80%
m.	Teacher practiced students on writing	---	---	20%	80%

With this checklist researchers observed that in giving instruction teacher used Bangla. Some teachers also used English throughout the whole lesson but those classes were not methodical and enjoyable. Most of the teachers did not practice silent reading. They preferred students' loud reading.

Discussion

All the sample teachers are qualified, trained and know the target of teaching English at the secondary level in Bangladesh. They know theoretically the importance of using English as instructional language. But still most of the teachers tend to use Bangla as an instructional language. All teachers were concerned for doing exercises rather than developing students' language skills. A few teachers used English but those classes were very much boring due to their emphasis on doing exercises rather than language skill practice. Not only that their regional language prominence in Bangla influenced their English pronunciations as well which made their spoken English ambiguous and complicated.

All the English teachers mentioned that they follow the Communicative approach but in practice they do not follow that approach at all instead they like to blame students' inability to understand English. Through focus group discussion the researchers found that most of the students (90%) can understand English and they like listening understandable English. They (100%) preferred enjoyable classes with funs and activities. Most of them (90%) do not like English instruction when spoken mechanically.

From the findings of the study it seemed that teachers are not motivated enough or adequately trained to use English in teaching English.

Some Measures to be taken

1. All the English teachers should be trained up to take classes in Communicative Approach (CLT) in an interesting way.
2. The teachers of English should have English background should take English classes.
3. Training sessions should be designed giving greater emphasis on the practice of listening and speaking by the trainee teachers.
4. The teachers should be rewarded for taking classes following CLT.
5. The teachers with strong English background should be encouraged to come to the job of English teachers in the secondary level.
6. The teacher-student ratio should be reduced according to the recommendation in the National Curriculum, 2012.
7. A regular expert monitoring system should be developed. The study recommends training up the concerned authority i.e. Thana Assistant Education Officers, District Education Officers etc. to make them aware about the Curriculum and CLT.
8. Demo-classes following CLT can be presented in television program.
9. Audio-visual materials of the English textbooks should be available for the teachers to use in the class room activities to support practice the standard pronunciation, registrar, easy and simple structure both by the teachers and students instead of mechanical use of instructions.
10. Training also should be given to the head teachers and the SMC members to make them aware and convince about the target of learning English that is to be able to communicate in real life situation, objectives and new assessment system according to the Curriculum 2012.
11. A system of accountability for the English language teachers should be developed then they are expected to give more attention in classroom activities than the private tuition.
12. Test on listening and speaking skill should be included in the public examination.

Conclusion

The necessity of ability to communicate in English is emphasised in previous and recent curriculum reports. The learners cannot be able to communicate satisfactorily at the end of their studying English for long 10 to 12 years according to different study reports; especially in listening and speaking they are found weak (Qader,1999;

Tahmina, 2003). Among many other factors teacher's instruction also has important role for learning and using English effectively. The present study found that the use of English by the teachers in the EFL classes are not satisfactory at all, at least within the small group who are trained and have English background. Their motivation and attitude is not strong enough to use English in ELT. This is a serious challenge indeed to ensure effective English language learning. To overcome this we need well trained and motivated teachers with strong background in English. Besides, the existing teacher- students' ratio should be considered. A strong monitoring and evaluation system for the teachers' performance should be developed and initiatives should be taken to encourage motivated meritorious job seekers to take teaching as the profession.

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Acquiring Scientific And Technological Proficiency: State of Science Education In Bangladesh

Sabina Yeasmin*

Abstract

Developing scientific values in students' mind is an important goal of science teaching. Bangladesh, of late, has adopted various strategies to educate the people and mainly the children. However, there are still many challenges to overcome for the country to attain an acceptable standard of education. Science education here in Bangladesh is in a state of crisis. The enrolment for science studies in the country shows a sharp decline over the past few years. This discipline, what once used to be the most sought after subject at secondary, higher secondary and tertiary levels in the country, is losing its appeal in an alarming shift of choice. This is, indeed, very important to know what actually the obstacles are and how they are to be removed within a stipulated short span of time. This paper aims to present the current situation of Bangladesh in terms of science and technological development in education sector. In fact, there is no alternative of a scientifically and technologically literate workforce as the future economy will also be science based.

Keywords : *Science, literacy, education, technology. enrolment etc.*

Introduction:

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

Human civilization, started with the discovery of fire for light, heat and cooking, today has reached to its peak through step by step and research on science has not been stopped yet. Science and technology (S&T) has undeniable impact in all sectors of national and international affairs. It has been so nourished through centuries that it has, at last, reached the highest peak of perfection, beauty and brilliance. It is an outcome of human culture that speaks eloquently of men's ceaseless endeavours for higher and higher attainments. In view of its need and importance one can in unequivocal terms conclude that S&T enjoys a global popularity now as it did in the past. But why? Because it is a dynamic and forceful discipline as one can easily grasp, learn and use in everyday life. And that is why science now occupies a unique place of dignity and earns the admiration of the world people leading them on, as if, to unveil its deeper mysteries.

S&T are growing very quickly but scientific and technologic development requires the development of science education. In today's knowledge-based society, it has become an integral part of our everyday lives. Science brings reason and enlightenment, and provides ideas for technological innovations, which improve the quality of life. Scientific advances revolutionize our understanding of the living world, just as the concepts and representations formulated and forged during a slow process, throughout history, enable us to perceive and think of ourselves as human beings. Most experts consider science as universal and scientific knowledge is having privileged status on the basis of the reliability of the methods of science. The development of a modern society depends

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to a large extent on the nature and standard of higher education in general with particular emphasis on S&T. There is a direct relationship between science and epistemology as epistemology cannot be understood without the knowledge of science.

In this age of high technology and globalization it is expected that, to achieve sustained economic growth, developing countries need to capitalize on intelligent and judicious use of existing resources and intellectual capital. This is especially true for a highly populous country with limited land and negligible reserves of natural resources, such as Bangladesh. Bangladesh, one of the most densely populated countries in the world, extends over an area of 147,570 sq km with a population of around 160 million, half of which are women. The country faces the challenge of becoming a learning society, and ensuring that its citizens are equipped with knowledge of S&T, skills and qualifications they will need in this century; so that with insignificant natural resources and a huge population on a small piece of land, it can be developed through S&T means.

Statement of the Problem

Science education here in Bangladesh presently is in a state of crisis. Though many scientists, born and educated in Bangladesh but now living in western countries, have contributed and are still contributing significantly to the advancement of S&T. Our society is in increasing need of S&T based professionals to carry the nation into a technologically driven future. As a society, if we are increasingly ignorant about science, and if that continues, it is going to cost us. Now in the context of what reads above it is absolutely essential that a nation to have its seat of dignity in the comity of nations has to stress the need of learning science and make a gainful use of it. Far more is the need so important in case of Bangladesh that as a developing nation strives hard to fruitfully use S&T. For a populous nation like Bangladesh, it is paradoxical that the pool of talented scientific manpower is very small. Bangladesh though it is predicted to be one of the rising economies in the next two decades, has two major challenges, poverty and unemployment. Arguably, more than 40 percent of the population lives in poverty and the unemployment rate is one of the highest in the world. But these challenges can be very well addressed because of the changing demographics of the developed world by achieving excellence in S&T education.

Ours is really a critical situation in the matter of learning and teaching science and we cannot force it out. We must not forget that S&T shall stay in Bangladesh, no matter we want it or not. It shall not stay for its own sake but for the sake of our individual, national and international interests. But of late science started to be neglected. By undermining science thus we painfully noted the fall of a great discipline from a magnificent state. Such deterioration has deterred the progress of science and diminished its enthusiasm in learning and cultivating the technological progress. The result of such position is, by and large, detrimental to the nation. Our students who will take the lead of the country in future are disinterested in science. It is time that we understand the need and squarely meets the need. The question naturally arises how to meet. Obviously the very aversion to learning science is the main obstacle and this obstacle has to be removed in no time. Once, we agree to this concept, we must know what actually the obstacles are and how they are to be removed within a stipulated short span of time.

Bangladesh has made some significant progress in higher education and in the S&T sector. It currently has over hundred universities and a tertiary enrolment which is among the highest in the world. Even with limited resources Bangladesh has made remarkable progress especially in

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agriculture. It is very fortunate in having a very large and young workforce, and the intellectual capability of its young population is second to none. Researchers and technologists from Bangladesh hold important academic and management positions all around the world, whose expertise could be potentially tapped for meeting specific needs. Why is it then that these existing advantages and capabilities have not translated into expected intellectual capital, and why is it that the research productivity of Bangladeshi academic institutions, as measured by publications and translation of research into products, hardly registers in global assessments of S&T proficiency? There is no alternative to the culture of science to build an enriched nation. So far we have failed to address the problem of making science events popular among science students and scientists, at least as popular as entertainment or sports. This has resulted in making it difficult in organize science events due to the absence of sponsorship even from technology-driven companies who would prefer spending their money in areas other than science. The future of Bangladesh lies in the knowledge but our ability to generate new knowledge and use of innovatively depends upon scientifically literate population.

The broader objective of this article is to explore the status of science education in Bangladesh including its prospects and challenges in general and finding recommendations for way out in particular.

Literature Review and Methodology

Science is a systematic process of learing about the world by observation, testing and discovery, which is essential to sort fact from fiction and to develop solutions to the problems we face. Bangladesh faces considerable challenges concerning illiteracy, secondary and tertiary education as well as in the area of science education; as within the current climate in Bangladesh, S&T education receives less priority in policy formulation (Alam et al, 2009). Siddique (2011) observes there are differences among different groups of citizens on what should be the goals of 'science education' in Bangladesh. Some people call for using science education as a tool for removing superstitions and religious extremism from the society whereas some argued for a religious focus of science education. Ashraf (2008) and Choudhury (2009) finds science, what once used to be the most sought after subject at secondary, college and university levels in the country, is losing its appeal in an alarming shift of choice.

Now-a-days, science education throughout the world promotes 'scientific literacy' which has been characterized as consisting of four inter-related aspects: contexts, knowledge of and about science, competencies, and attitudinal aspects of science (Akhter, 2011). Alam (2008b) observes that the number of female students in science at higher education is even less than 20 percent; whereas UNESCO (2007) finds the under representation of women in S&T as a worldwide issue. Kaykobad (2012) opines that the academicians have immasurably failed to play their role in motivating due appreciation of the society for knowledge works. Only 15 percent of students from rural areas and 26 percent of students of urban areas of the country are interested in science education now, whereas the percentage was further higher in the past (The Independent, May 26, 2013). If such trend of science education continues, the country could turn science less in near future. However, Siddiqui (2011) sees that in line with recent global trends, the science curriculum in Bangladesh sets a goal of promoting selected values through teaching science. But Sarkar (2011) finds the classroom science teaching here is textbook oriented and examination based,

where students are assessed by the items taken from the textbooks and tests often demand answers to be copied from the textbooks. However, it is encouraging that under such situation the need for science education as well as faster technological development is increasingly felt in the country.

S&T education needs to be developed to confront the challenges of 21st century. It is time to make aware the society and policy makers to seriously consider this issue. Thus in doing so, the article takes endeavor to answer few questions. Why is Bangladesh lebelled as a least developed country lagging behind in S&T? What can we learn from the examples of other countries? How can science education system in Bangladesh play a constructive role for sustainable development by finding solutions to the challenges facing the country? What is the present status of science education in Bangladesh and what contributes most to the decline of the quality of science education and student enrolment? What are the challenges and way out to bring back the days of glory of science education in Bangladesh? This article has been developed on the basis of both primary and secondary sources of data. The primary data were collected from the targeted respondents by using semi-open ended questionnaire. Uses of different tools of participatory research were made to collect both qualitative and quantitative data, and the data were processed in a scientific manner. Various statistical tools were used to analyze the quantitative data and for the analysis of the qualitative data this study mostly relied on discourse analysis.

Discussion and Findings
Role of Education
A Chinese proverb regarding 'education' goes thus "If you want to think one year ahead, plant rice; if you want to think ten years ahead, plant trees; but if you want to think hundred years ahead give education to people." Education is the key to creating, adapting and spreading knowledge for technological transformation in the network age. It is considered as one of the basic requirements for human resources development and plays a vital role for the development of a nation and many countries made required progress through education. Nevertheless, some of them also failed to retain the development achieved since these countries failed to supply required skilled workforce.

Althusser (1971) sees the role of education as ideological and argues that the main role of education in capitalist society is the reproduction of an efficient and obedient workforce, which is achieved through formal education. He believes that the education system has taken over from the Church as the main agent of ideological transition essential to the maintenance of the capitalist economic system. On the other hand, Subrahmanian (2002) observes that the goal of universal basic education in developing countries has grown out of the recognition of its importance for equipping nations and individuals with the capacities and tools required responding to the demands of changing economic structures. The World Education Forum in Dakar in 2000 emphasizes that despite the priority given to the education for women and girls, real progress has been much slower than expected.

Science and Technology Education
Few basic inventions of science initiated the industrial revolution of Europe in 18th century. All these inventions provided modern lifestyle to the people within a very short time, by changing the long backwardness of the society. Not only that, for the expansion of knowledge, the people of Europe turned to be rational and self-conscious. South Korea has emerged as the world's third

largest economy through investment in S&T without having natural resources. India is a significant next-door example of how to develop on S&T.

Scientific and technological know-how, not the amount of natural resources, determines the development of a country. Much of the relevancy of science to human being and to society arises by way of technology, which is the bedrock of scientific investigation. Science brings reason and enlightenment, provides ideas for technological innovations, and improves the quality of life; whereas technology, in turn, provides science with new tools and instruments for doing research, for the storage and dissemination of information and for stimulation of further research. However, building scientific capacity is much more than just technology transfer.

While higher education is an essential prerequisite for the development of knowledge based economies, both academic excellence and sustainable development are critically dependent on scientific proficiency and a strong technology base. Science is no longer confined within the borders of a single nation. Mobility of scientists is now a universal character of science. There is increased cooperation and exchange of information between scientists of different countries -- developed and underdeveloped alike. S&T complement each other via complex, two-way interaction. In today's knowledge-based society, S&T, as we are being constantly reminded, have become an integral part of our everyday lives. In case of developed nations, the leading factors responsible for economic development are innovations through scientific knowledge. Since the 1950s, a number of reform movements brought revolutionary changes in the science curriculum of western countries. The countries that achieved sustainable development have given a high priority to S&T education in formulating education policy. The underlying reason for the inequity between the developed and developing nations is due to the widening gap in S&T.

Public challenges to science from a number of directions have gained much air space in recent decades, and demand response in science education. Postmodernist critiques of science, attacking its claim to high status knowledge, have been hotly pursued and contested in what has become known as the 'science wars' (Ziman, 2000). Feminist and post-colonial critiques of science also challenge global science research and development practices and their representation in science education. The need to accommodate indigenous perspectives in science curricula in many countries has raised questions about the nature of science and its cultural antecedents (Aikenhead, 2001).

Perspectives from a variety of religions have voiced discomfort over aggressively materialistic versions of science and the perceived lack of human values expressed in traditional science curricula. The recent debate over the inclusion of intelligent design in the science curriculum is one very public example of this type of challenge to science (Symington & Tytler, 2005).

Education in Bangladesh

There has been a remarkable development in education in the last 42 years in Bangladesh though it is yet to achieve the quality in all tiers of education. The country conforms fully to the Education for All (EFA) objectives that began in 1990 in Jomtien and the Millennium Development Goals (MDG). She is also a signatory to the Dakar Declaration of 2000. Her commitment to the six Dakar goals is backed by conviction and an all out effort. Again Article 17 of the Bangladesh Constitution provides that all children between the ages of six and ten years receive a basic education free of charge. The educational system in Bangladesh is three-tiered and highly

subsidized. The government of Bangladesh operates many schools in the primary, secondary, and higher secondary levels. However, the education system of the country suffers from very low level of external and internal efficiencies and is mostly non-responsive to the employment market demand (Alam, 2008a).

Although budgetary allocation for education sector has increased over the years in Bangladesh, the share of this budget as percentage of the total budget and the GDP (gross domestic product) is witnessing a declining trend for the last few years. An allocation of Tk 25,114 crore for education sector of the country was set for fiscal year 2013-14, which is the third largest allocation as per as the sector is concerned; but the percentage of the allocation declines to 11.3 percent from 14.3 in the revised budget of 2009-10 fiscal year. Its highest value over the past 40 years was 2.56 percent in 2007, while its lowest value was 0.94 percent in 1980 (World Bank data). The Dakar Declaration of UNESCO sets a 20 percent budget goal and prescribes that at least 6 percent of a country's GDP be allocated to education.

In seeking to meet the education objectives, Bangladesh realized that multiple strategies and methods had to be adopted. Bangladesh has done relatively well in various aspects of education during the past two decades. Improvements are noticeable in both primary and secondary education. However, a notable but unfortunate feature of educational development in the country is the inequity that exists between different groups in the population. There are inequities between school types, streams of education, residence (urban-rural, districts), ethnicity and socio-economic backgrounds (CAMPE, 2011).

Since the independence of Bangladesh there have been as many as five education commissions. After liberation of the country, a national educational commission led by renowned scientists Dr. Muhammad Qudrat-i-Khuda was formed in 1972. The last commission was formed in 2010 headed by National Professor Kabir Chowdhury, where prominent scientist like Professor Dr. Zafar Iqbal worked as a member. The output of this commission 'The National Education Policy 2010' emphasizes to establish mandatory core subjects for primary level education: Bangla, English, Mathematics, Bangladesh Studies, Social Environment and Climate Change, ICT, and Science; and standardization of teachers' qualification including more training for them. However, currently there is little motivation to become a teacher while social status of teachers is declining. Recruitments, on the other hand, are generally based on nepotism and partisanship. Once recruited, nothing can jeopardize the job. Someone does not have to prove anything and yet will get promoted in course of time.

Current Situation of Science Education in Bangladesh

Like many other countries in the developing world, science education in Bangladesh tries to follow the western world in reforming the system. Since the independence of Bangladesh in 1971, this has been reformed several times following western models. The reforms included development of new curricula, training of teachers, and the publication of new government sponsored textbooks. However, stakeholders remained unhappy with the outcome of these reforms. Due to the lack of academic research by science educators, the reasons for the unsatisfactory outcome of the reforms have not been identified.

Science education starts from primary school (Grade III) in Bangladesh. In the beginning, student studies basics on natural sciences, such as life of trees, flowers, etc. From Grade III to Junior high school (Grade VIII) student studies the basic composite science subject (Physics, Chemistry, Biology) and general Mathematics. From Grade IX students are divided into the following groups on the basis of their interest: biological science group, physical science group, arts group, and commerce group. Science subjects are also taught in Madrasha (religious school), but in a limited scale where basic Physics, Chemistry, Biology and Mathematics are taught. There are around 15,298 secondary schools (BANBEIS, 2008) at present in Bangladesh, which schools are divided into 3 categories on the basis of availability of science facilities as follows:

Table 1: Different Categories of Secondary Schools

'A' Category (900-1000) Schools (generally in big cities)	'B' Category (7800-8200) Schools (in the developing cities and some rural areas)	'C' Category (4500-5000) Schools (mostly in the rural areas)
• Laboratory. • Equipment and Chemicals. • 5-7 Science Teachers per School. • Good Library.	• One multi-purpose room (laboratory, recreation, etc). • Few Equipment and Chemicals. • 2-4 Science Teachers per School. • Small Library.	• Very small Laboratory. • Almost no Equipment and Chemicals. • 1-2 Science Teachers per School. • Very few books available.

Source : Miah, 2011

Although there are laboratories in some of the secondary schools, but there is no laboratory assistant, which is very necessary. Laboratory assistant could help the students by showing the technique of using the equipments of the laboratory. Therefore, in spite of having equipments and chemicals, there is no use of scientific experiment. Generally the science teacher takes the laboratory classes. In general, a science teacher takes 5-6 classes per day, which affects their ability to teach efficiently. That is why all the science courses are being taught only in the class room at this level. However, after completion of the SSC examination, there is a compulsory practical class (one per week) at the laboratory for all the science subjects. Although it is compulsory, but there is still very little use of all the scientific equipment and chemicals due to lack of skilled laboratory assistant. In this way, most of the equipments and chemicals are wasted. S&T are increasingly recognized to be central to both the origins of sustainability challenges, and to the prospects for successfully dealing with them. Development plans of Bangladesh have emphasized science and technological research to develop technologies through adoption of imported technology as well as development of indigenous ones. A 'National Science and Technology Policy' has recently been formulated and adopted by the Government. It has laid down the directions for S & T activities and research, institutional and manpower development.

While enrolment for science studies shows a sharp decline over the past few years, quality of science education also took a slide during the same time with an evident dearth of quality teachers. While the country desperately needs more science graduates as human resource, the quality of science education, the number of science students at the secondary and higher secondary level is

dropping rapidly. In a world of global market competition, the secondary level education has become a part of basic education and the secondary schools are vested with the responsibility of imparting knowledge, skills and attitudes essential for the individuals to fit into society. The number of science students at secondary and higher secondary level in 2010 had plummeted to almost half that of twenty years back. A recent study of BANBEIS (2011) shows that number of science students in decline as more and more opt for business education.

Table 2: Sharp Decline of Number of Science Students at Secondary & Higher Secondary Level in Last Twenty Years (1990-2010)

Decline in 20 Years		
Exams	Science Students of the Total Examinees	
	1990	2010
SSC	42.18 %	22.35 %
HSC	28.13 %	18.34 %

Source: BANBEIS, 2011

But even in colonial days, Bengalis like Jagdish Chandra Bose, Satyen Bose and Meghnad Saha proved commendable science skills. Institutional support is also essential for scientific innovation. Bangladesh has meritorious students aplenty, but lacks such support. According to educationist Professor Jamilur Reza Choudhury (Vice Chancellor, University of Asia Pacific), in our neighboring country, the government provides scholarship to the youngsters who are interested in science from primary to post-graduation levels (The Daily Star; March 3, 2012). So for our survival in the 21st century competitive world, we must follow their footprint and invest heavily in human resources giving priority to S&T. The country has no alternative to using science education as a tool for improving the living standards of the people and for dealing with the economic and environmental challenges it faces.

Survey Result

The focused target group of the study was both students and other stakeholders. Among a total of 60 respondents, 38 persons (63.33%) were male with 22 persons (36.33%) female.

Table 3: Gender of the Respondents

Gender	Total	Percentage (%)
Male	38	63.33
Female	22	36.66
Total	60	100

Source: Fieldwork, 2012

Out of total 60 respondents 32 persons (53.22%) were from age group of below 18 years, 17 (28.33%) from age group 18-40 years and 11 (18.33%) were from age group 41 years and above.

Table 4: Age of the Respondents

Age	Total	Percentage (%)
Below 18 years	32	53.33
18-40 years	17	28.33
41 years & above	11	18.33
Total	60	100

Source: Fieldwork, 2012

The study revealed that 7 persons each (11.666%) blamed less job facility, poor quality of teachers, poor teaching methodology, inconsistent curriculum, poor quality of textbooks, poor salary of teachers and lack of motivation respectively, and 11 persons (18.333%) cited other reasons.

Figure 1: Causes of Decline of Science Education

- Less Job Facility
- Poor Quality of Teachers
- Poor Teaching Methodology
- Inconsistent Curriculum
- Poor Quality of Textbooks
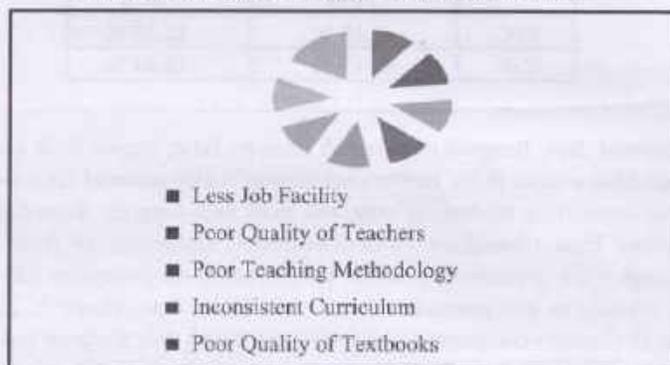
Source: Fieldwork, 2012

Focus Group Discussion

In order to get a clear picture of the overall situation a FGD was conducted with 12 people, among which 6 students were presents.

Table 5: Participants of FGD

Participants	Students	Other Stakeholders	Venue
12	6 (Science-4 & Non-Science-2) Secondary Level-2; Higher Secondary Level-2; Under Graduate Level-1; and Post Graduate Level-1	6 Guardian-1; Teacher-3 (Science-2 & Non-Science-1); Govt. Official-1; and Civil Society Member-1	Peoples' University of Bangladesh, Asad Avenue, Muhammadpur, Dhaka-1207

Source: FGD, 2012

Findings

⇨ Over the last few decades the world has seen a remarkable economic growth. With this growth, the need and opportunity for new research has also grown by leaps and bounds. Some of this is fundamental, some applied and much of it is interdisciplinary. The institutional structure and government support needed to build and sustain world-class research capability does not yet exist in Bangladesh.

⇨ In the name of globalization and for neo-liberal economic policy, multi-national companies are penetrating into the country with their products, which has perhaps increased students' interest in business studies as even students with strong skills in physics, chemistry, and mathematics are opting for such discipline.

⇨ The S&T proficiency required for the objective of reaching middle income status is very much dependent on excellence in postgraduate research and innovation.

⇨ Though S&T was pivotal to the country's economic development, but it is not completely reflected in the national planning.

⇨ Science is related to the research. But it lacks of practical application in the country as there are absence of required research institutions in the country. There are fewer science-based jobs in the country and most industries in the country do not have R&D facilities. The savvy state of our industries, including ICT, has resulted in the setback of science enrollment.

⇨ Science education is losing its importance because of the teaching methodology and teachers also cannot inspire the serious and meritorious students to take up science for their studies. Science education is regarded as difficult and only attracts top students in schools and colleges. Even students with strong skills in physics, chemistry, and mathematics are opting for business studies.

⇨ Science has become a subject of terror for students now-a-days and it is essential to remove fear of science from the students through building a platform of science in participation with students and researchers like that of Science Olympiad.

⇨ Science education is made more difficult by poor and unattractive teaching and too much unnecessary workload with poor or no laboratory facilities, computing, or Internet facilities. As a result, enrollment in secondary and post-secondary science has steadily fallen over the last several years.

⇨ The societal changes have profound implications for science education in the country. In the past a science teacher in the country invariably implied a person with strong background in science and mathematics. But unfortunately, today students in Bangladesh can earn a B.Sc degree without mathematics. Moreover, science students are opting for non-science subjects for their higher education because of demand in the job market, indicating the poor priority is attached to science education.

⇨ Bangladesh has adopted a education policy; but, the implementation of this policy depends on the availability of a large pool of well-trained teachers, especially in science and mathematics, who are willing to live and work outside the big cities.

⇨ The present scenario of science education in secondary schools, particularly of rural areas is horrifying. Lack of brilliant teachers and school infrastructure including laboratory facilities and lack of subject oriented job after completing the education have been identified as the major issues for declining science in school level education. As such more students are opting for business education as new commercial institutions like bank, insurance and other financial service providers are coming up. Besides, some go on to study humanities to complete the courses with less effort and expenses as those learners also lack confidence and motivation to study science.

⇨ In the B and C category secondary schools there is almost no scientific equipment and chemicals are available.

⇨ The curricula and syllabi as are prevailing are not apt to create interest in learning science. Students are afraid of science because of its hard and non-interesting contents. Science has been included even at the primary stage with hard contents that even many teachers could not understand those let alone the students. Students of class III need to digest such hard contents of science.

⇨ We have been unable to impress young students with the beauty and joy of science. Science textbooks are not written with the aim for creating inquisitiveness in children, nor for their enjoyment and thus fail to fire a spirit of inquiry. The intermediate level science curriculum is not consistent with secondary level. There is no calculus in HSC first year mathematics courses, although science students need to study calculus to understand physics courses.

⇨ This trend of decline in science education is noticed also in the universities. In a typical private university, more than half of the students are enrolled in BBA program because it is easier to get good grades and then good jobs. More so most of the private universities in the country offer business program but rarely any basic science subjects (Alam, 2008b; Alam and Khalifha, 2009).

⇨ Some of the problems identified as common in both secondary and higher science education include lack of laboratory space, lack of funding, and inexperienced and fewer qualified teachers with poor salaries and lack of motivation. A national workshop to identify problems of science education in Bangladesh, organized by the Bangladesh Science Academy in August 2006, confirms the findings as well.

⇨ One important way for students to find joy in science is through commonplace scientific experiments. By directly observing cause and effect students internalize knowledge. However, experiments are not emphasized in schools and colleges, partially due to insufficient funds for purchase of scientific instruments and constructing laboratories.

⇨ Weak curriculum and textbooks, weak teaching and assessment methods, lack of properly trained teachers and laboratory facilities, irregular practical classes, poor salaries of the teachers, and students' sliding interest as some of the main reasons for qualitative and quantitative decline of science education. Poor teaching quality and lack of infrastructures are also responsible for the declining number of science students. Even many teachers do not clearly understand science and thus fail to make the students understand their lessons properly in classrooms.

⇨ Under the existing system, one needs private coaching to study science in the country, which can be afforded only by the affluent as it is expensive. Only a small fraction of students get the chance to study medicine and engineering or even to study in universities.

⇨ Commerce, on the other hand, is a lot easier to study and to get good marks in. One can get into a BBA program which has a lot of job opportunities. Students are losing interest in science related subjects as science graduates are facing difficulties in job market. Aiming to lead a financially comfortable life, students are shifting away from science subjects towards business courses.

Recommendations

Bangladesh needs S&T not simply to boost its pride, but as the primary means for economic and social development of the country. The recommendations are as follows:

⇨ The country has no alternative to using science education as a tool for improving the living standards of the people and for dealing with the economic and environmental challenges it faces.

⇨ It is, by now, we think, clear enough that science is a need-an unavoidable need both for the individual and for the nation as a whole. It has definite impacts in socio-economic fields as well as in the fields of culture, trade and commerce. The importance and glory of science as it had been in the past decades has to be restored.

⇨ The basic necessities of life for the citizen can be achieved by strengthening the research and development (R&D) capabilities of the nation in S&T.

⇨ Our education policy is mainly examination-oriented that evidently does not create quality. Mere pass and good results are what the learners aim at. This is not conducive to realizing the objects of education in general. A comprehensive, clear and realistic policy of education with particular emphasis on science is needed. In addition, there should be an appropriate national science policy.

⇨ Since postgraduate research in the scientific disciplines is extremely expensive, quality must take precedence over quantity and to be internationally competitive, focused primarily on national objectives and adequately funded.

⇨ The availability of skilled and capable teachers having appreciable bias in science is a problem. It is no denying the fact that good education is possible in the hands of good teachers.

⇨ Recruiting quality teachers and building capacities of the existing ones through e-learning using ICT based materials, and for regular organizing of science weeks and science fairs can improve the existing situation.

⇨ Salary and other benefits of teachers should be given due consideration and science graduates need to be motivated to become teachers.

⇨ A permanent commission should be formed for recruiting teachers for appointments and to attract science graduates to science teaching, there is a need to formulate a policy that will ensure jobs for them with handsome salaries.

⇨ Appropriate training should be imparted to the teachers to make them capable of teaching the respective subjects of science discipline. Possible avenues should be explored so that the

teachers while undergoing training should try to remove the apathy of the students to learn science and infuse a spirit of inclination in them for science.

⇨ There is an urgent requirement of building up laboratory and other infrastructures. Required equipments and chemicals need to be supplied to the B and C category secondary schools to have better scientific education.

⇨ Academic supervision is also required to get better result from the teachers. To have better knowledge on science subjects, it is understood that laboratory assistant is necessary in all the schools.

⇨ The interest of learning science is seriously lacking among the students and the want of atmosphere conducive to learning of science is a problem. These are to be adhered to and carefully avoided.

⇨ A learner-centered approach to teaching and learning should seek to ensure that students are regularly engaged in practicing science rather than memorizing without understanding the contexts of the textbooks.

⇨ The syllabus of the primary and secondary levels should be prepared in such a way that all students could conceive at least 40 percent of its contents without the help of any teacher.

⇨ It is more important to write good science books making it simplified and attractive. Scientific instruments from indigenous materials may be used in order to reduce the investment.

⇨ Competitive events and appropriate campaign should be launched at a regular interval in schools to popularize science education among children. We need to cultivate the students' interest in science through communicating the excitement and beauty of science to the public, including the kids in primary schools. They need to be told how science impacts our lives.

⇨ Mathematics should be made compulsory for science students. The 'Math Olympiad' model can be replicated to attract students to physics, chemistry and biology.

⇨ Government should provide scholarship to attract more students to science studies. Scholarships should also be provided for young faculty members for higher studies and research.

⇨ The science curriculum should be updated to make it attractive and enjoyable to the learners. It must be need based and students should be encouraged to scientific ways of thinking.

⇨ Science should be made compulsory at the secondary level and the SSC and HSC science curricula to be coordinated, so students are prepared enough to tackle higher level of science when they enter colleges after graduating from high schools. In fact a better coordinated science curriculum is required at every level of the education system.

⇨ The entire process of learning science should have a job oriented aim. Once it is made learner-oriented, it will be most effective as a proper mechanism for job-oriented end in the national and international situations. Steps should be taken to create more jobs for the science graduates and to do so, the country has to be production-oriented and the labor market should be expanded.

⇨ Disparity in urban and rural education facilities should be eliminated and there is an urgent necessity of additional budget allocation in education sector to enhance teachers' capacities

and update the curricula. If the government does not give utmost importance to science education and take proper steps, the number would reduce even further.

⇨ The government and the University Grants Commission should aim to strengthen existing teacher training colleges and polytechnic institutes, and convert at least some of the colleges under the National University into institutions for training more science and mathematics teachers, nurses, paramedical personnel and agriculture extension workers. Conditions should be created so that these professionals are accorded proper status and respect in the community.

⇨ A substantial quota of fully-funded seats in colleges should be reserved for rural students, including medical and nursing students, who should give an undertaking that they will work for a specified time in the countryside. Appropriate positions should be created in partnership with the private sector, and attractive salaries and other incentives should be provided for employment outside the big cities.

⇨ Because of paucity of funds, higher education in Bangladesh has to be need-based and predominantly S&T oriented.

⇨ Science education is undoubtedly of paramount importance at all stages, but at the tertiary level it must be geared to meeting specific job demands and not be solely concerned with producing huge numbers of degrees that may have little or no relevance to the current and future development needs of Bangladesh.

⇨ Locally relevant and multidisciplinary science curricula need to be developed to produce sufficient numbers of trained personnel required to meet the socio-economic needs of Bangladesh and its people, especially those living in the rural areas.

⇨ A national science convention and similar events at district levels should also immediately be organized.

⇨ A terrestrial television channel may be dedicated to broadcasting educational programs, which will help both teachers and students by reducing the latter's dependence on private coaching centers.

⇨ We should create a culture of science education and science subject teaching should be demonstration based instead of lecture based.

⇨ Science studies must be well-founded in the education system and it must continue uninterrupted despite political feuds and divisions.

⇨ Promoting need-based scientific research based on intellectual competence and popularize science studies by offering rewarding career to students to achieve faster economic growth.

⇨ Enabling lateral entry of scientists from abroad.

⇨ Encouraging science researchers to become entrepreneurs.

⇨ This also requires strategic and long term funding to create a critical mass of trained personnel including infrastructure development in order to achieve sustainable development in science and technology.

⇨ Last but not the least, commitment of the government to create a S&T-driven economy to face challenges of the 21st century is an utmost priority.

4.2 Concluding Remarks

The effort to bring back the glory of science education in the country has been envisaged as the most timely measure to restore the importance of science in our country. One can hardly deny the role science plays in the modern world. It helps the nations making steady progress in all walks of life. To keep pace with the progress and prosperity in the comity of nations, science can help us enormously. In order to become a middle income country Bangladesh must become proficient in S&T. But the state of science teaching in schools and colleges in Bangladesh is far from satisfactory. So the urgent need for bringing back science education to the mainstream cannot be over emphasized. The reason to make this effort is not simply the loss or gain of human potential, as important as it is, which is also about our collective economic well-being.

There is no alternative of a scientifically and technologically literate workforce as the future economy will also be science based. Technology alone is not a magic bullet. Existing technologies can be adapted where necessary and new technologies can be invented when indicated, but the key to scientific success resides in human resources. Science education needs to suit today's world and there is a 'genuine mood for change' across all sectors. If Bangladesh hopes to eliminate poverty and provide a reasonable standard of living for its people, the government will have to invest heavily in scientific R&D (Haider & Sarker, 2012). For that we also need to re-imagine science education, accepting a shift that is occurring and must occur in the way we think of its nature and purposes. More bottlenecks may obviously crop up. We are to face and remove them step by step. Sincere and resolute efforts will definitely help the nation reach the desired goal. Our scholars should be engaged in cutting-edge research at the frontier of S&T. As such sense of competition and plenty of incentives should be there to motivate them.

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Access to Education for Diasporas: Margin to Mainstream Growth by Remittance in Bangladesh

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Abstract

The study on "access to education for Diasporas: margin to mainstream growth by remittance in Bangladesh" is a combination of case-oriented qualitative and quantitative analysis to reinforce the significance of Bangladesh economy. The article delineates the massive economic role of Diasporas who have been struggling in everyday life in abroad for the development from margin (peripheral) to mainstream (satellite) in Bangladesh. This article equally advocates for initiating an appropriate educational training programme for the key players of wage-earners of Bangladeshi Diasporas, prior to their moving out in abroad, especially in most of the Middle East states and Malaysia. This study found that nearly a total 10 million Bangladeshi Diasporas have been living across the world and they promote neatly 15 billion US$ per year which is estimated almost 6% of the total GDP in Bangladesh. The Bangladeshi Diasporas are yet to be skilled and competent enough to compete with the neighbouring states, like India and Sri Lanka due to lack of sufficient educational training based on their professional choice in job market into their host countries. As a result, they are deprived of both sides (country of origin for proper education and host country by getting required wages). Thus, this article proposes for immediate response in preparing skilled and trained-up Diasporas by the concerned stakeholders of Bangladesh government to meet the vision-2021 and further 2041.

Key words : Diaspora_ Remittances_Migrants_Education and Bangladesh.

1. Introduction

During the entire period of Pakistan (1947 – 1971), education was one of the most shortcoming sectors for Bengali nation. It was however, a pre-planned conspiracy by the then Pakistani autocratic "Man on Horseback" type-rulers with aristocratic hats and whips to dominate the emerging nation. Since 19th century Bangladeshi Diasporas have been settling in various states around the world and thus they are contributing to Bangladesh economy by sending remittance from the host states. It is globally accepted that the education is the key to success in all respects of state-affairs because it opens whole doors of mass people irrespective of colour, creed, religions, ethnic and regional identity as well as race and sex. Education expands the humanity and broad-up human minds with knowledge and skilled. The vast amount of knowledge gained through education prepares individuals to solve personal or common problems, teach others, function at a higher level and implement transformational ideas. Without proper education with required ethical standard, one's (s/he) has a very slim and little chance to secure a good job for surviving well and ascending to a higher economic and social status.

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At present more than 10 million Bangladeshi Diasporas are in abroad. It has generally been claimed that among them very few are highly educated and skilled while most of them are illiterate, partial literate, half or semi-literate and more than 80% are below higher secondary educated. The job market of these work-forces are primarily on oil-based-oriented various Middle East states. These Diasporas immensely have been promoting Bangladesh economic growth since 1980s.

Consequently, Bangladesh economic status has been upgraded from lower-income economic country to lower-middle-income state and it is expected that Bangladesh would certainly able to reach at full pledged middle-income country by the year of 2021 as the standing government declared due to repeated boast-up economic condition and more remittances flow than ever, promoting by the Diasporas. The economic contribution of Diasporas is owing to their own efforts by salty-sweat from head to down. It has commonly been observed that the concerned ministry and its different departments or sister-concerns of the government are too much reluctant to turn them skilled through proper educational training prior to depart as Diasporas in abroad for huge amount of foreign currencies to increase the foreign reserve. Diasporas are even, to some extent harassed and persecuted at the various points from different offices to Airport because of their lacking of education and thus they are not capable to deal and handle the complicated situation in bold or assertive standpoint. To some extent, complications are created by manmade by the concerned officials. It has also been observed that many outgoing job-sackers, mainly labour remittance earners are intentionally placed in complicated situation just for kickback and or any other sweeteners, particularly at the despatch point of immigration in various Airports in Bangladesh.

The numbers of organisations involved in efforts to improve migrated Diasporas in Bangladesh are often in partnership with government. Significant issues such as education and training for common Diasporas that are staying in abroad, yet to be institutionalised as Right to Education as fundamental right, specified in the constitution of Bangladesh. This resourceful sector is crucially neglected since independence in Bangladesh though they are the key players of country's economic progress by and large. The authors of this article intend to delineate the access to education for Diasporas for economic development from marginal-point to mainstream in Bangladesh. It could be noted that the stable and recurrent increasing economic condition of a state only assist to uplift national strength and its prestige. Education not only ensures justice, liberty and equality for all its citizens but also equally create a balance in a given society in terms economic point of view. Education enhances collective knowledge and cultures for all along with civility both in home and abroad.

2. Terminological Origin of Diaspora

The term Diaspora comes from an ancient Greek word meaning "scattering, dispersion or to scatter about" i.e., exactly what the people of a Diaspora do and believe themselves. Diaspora means a setting of the Jews among various non- Jews communities after they had been exiled in 538 BC (Hornby, 1991: 331). The word Diaspora, as explained on Oxford Dictionaries Online is most closely associated with the dispersion of the Jews beyond Israel. However, it is also defined as 'the dispersion or spread of any people from their original homeland'. Diasporas are scattered from their homeland to places across the globe, spreading their culture as they go and settle every now and then. Diaspora, on the other hand indicates a specific place where people from every country live in Israel (Hornby, 1991: 331). The Bible refers to the Diaspora of Jews exiled from Israel by the

Babylonians but recently the word is also used more generally to describe any large migrated refugees, language or culture all over the world.

3. Diaspora: Conceptual Framework

A Diaspora is a large group of people with a similar heritage or homeland who have since moved out to places all over the world. Diaspora is a migration-movement, or scattering of a people away from an established or ancestral homeland. In Merriam Webster (2011), the English term Diaspora refers specifically to the Jewish Diaspora. The word Diaspora may be used to refer to refugee or immigrant populations of other origins or ethnicities living "away from an established or ancestral homeland" (Merriam Webster, 2011). The term became more widely assimilated into English by the mid 1950s, with long-term expatriates in significant numbers from other particular countries or regions also being referred to as a Diaspora. There is no universally accepted definition of Diaspora. A Diaspora is a sprinkled population with a common origin in a smaller geographic area. Diaspora can also refer to the movement of the population from its original homeland. Diaspora has come to refer particularly to historical mass dispersions of an involuntary nature, such as the expulsion of Jews from Judea, the African Trans-Atlantic slave trade, Europeans from north Western Europe, the southern Chinese or Hindus of South Asia during the coolie trade. In recent years scholars of Diaspora have distinguished between different kinds of scattered people, based on its causes e.g., imperialism, trade or labour migrations, or by the kind of social coherence within the Diasporas community and its ties to the ancestral lands. Some Diasporas communities maintain strong political ties with their homeland. Other qualities that may be typical of many Diasporas are thoughts of return, relationships with other communities in the Diasporas, and lack of full integration into the host country (Melvin and et. al., 2004). There is no universally accepted definition of Diaspora. Concepts differ widely but in general a handbook which derived from a conference where participants proposed widely accepted definition:

"Emigrants and their descendants, who live outside the country of their birth or ancestry, either on a temporary or permanent basis, yet still maintain affective (emotional) and material ties to their countries of origin" (IOM and MPI, 2012).

A broad working definition of Diaspora has been rendered in a two days (18-19th June, 2013) "Diaspora Ministerial Conference" held in Geneva, organised by the International Organization for Migration (IOM) on "Diasporas and Development: Bridging Societies and States". In this transnational conference five-dimensional prosperities were identified to develop from margin to mainstream irrespective of origin, race, religions, creed, colour and sex that are as follows:

Figure-1: Five-dimensional Prosperities for Diaspora
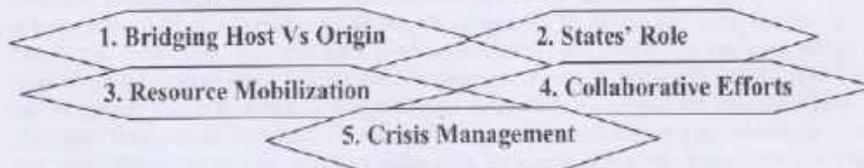
Source: Adopted from the DMC, 2013.

1. **Bridging Host Vs Origin:** Diasporas build bridges between societies and create transnational communities of mutual development benefit to the host and origin countries.
2. **States' Role:** States can engage, enable and empower Diasporas for development purposes through appropriate communication, outreach and partnership policies and actions at home and abroad.
3. **Resource Mobilization:** Diaspora resources, both financial and non-financial, can leverage family, community and national development efforts in host and origin countries, if there are incentives and mechanisms to support this.
4. **Collaborative Efforts:** Strategic partnerships between states, international organizations, civil society and the private sector provide a framework to engage Diasporas and empower them to share and transfer their resources.
5. **Crisis Management:** Diasporas can play a critical role in crisis situations by applying their knowledge, experience, skills, networks and links to support and assistance both during and after the crisisDMC, 2013).

Recently in Paris meeting on Diasporas expressed its preference for the term "national communities residing abroad (GOF, 2013). The African Union offered a more development-focused definition of the African Diasporas: "Any person of African origin living outside Africa who wishes to contribute to the development of Africa." Many countries simply do not operate with the concept of Diaspora for example; Australia has no official Diaspora policy but includes non-citizens, immigrants, foreign-born, and second- and third-generation immigrants in its migrant settlement policies and treats them as an integral part of the host society. India observed that no country has just one Diaspora but multiple Diasporas requiring different policy approaches.

4. Origins and Development of Diaspora: Historical Perspectives

In Ancient Greece, the term Diaspora means scattering (Liddell and Scott, 1843) and was inter alia used to refer to citizens of a dominant city-state who emigrated to a conquered land with the purpose of colonization to assimilate the territory into the empire (Rozen, 2008). After the Bible's translation into Greek, the word Diaspora used to refer to the Northern Kingdom exiled between 740 - 722 BC from Israel by the Assyrians as well as Jews, Benjaminites and Levites exiled from the Southern Kingdom in 587 BCE by the Babylonians. It then came to be used to refer to the historical movements of the dispersed ethnic population of Israel to the cultural progress of that population (Kantor, 1992). An academic field, Diaspora studies has become established relating to this sense of the word.

Diaspora came into widespread usage in the Jewish case when scholars in Alexandria translated the first five books of the Hebrew Bible into Greek around 250 CE. For 2,000 years the term Diaspora with an upper-case D was associated almost exclusively with Jewish history (Kevin, 2013). In the 20th century, many other globally scattered groups began to use Diaspora to describe themselves. Among the first to do so were the Armenians and people of African descent. For the latter, Exodus provided a central theme. Babylon is a central symbol in the lexicon of Diaspora. After the destruction of the Temple in 586 BCE, the Jewish elite were exiled to the city of Babylon. As depicted in Hebrew scripture, Babylon conjures up images of sorrow and despair.

Since World War II, the idea of Diaspora has proliferated to an extraordinary extent. One reason for this development was decolonization, which forged transnational bonds of solidarity among

globally scattered populations, notably those of African origin. Decolonization also led to the expulsion and forcible remigration of many groups, especially those of Asian origin. Another reason for the increased popularity of Diaspora is the international recognition of refugees. There have been refugees in history as long as there have been wars, plagues, and famines. But formal recognition by the UN brought new attention to the problem. Today the various UN agencies classify 15 million people as refugees, in addition to another 15 million Internally Displaced Persons (IDPs) and 3.5 million stateless persons. The massive scale of contemporary international migration leads some commentators to proclaim an Age of Diaspora (Kevin, 2013).

In this sense, individuals may have multiple homes throughout their Diaspora, with different reasons for maintaining some form of attachment to each. Diasporic cultural development often assumes a different course from that of the population in the original place of settlement. Over time, remotely separated communities tend to vary in culture, traditions, language and other factors. William Safran (1991) sets out six rules to distinguish Diasporas from migrant communities. These included criteria that the group maintains a collective memory of their homeland; they regard their ancestral homeland as their true home, to which they will eventually return; being committed to the restoration or maintenance of that homeland; and they relate personally to the homeland to a point where it shapes their identity (Rogers, 2005; Weinar, 2010; 73-89). Rogers (2005) also notes that use of the term Diaspora has been widening. He has used the World Cat database to show that 17 out of the 18 books on Diaspora published between 1900 and 1910 were on the Jewish Diaspora. Rogers outlines the original use of the term Diaspora as follows: Most early discussions of Diaspora were firmly rooted in a conceptual homeland; they were concerned with a paradigmatic case, or a small number of core cases. Professional communities of individuals no longer in their homeland can also be considered Diaspora. For example, science Diasporas is communities of scientists who conduct their research away from their homeland (Elizabeth, 2012). The use of corporate Diaspora reflects the increasing popularity of the Diaspora notion to describe a wide range of phenomena related to contemporary migration, displacement and transnational mobility. In this way, corporate Diaspora might foreground the racial histories of diasporic formations without losing sight of the cultural logic of late capitalism in which corporations orchestrate the transnational circulation of people, images, ideologies and capital.

5. Bangladeshi Diasporas in abroad
Thousands and millions of Bangladesh Diasporas have been living in abroad since the beginning of 20th century. The Bangladeshi Diaspora consists of people of Bangladeshi descent who have immigrated to or were born in another country as second generation. First generation migrants may have moved abroad from Bangladesh for secured life-style, better living conditions and economic prosperity to escape poverty and to support their ancestral roots in Bangladesh. Most of the Diasporas of Bangladesh send money back to families in Bangladesh.

There is a large Bangladeshi Diaspora population in Kingdom of Saudi Arabia where there are almost 2 million (News next, 2015). Bangladeshis Diaspora are the largest part in the Middle East form any other part of the world, approximately 2,820,000 live within the Middle East, with half of them in Saudi Arabia, and a quarter of them in the United Arab Emirates. Bangladeshis who come to the Middle East are primarily guest workers or day labourers. Saudi Arabia has over two million Bangladeshis, making it the largest Bangladeshi Diaspora community. Bangladesh is one of the

largest labour suppliers to Saudi Arabia, in 2007 Bangladeshi workers obtained the biggest share, with 23.50 per cent of the 1.5 million Saudi Arabia visas issued. There is also significant number of migrant Diasporas in various Arab states of the Persian Gulf, particularly the United Arab Emirates and Kuwait, where Bangladeshis are mainly classified as foreign workers.

The UK's 2001 census found 300,000 British-Bangladeshi Diasporas (about 33% of the borough's population) and they are mainly living in east London especially at Tower Hamlets and Newham. Most of them are migrated from greater Sylhet region, about 95% of local population. The national census of ethnicity and identity found over 500,000 people had Bangladeshi heritage in Britain. There is also a significant community in and around Westminster. People from current Bangladesh or entire Bengal or a broader region comprising Bangladesh were first present in the United Kingdom when Sylhetis arrived as lascars on ships during the 18th century to 19th century, and throughout the years this has created connections with Sylhet. Large numbers arrived during the 1970s mainly from Sylhet region, for the need to find work and earn a better living. The influence of Bangladeshi culture and diversity can be seen across London. The street of Brick Lane has a large history of Bangladeshis and has officially been dubbed as Bangla-town, which has hundreds of restaurants nearly all owned by Sylheti Bangladeshis. Outside London, Westwood, Greater Manchester has the second largest concentration of Bangladeshi Diaspora in UK. Bangladeshis Diasporas in Maldives (around 400,000 people only) are mostly illegal immigrants. Maldivian foreign minister Ahmed Naseem said that some 50,000 Bangladeshi are now (2011) working in this country with one-third having no valid documents (Nahar, 2011). A substantial number of Bangladeshi Diasporas have been living in Malaysia and most of them are working forces that are mainly primary, secondary or illiterate. As a result, they are neither able to earn expected money in compare to Indian or Sri Lankan workers nor could back to Bangladesh for acute poverty (BBC News, 2009). They could have earned plenty of foreign currencies if they are sufficiently assured minimum standard of skilled-based educational training on the basis of their chosen professions. As of 2005, Japan's Ministry of Justice recorded 11,055 Bangladeshi Diasporas among the total registered foreigners (Japan: NWEC, 2005) while in South Korea, there are more than 13,000 Bangladeshi workers in the country. A few of them include illegal immigrants. Besides the UK and Middle East, Bangladeshi Diasporas also have a significant presence in the United States, mainly in New York, where many are also from Sylhet and Chittagong. The US census in 2000, found up to 95,300 were born in Bangladeshi Diaspora, therefore it is estimated there are at least 150,000 Bangladeshis in the USA. It was until the 1990s when Bangladeshis started to move to the USA and settled in urban areas such as New York, Paterson in New Jersey, Philadelphia, and Washington D.C.

Bangladeshis are one of the largest immigrant Diasporas in Italy. As of 2013, there were more than 113,811 Bangladeshis living in Italy. Most of them are based in Lazio, Lombardy and Veneto with large concentrations in Rome, Milan and Venice. Bangladeshi Canadian refers to a person of Bangladeshi background born in Canada or a Bangladeshi that has migrated to Canada. According to the Canada Census (2011), 34,205 Canadians claimed full or partial Bangladeshi ancestry (Statistics Canada, 2011). Bangladeshi Canadians Diasporas can be found primarily in the provinces of Ontario, British Columbia, Quebec and Alberta. The cities they live in include Toronto, Vancouver, Montreal, Calgary, Edmonton, and Ottawa. Bangladeshi Canadians are distinct from other Bangladeshi Diaspora groups because they are split between French-speaking and English-speaking Bangladeshi Canadians. Bangladeshis Diasporas in Australia are one of the

smallest immigrant communities living in Australia. There are around 20,000 Bangladeshis in Australia. The largest Bangladeshi communities are mainly present in the states of New South Wales and Victoria, with large concentrations in the cities of Sydney and Melbourne.

Table - 1: Number of Bangladeshi Diasporas in abroad (2006 – 2014)

| States	Total Diasporas	Year	States	Total Diasporas	Year
Australia	52,920	2011	Maldives	40,000	2008
Bahrain	90,000	2007	Oman	200,000	2010
Brazil	1,000	2014	Qatar	150,000	2014
Canada	24,600	2006	Saudi Arabia	2,500,000	2010
Germany	5,000	2008	Singapore	80,000	2006
Greece	11,000	2012	South Korea	13,600	2013
Italy	113,811	2013	Spain	7,000	2014
Japan	15,000	2008	UAE	1,090,000	2013
Kuwait	230,000	2008	UK	500,000	2009
Malaysia	500,000	2009	USA	143,619	2007

Source : Bureau of Manpower, Employment and Training (BMET), 2006 – 2014, Ministry of Labour and Employment, Dhaka, Bangladesh.

6. Economic Contribution of Bangladeshi Diasporas from abroad

Now a day, the remittance (wages earnings as foreign currencies) increasingly has become one of the major economic contributing sectors to the Bangladeshi economy. As the emigrant workers from Bangladesh gradually increased over the years, the amount of annual remittance to the country significantly rose. According to World Bank's report, Bangladesh is now one of the largest recipients of remittance with almost US$200 billion as of June 2015 which is greater than ever. In retrospect to remittance (1974), wage earners' scheme was initiated by father of the nation in order to support the Non-resident Bangladeshis Diasporas to remit their earnings home through legal channels. The scheme soon became popular among the Bangladeshi Diasporas, working in abroad.

It was estimated that some $11.8 million was remitted to Bangladesh in the 1974 - 75 fiscal year. The amount increased to over $350 million in the fiscal year of 1980 - 81 and to over $750 million in the fiscal year of 1990 - 91. The Saudi Arabia has been the largest source of foreign remittance to Bangladeshi Diasporas. In addition United Arab Emirates, Qatar, Oman, Bahrain, Kuwait, Libya, Iraq, Singapore, Malaysia, the USA, UK and many other European states are also the major sources of foreign remittance for Bangladeshi Diasporas since independence (Unnayan Onneshan, 2011: 9). Remittance is sent through various ways such as demand draft, travellers' check, telegraphic transfer, postal order, direct transfer from Bank to Bank, Automatic Teller Machine, etc.

World Bank reports (2015) that remittance inflows in Bangladesh is expected to see a record rise this year in the wake of recent reopening of labour market by Saudi Arabia and global economic recovery. World Bank's Migration and Remittances: Recent Developments and Outlook (2015) released a report that says that Bangladesh slipped one notch to eighth position, pulling US$15bn from its global migrant Diasporas, among the top most 10 remittance-earning countries in the world, despite of its 8% rise in remittances (Kayes, 2015).

Chart - 1: Top 10 remittance recipient states including Bangladesh in 2013 (US$ in billions)
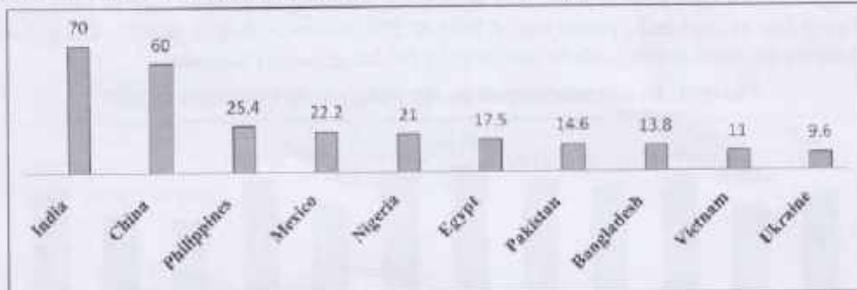

Source: World Bank estimated in 2013.

A World Bank study (2014) shown that the Diasporas' remittances to the developing countries are estimated to have reached at $436bn in 2014, a 4.4% increase over 2013 level and remittances to South Asia rose by an estimated 4.5% in 2014, compared to 2.5% in 2013, driven by sharp increases in remittances to Bangladesh. In line with the expected global economic recovery next year, the global flows of remittances are expected to be accelerated by 4.1% in 2016, to reach an estimated $610bn, rising to $636bn in 2017. Remittance growth in South Asia region is projected to remain flat at 3.7% in 2015, supported by large scale construction activities (preparations for the 2022 FIFA World Cup in Qatar) and fiscal expansion in GCC countries and improving economic prospects in the United States (Kayes, 2015). The continuation of Diasporas of Bangladeshi workers to Saudi Arabia also portends well for remittance growth for up-coming years. "Remittances to South Asia Region grew despite concerns that lower oil prices might dampen remittance flows from the Gulf Cooperation Council (GCC) countries. This may reflect the concentration of the region's migrant workers in the construction and services sectors, which are relatively less affected by falling oil prices."

Diasporas' remittances remain a significant contributor to the economy of the country as it accounted for more than 6% of GDP and 77% of foreign reserves in Bangladesh. The Bangladeshi Diaspora has the largest Diaspora savings, among the low-income countries, with savings of about $9.5bn as bank deposits in destination countries. These savings build a strong case for issuance of Diaspora bonds that can be issued by the Bangladeshi government. The remittance inflow stood at $11.25bn in the first nine months (July-March, 2014 -2015) of the current fiscal year, an increase of over 7% in the same period a year earlier, according to the Bangladesh Bank's report. In the last fiscal year 2013- 2014), the remittance was $14.23bn, which is 1.61% down from the previous fiscal year's $14.46bn due to the political turmoil and stagnant situation in manpower export. Stable exchange rate of the local currency against US dollars was one of the main drivers for the increased remittance inflow in the country (Kayes, 2015). The global average cost of sending $200 held steady at 8% of the value of the transaction, as of the last quarter of 2014.

The received remittance of 2012 was 13.9 billion US dollars while October 2015 Bangladesh received 14969 million US$ (8.61% of total GDP) and a total of 1948 million US$ remittances are deposited in abroad (World Bank, 2012 and 2015). Remittances in Bangladesh increased by 2.6%

year over the year to 1310 US$ in millions in December of 2015. Remittances in Bangladesh averaged 1213.28 US$ million from 2012 until 2015, reaching an all time high of 1491.36 US$ million in July of 2014 and a record low of 1005.80 US$ million in August of 2013. The following chart shows the earning remittance of year 2015 by the Bangladeshi Diasporas.

Chart- 2: Remittance earned by the Bangladeshi Diasporas in 2015
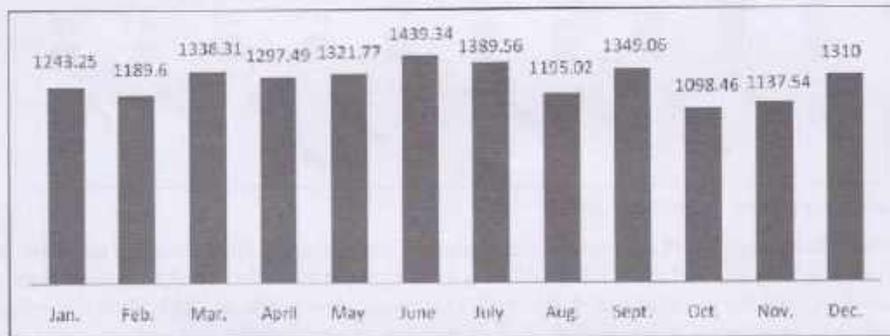
Source: Bangladesh Bank's report 2015. tradingeconomics.com/bangladesh/remittances

Increasing remittances from more than 10 million Diasporas in abroad along with garment exports are the key sources of Bangladesh economy. At the end of the fiscal year 2015, the migrant Diasporas sent a total of US$15.31 billion remittances to Bangladesh, the highest in the country's history. The remittance in 2014-15 also rose 7.6 percent from $14.23 billion in the previous fiscal year, according to Bangladesh Bank statistics (3rd July 2015, Daily Star). A huge increase in manpower export, backed by the central bank's proactive measures to facilitate the inflow through formal channel is believed to have driven the remittance growth in Bangladesh. The following chart delineates the earnings of remittances from fiscal year 1993-1994 to fiscal year 2014-2015 (every four years range) by the Bangladeshi Diasporas.

**Chart - 3: Remittance over the years in Bangladesh (US$ in billions)**
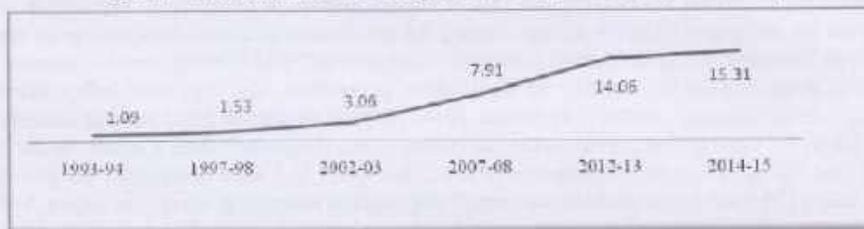
Source: Bangladesh Bank, 6 FY, Cited in 3rd July 2015 in Daily Star.

Stable exchange rate of the Bangladeshi taka against the US dollar has also helped achieve the steady growth in remittance inflow. Delivery channel of inward remittances to the beneficiary has improved significantly because of the bank-led effective mobile banking system. Bangladesh received $1.43 billion remittance in June alone, up by $109.98 million from that of the previous

month, according to the central bank report. This enormous remittance has been receiving Bangladesh due to huge number of employment of Bangladeshi Diasporas in abroad. The following chart shows the total number of Bangladeshi Diasporas who left for employment in abroad (in Lakh) for the last 22 fiscal years (from 1994 to 2015) and they are the actual key makers of economic growth in real sense but they are deprived of proper education and training relevant to their professional choice.

Chart - 4: Number of Bangladeshi Diasporas who left for employment in abroad (in Lakh)
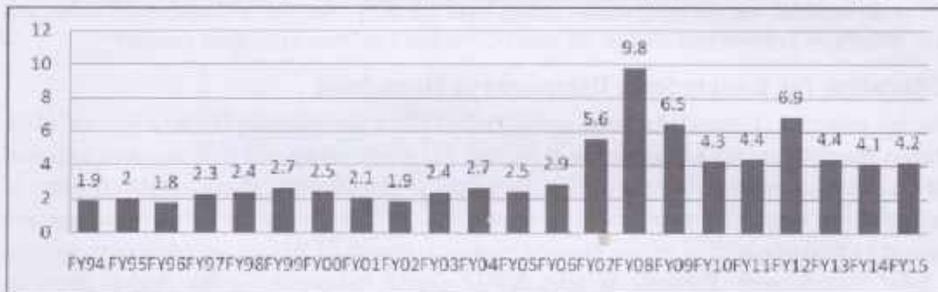
Source: Daily Star. 3rd July 2015. Profiled by Star Research, the authors compiled the data.

While proposing the budget for the 2015-16 FY in parliament on June 4, Finance Minister AMA Muhith said Saudi Arabia had re-opened its labour market to Bangladeshi workers after a six-year hiatus, indicating future growth prospects for manpower export. Remittance sent by more than eight million migrant workers plays a crucial role in the country's economy, helping reduce the overall incidence of poverty as well as maintaining a healthy balance of payments. According to a recent study by the World Bank, remittance has helped reduce the poverty level in Bangladesh by 1.5 percent. It also accounts for about 66 percent of the country's foreign currency reserves, providing Bangladesh with a strong and stable external position.

7. Significance of Remittance for Economic Growth in Bangladesh

Abundant remittances have been constantly playing an increasingly great role to the economic growth and the livelihoods of people in Bangladesh. Remittance income is more valuable for any developing country like Bangladesh. Puri and Ritzema (2001) state that remittance is the portion of international migrant workers' or Diasporas earnings sent back from the country of employment to the country of origin, play a central role in the economies of many labour sending countries. Remittances have been identified as one of the three factors that are responsible for reducing overall poverty in Bangladesh. The demand of migrant Diasporas remittances has now increased tremendously in Bangladesh in a number of reasons.

These include: Remittance contributes to our national economy is a large scale by increasing foreign exchange reserve, per capita income and employment opportunities. It has been continuously lifting-up the GDP (Gross Domestic Product) of Bangladesh. The government has been paid various government and non-government import bills and investments of different foreign debt and donation from the remittance income. In 2012, the remittance which has sent by the migrant Diasporas is the 11% of the total GDP of Bangladesh. Remittance has been

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continuously keeping the contribution to alleviate the poverty through micro-enterprise development, generating substantial employment and income. Remittance income helps the government of Bangladesh to reduce dependency on foreign aid. The government of Bangladesh is using remittance income to build schools, colleges, universities hospitals, roads and highways, bridges, culverts etc. Remittance helps to improve the balance of payment position Remittance contributes to the expansion of financial market and the development of payment systems through enhancing direct capital flows and distributing those funds to users end and for investment purposes. Remittance income makes more strong local currency (Bangladesh) against US dollar and finally, remittance is positively change the socio-economic condition of migrant families.

8. Education for Bangladeshi Diasporas in Homeland

Young but educated migrants' Diasporas normally find better opportunities in host countries. More education generally means higher wages in abroad, but many young and well-educated migrants' Diasporas are also overqualified for the jobs they hold in abroad. Most young migrant workers of Bangladesh are employed in agriculture or services sectors that range from education and healthcare to food preparation, hotels, catering, cleaning, household tidy-up and hospitality, tourism and hotel management. Illiterate or semi-skilled young Diasporas are the largest group of individuals migrating each year from Bangladesh and they are mainly in searching of decent work and better living conditions, to support their family in home and are some for humanitarian ground to some extent. In 2010, some 3.6 million young Diasporas were enrolled in tertiary education abroad around the world. Unemployment rates of migrant Diasporas during the crisis in Gulf States tremendously increased, and are often double the rates of all workers.

Diasporas were over-represented in sectors that are more sensitive to economic fluctuations and many do not have secure job contracts in most of the Arabian states. Education for the migrants' Diasporas can be provided into two ways such as either by the country of origin or by the host country based on the minimum expertise of migrants Diasporas. The education should be vocational and informal. Education and training for Diasporas migrants depend on the specification of jobs' nature of the host country and their language. Mainly a major portion of Diasporas migrants accommodate themselves in various regions of Middle East states. Therefore, providing language training is one of the most essential educations. In addition, cultural phenomena, communicative behavioural approach, dealing in daily life, personal contact and conduct with host neighbours are also indispensable for every Diasporas to live smoothly. Immigration to Diasporas can fill vacant jobs, overcome skill shortages and contribute to the survival and expansion of the sectors where firms are hiring migrants. Migrants usually complement rather than compete with similar native workers, and their earnings help boost the economy through consumption and investment. Young Diasporas workers with decent jobs pay taxes and contribute to social security and to the development of the economy of destination countries. Unemployment, underemployment, low wages and family poverty are the major factors to be migrated in abroad. In developing countries, migrants' remittances help households cope with poverty, financial crises and natural disasters, like Bangladesh. Therefore, education is the key aspect to be given to the migrants' Diasporas for better job and better wages in host countries.

9. Areas of Educational Training for Bangladeshi Diasporas

Educational training broadens human capacity and creates opportunities in job market regardless of state territory. As we know that Bangladesh is a highly densely country in terms of sovereign land. Bangladeshi Diasporas are apparent almost in everywhere in the world and they are performing very well due to their commitment and determination. They could do better even- if they are given proper educational training by the government. There are some aspects of educational training delineated in the following sections to be carried out to increase the remittance for Bangladesh.

a. First-Education and Training

The concept of basic education appeared from the World Declaration on Education for All (1990). The UNESCO (1996: 118) stated that the "Basic education is the first step in attempting to attenuate the enormous disparities affecting many groups - women, rural populations, the urban poor, marginalized ethnic minorities and the millions of children not attending school and working". The concept of basic education has led to broaden the magnitude of the right to education: "extending from initial or basic education to lifelong learning" (The World Education Report, 2000). First Education and training are divided into four categories: basic, elementary, fundamental and primary education. The age stage of basic education is about five and eleven years for every country, specified by the UNESCO. For a migrant Diaspora, first education is basic right in order to communicate with the fellows of host country.

b. Basic Language Skills of Host Country

Languages are usually taught and assessed in terms of four efficiencies and skills: listening, speaking, reading and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners will need to develop their skills in each of these areas for prompt communication with others all over the world. Learning host countries language is indispensable for the migrant Diasporas for many reasons such as getting jobs, good earnings, communicating with the authority and so on. Therefore, the authority of origin country should enhance basic language skills for the illiterate Diasporas prior to leaving the country.

c. Social Norms, Behavioural Approach and Civic Conduct

It is evident that social norms, behavioural approach and civic conduct differ from regions to regions and from state to state all over the world. Every norms and behavioural attitudes are not the same and unified, that is why it is essential to provide an elementary teaching for the migrants' Diasporas to make their usual daily life through behavioural approach smooth and comfortable in host countries.

d. Education for Ethical Values

The content, methods and institutional forms of education are designed based on a number of different norms in the society, mainly education contributes to constructing, changing and consolidating norms and values irrespective of national identity, racial ethnicity and colour and creed. In the field of ethical norms and behaviour, morally peoples are honest and generous to others. That is why; it is a pre-conditioned standpoints and element for migrants' Diasporas to be ethically sound and sober.

e. Professional Choice-based Basic Educational Training

It has been observed that most of the migrants' Diasporas are inefficient and unskilled workers as well as novice in their professional jobs and careers. Particularly, Middle East and Malaysian-based

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workers are tremendously deprived of obtaining their appropriate wages due to lack of professional choice based basic educational training. Thus, they should be skilled-up by giving adequate professional training prior to leave the country and then they must be profiled to adjust with their professional job.

f. Host Countries' Key Legal Procedures

The laws and conventional traditions of the land are differed from countries to countries depending on one's historical values and rituals of the peoples of that particular sovereign state. It is rational that newcomers i.e., migrants Diasporas are always innocent and unconcerned about the basic laws and principles of that particular host country where they reside. The authority of the origin country thus, it is significant to provide basis idea of fundamental laws and cultural phenomena to the Diaspora migrant for their convenient to move and deal with the new situation.

g. Legitimate Financial Transactions from Host Country to Country of Origin

Illegal and illicit transaction of financial matter is a serious offence for the both the states i.e., the recipient and the state of remittance from where the money is being earned and sent by the migrant Diasporas. Legitimate financial transactions from host country to country of origin are always economically praiseworthy. The state of origin should always be concerned to teach the migrants' Diasporas to send their earnings through valid and government's approved path rather than Hundi or by cash in hand or any other unlawful means.

Concluding Remarks

The article which we aim to develop on the "access to education for Diasporas: margin to mainstream growth by remittance in Bangladesh" is an attempt to examine the role of Bangladeshi Diasporas who have been migrated in abroad to uplift their livelihood as well as for the development of the state of affairs. Bangladesh economy has been boasting up due to their tireless efforts from dawn to dusk keeping aside their spouses and parents in mother land. Physically they are in various states but their minds always remain in homeland. They are indeed the ostensible source of emerging economy of Bangladesh but they yet to honoured and trained up adequately as well as in some cases they are persecuted in various forms. It has been noticed by many observers that they are mainly harassed in the immigration while they pass out with gloomy faces and minds behind their spouses and relatives. The manpower and remittance authority should be concerned to evaluate their contribution by enhancing right to education and other facilities to them, so that Bangladesh economy would go far away from expected destination of 2021 in order to reach into a middle-earned country.

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Impact the Selected Factors of Training on Educational Administration and Management

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Abstract

This study was carried out to examine the relationship among the training related different qualitative variables in the heads of higher secondary level institutions. Data were collected from the primary and secondary sources through questionnaires, interview schedule, observation and institutional documents. 80 heads of the institutions and 300 teachers have been included in the study to measure the impact of selected factors of training and the data has been analyzed in the statistical tools, logistic regression and chi-square test. The results of the study1: the conducting meeting changed the trainee's institutional positive activities; Positive attitude of GB members helped the institutional betterment. The trained principals/trainees earn the institutional administration and management knowledge through training knowledge, skills, and attitude from the training. The trained principals' opinion among the effectiveness of NAEM training results to run the institutions properly and trainee's attitude through the training program, contribution of training to motivate the teachers are highly significant. Through discussing the selected qualitative factors, NAEM's training program effectively plays the role for educational administration and management.

***Key word:** Governing Body (GB), National Academy for Educational Management (NAEM), forctors, Logistic regression, Chi-square.*

Introduction

Background of the Study: Measuring the training impact and effectiveness of training related components is a complex activity due to various factors. There are the variables, which are used for measuring the impact, some factors are qualitative measures and some factors are quantitative measures. Quantitative factors are easily analyzed to measure or effectiveness of the training program. May be, it is presented in tabular form, graphical representation and descriptive approach. But Qualitative factors are not presented easily in the above procedures. For this approach, this article , some of the factors are presented in the qualitative approach through logistic regression and chi-square test.

2. Literature Review:

Logistic Regression

Logistic regression is a technique for analyzing problems in which there are one or more independent variables that determine an outcome. The outcome is measured with a dichotomous variable (in which there are only two possible outcomes). Logistic regression is useful for situations in which want to be able to predict the presence or absence of a characteristic or outcome based on

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values of a set of predictor variables. It is similar to a linear regression model but is suited to models where the dependent variable is dichotomous. Logistic regression coefficients can be used to estimate odds ratios for each of the independent variables in the model. Logistic regression is applicable to a broader range of research situations than discriminant analysis. Logistic regression is part of a category of statistical models called generalized linear models. This broad class of models includes ordinary regression and ANOVA, as well as multivariate statistics such as ANCOVA and loglinear regression. An excellent treatment of generalized linear models is presented in Agresti (1996).

According to C. Mitchell Dayton (1992), Logistic regression analysis (LRA) extends the techniques of multiple regression analysis to research situations in which the outcome variable is categorical. In practice, situations involving categorical outcomes are quite common. In the setting of evaluating educational activities, for example, predictions may be made for the dichotomous outcome of success/failure or improved/not-improved. Same ways, in a medical setting, an outcome might be presence/absence of disease. The focus of this document is on situations in which the outcome variable is ichotomous, although extension of the techniques of LRA to outcomes with three or more categories (e.g., improved, same, or worse) is possible, In the logistic regression analysis the dependent variable is usually dichotomous, that is, the dependent variable can take the value 1 with a probability of success , or the value 0 with probability of failure 1- . This type of variable is called a Bernoulli (or binary) variable. Although not as common and not discussed in this treatment, applications of logistic regression have also been extended to cases where the dependent variable is of more than two cases, known as multinomial or polytomous [Tabachnick and Fidell (1996) use the term polychotomous]. Binary responses (for example, success and failure) and ordinal responses (for example,normal, mild, and severe) arise in many fields of study. Logistic regressionanalysis is often used to investigate the relationship between these discrete responses
and a set of explanatory variables. Several texts that discuss logistic regression are Collett (1991), Agresti (1990), Cox and Snell (1989), and Hosmer and Lemeshow (1989).

Chi-square (X^2): The chi-square test presents a useful method evaluating experimentally determined results against results to be expected on some hypothesis. The formula for chi-square (X^2) is

$$X^2 = \sum \left[\frac{(f_0 - f_e)^2}{fe} \right]$$

(Chi-square formula for testing agreement between observed and expected results.)

In which f0= frequency of occurrence of observed or experimentally determined facts;

fe = Expected frequency of occurrence on some hypothesis.

The difference between observed and expected frequencies are squared and divided by the expected number in each case, and the sum of the quotation is X^2. The more closely the observed results approximate to the expected, the smaller is chi-square and the closer the agreement between the observed data and the hypothesis being test. On the other hand, the larger the chi-square, the greater the probability of a real divergence of experimentally observed results from expected results.

The Basic Concepts behind the use of X^2 are that (i) a theory of any kind concerning how our cases should be distributed; (ii) a sample showing how the cases actually are distributed; and (iii) the

observed frequencies of such size that these differences might reasonably be ascribed to the operation of chance.

Sometimes chi-square gives the error for the following causes;(I) lack of independence among the single events or measures; (ii) Small theoretical frequencies; and (iii) Neglect of frequencies of non-occurrence ; and (iv) failure to equalize $\sum f_e$ and $\sum f_o$.

X^2 is appropriate: The chi-square of association has been described, together with modifications needed for small samples. The test for trend, in which at least one of the variables is ordinal, is also outlined. Risk measurement has been discussed. The calculation of confidence intervals for proptions and differences between propotions are described. Situation in which samples are matched have been considered

3. Objectives

In this chapter logistic regression and chi-square analysis has been used to identify the following objectives :

(i) To identify whether the members of Governing Body (GB) are conducting meeting regularly playing their role properly through trained principals to enhance positive activities
(ii) To examine the trained principals' capacity development for implementing meeting decision through positive activities.
(iii) To evaluate resource person's depth of knowledge and presentation techniques for the development of institutional administration and management through trained principals.
(iv) To measure the association between the different pairs of qualitative variables

4. Conceptual Framework

This article included some qualitative variables which was useful to measure the impact of educational administration and management training. Most of the qualitative information measured through licard scale. To analyzed such kinds of variables through chi-square test. Chi-square test indicated that the relationship between the different qualitative variables. Again, some of the qualitative variables were collected through binary /dichotomous and tri-chotomous / multivariate approach. These types of variables were analyzed through logistic regression analysis. In the logistic regression analysis, dichotomous were considered as dependent variables and tri-chhotomous variables considered as independent variables. This two statistical analysis were applied to find out the impact of training program through qualitative variables

5. Data and Methodology

Data were collected from primary and secondary sources. Primary data collected from the field level sources and secondary data were collected from the documents of the field.

Nature of Data: The nature of the data which were collected this article are qualitative.

Data sources: Primary data were collected through the questionnaires, observation, interview schedule, check list. Secondary data were collected from the documents of colleges.

6. Data Analysis: Data were analyzed in the two statistical instruments, such as chi-square test and logistic regression analysis.

6.1 Logistic regression

The logistic regression measures the relationship among the qualitative factors or variables. The dependent variables of the study are dichotomous which are used for logistic regression. In

bivariate analysis, it is found that a complex set of relationship exists among the various factors such as training methodology, characteristics of resource person, trainees behavior, conducting meeting, role of the members of Governing Body (GB), positive attitude of trainee's institutional capacity building, handling the external pressure, resource person's depth of knowledge, resource person's presentation techniques, institutional administration and management knowledge etc. All these factors affect the impact of the training in the context of Bangladesh which has been described in the previous four chapters. The bivariate analysis uses the dependent variables (Dv's) and the independent variables (Iv's) which are categorized or trichotomous. It is important to examine the impact more preciously for the betterment of the training institution. There are various statistical methods for multivariate analysis used for the dichotomous data. They are log-liner, logistic, probit and transformed models, Multiple Classification Analysis (MCA), path analysis etc. To do this, researcher has used the logistic regression in this chapter. Since the outcome variables include dichotomous variables, researcher has employed binary logistic regression.

6.2 Chi-square test

The chi-square of association has been described, together with modifications needed for small samples. The test for trend, in which at least one of the variables is ordinal, is also outlined. Risk measurement has been discussed. The calculation of confidence intervals for portions and differences between proportions has been described. Situation in which samples are matched have been considered

7. Results and Discussion

Logistic regression

For the logistic regression analysis, the qualitative variables were used in this article. The using qualitative variables were categorical. There are two types of variables used in the logistic regression. The variables are independent variables and dependent variables. In the logistic regression the dependent variables were dichotomous or binary (o or 1) and the independent variables were multinomial (o or 1 or 2 or .. .. ..).

Described the selected variables through the different logistic regression model.

The selected variables have been described in the following three different logistic regression models.

Table 1: Teachers' response about institutional positive change through principal after NAEM training

Variables	Description	Coding
Dependent variable	Institutional positive change through principal training (IPCPT)	1= yes 0 = no
Independent variables	Conduct the meeting regular (CMR)	1= yes 0 = no
	Role of the members of Governing Body (GB)(RMGB)	1=Positive 2=Negative 3=Neutral

For the first logistic regression model, the dependent variable is institutional to positive change through principals after training, and the independent variables are important conducting the

meeting regular and role of the members of Governing Body (GB). The dependent variable coding 1 is for yes, 0 for no and the 1st independent variable coding 1 is for yes, o for no, 2nd independent variable coding 1 is for positive change, 2 for negative change, 3 for neutral.

Table.2: Teacher response about the change of positive activities of trained principals

Variables	Description	Coding
Dependent variable	Change the positive activities of principals after NAEM training (CPAP)	1= yes 0 = no
Independent variables	Capacity develop of implementation of meeting (CDIM)	1= Fully implementation of decision 2=Medium implementation of decision of meeting 3=No implementation of decision
	Handel the external pressure properly (HEP)	1= yes 0 = no

For the second logistic regression model, the dependent variable is change of the positive activities of principals after NAEM training and the independent variables are capacity development of the implementation of meeting and handling the external pressure properly. The dependent variable coding 1 is for yes, 0 for no and the 1st independent variable coding 1 is for implementation of decision, 2 for medium implementation of decision, 3 for no implementation of decision. 2nd independent variable coding 1 is for yes, 0 for no.

Table.3: Principals' response about the earn of institutional administration and management knowledge from the training program

Variables	Description	Coding	Re- coding
Dependent variable	Earning the institutional administration and management knowledge from the training program (EIAMK)	1= yes 0 = no	--
Independent variables	Resource persons /faculties depth of knowledge (RPDK)	1=Change of attitude 2=Partial change of attitude 3=No change of attitude	--
	Presentation techniques of resource persons(PTRP)	1=very good 2=good 3=medium good 4=average 5=not good	1=very good 2=good and medium good 3=average and not good
	Application of the knowledge, skills and attitude that earn from the training and which apply in the working places (AKSA)	1=Fully possible 2= Possible 3=Medium possible 4= Now and then possible 5= Not possible	1= Fully possible 2=Possible and Medium possible 3= Now and then possible and Not possible
	Resource persons use the electronic media (RPUEM)	1= Fully useable 2=Useable 3=Now and then useable 4= Average useable 5= Not useable	1= Fully useable 2=Useable and now and then useable 3= Average useable and not useable

For the third logistic regression model, the dependent variable is to earn the institutional administration and management knowledge to enhance the training program the independent variables have been used to find out resource persons /faculties depth of knowledge, presentation techniques of resource persons. The dependent variable coding 1 is for yes, 0 for no and the 1st independent variable coding 1 is for change of attitude, 2 for partial change of attitude, 3 for no change of attitude. 2nd independent variable re-coding 1 is for very good, 2 for good and medium good, 3 for average and not good. 3rd independent variable re-coding 1 is for fully possible, 2 for possible and medium possible, 3 for now and then and not possible and the 4th independent re-coding 1 is for fully useable, 2 for useable and now and then useable, 3 for average useable and not useable.

7.1.1 Institutional positive change

Table. 4: Teachers' response about institutional positive change through principal after NAEM training

	B	S.E.	Exp(B)	95.0% C.I.for EXP(B)	
				Lower	Upper
CMR RC	--	--	1.00	--	--
CMR (1)	-2.735	.682	.065*	.017	.247
RMGB RC	--	--	1.00	--	--
RMGB (1)	1.300	.718	3.668***	.898	14.982
RMGB (2)	-.370	.879	.691 ns	.123	3.869
Constant	2.795	.632	16.356		

Note: * significant at 0.001, ** significant at 0.01 and *** significant at 0.05, RC indicates Reference category

7.1.2 Conducting meeting regularly

Conducting Meeting Regularly is an important factor to determine the trained principals' institutional positive change through training. With each unit change of regular meeting conduct, training results have been affected 0.065 times for teachers' response yes, is lower than those teachers response no.

It means that the trained principals' capacity to conduct meeting more frequently in the institution is higher than non trained principals. Therefore, NAEM training has affective role to enhance the capacity of the institutional head to conduct meeting more frequently.

7.1.3 Role of the Member of Governing Body (GB)

The overall positive role of the members of GB indicates the trained principals' institutional positive change. The above results explain that in the case of the unit changes of positive role of the members of GB, trained principals' institutional performance changes 3.668 times in comparison with reference category positive role of Governing Body.

It means that the trained principals' capacity to conduct the role of the members of GB more frequently in the institution is higher than other principals. Therefore, NAEM training has affective role to enhance the institutional positive change to role of the members of Governing Body.

7.2 Positive Change of Trained Principals

Table 5: Teacher Responses about the Change of Positive Activities of Trained Principals

	B	S.E.	Exp(B)	95.0% C.I.for EXP(B)	
				Lower	Upper
CDIM RC	--	--	1.00		
CDI M(1)	2.017	.715	7.513*	1.848	30.538
CDI M(2)	1.915	.685	6.789*	1.772	26.012
HEP RC	--	--	1.00	--	
HEP(1)	-18.888	40192.616	.000	.000	
Constant	19.186	40192.616	215026953.138		

Note: * significant at 0.001, ** significant at 0.01 and *** significant at 0.05, RC indicates Reference category

7.3 Capacity Development

The above table shows the overall capacity to develop of the implementation of meeting decision through the change of positive activities of trained principals. Full implementation of meeting decision and medium implementation of meeting decision are respectively 7.513 times and 6.789 times influence of the change of positive activities through the trained principals.

It means that the trained principals' capacity development of implementing the meeting's decision more frequently in the institution is higher to change the positive activities than others. Therefore the NAM training has enhanced fully and partially implementation of the meeting decision for institutional capacity development.

7.4 Institutional Administration and Management

Table 6: Principals' response about the earn of institutional administration and management knowledge from the training program

	B	S.E.	Exp(B)	95.0% C.I.for EXP(B)	
				Lower	Upper
RPDK RC	--	--	1.00	--	--
RPDK (1)	-1.558	.950	1.588*	.033	1.356
RPDK (2)	.462	1.036	.211	.208	12.107
PTRP					
PTRP (1)	-.447	1.063	.639	.080	5.132
PTRP (2)	-.023	.780	.977	.212	4.510
AKSA RC	--	--	1.00	--	--
AKSA (1)	-.360	.984	.698	.101	4.801
AKSA (2)	.539	.876	1.715**	.308	9.555
RPUEM RC	--	--	1.00	--	--
RPUEM (1)	-1.158	.920	.314	.052	1.905
RPUEM (2)	-1.698	.756	.183**	.042	.806
Constant	.222	1.215	1.249		

Note: * significant at 0.001, ** significant at 0.01 and *** significant at 0.05, RC indicates Reference category

7.4.1 Resource Person's Depth of Knowledge

The above model explains that the overall depth of knowledge of the resource person is helpful for the principals' institutional administration and management knowledge through the training program. With the each unit change of resource persons' depth of knowledge it changes 1.588 times to earn the institutional administration and management through training.

It means that the trained principals earn the institutional administration and management knowledge through resource person's depth of knowledge is higher than non-trained principals'. Therefore, NAEM training has efficiently enhanced the trained principals' institutional administration and management capacity.

7.4.2 Principals' knowledge, skills and attitude

The above model expresses applicable knowledge, skills, and attitude which are earned through training show 1.715 times positive change that the trained principals' have earned the institutional administration and management knowledge.

It means that the trained principals earn the institutional administration and management knowledge through training knowledge, skills and attitude which are earned from the training. Therefore, NAEM training has efficiently enhanced the trained principals' institutional administration and management capacity.

7.4.3 Electronic Media

The model shows that overall results of the resource person's use of the electronic media help the principal's institutional administration and management knowledge earned through training. This table also shows that the resource person's "useable" and "now and then usable" of electronic media help the trained principals 0.183 times for institutional administration and management through trained principals.

It means that the trained principals earn the institutional administration and management knowledge through the use of resource persons' using electronic media from the training. Therefore, NAEM training has efficiently enhanced the trained principals' institutional administration and management capacity

7.5 Association with Different Qualitative Variables through chi-square test.

The table includes different factors of training program. The resource persons / trainers provide the message by conducting the session. Trained principals have given the opinion about the factors through questionnaires and observations. This table shows the association of those factors/ variables.

Table 7: Effectiveness of NAEM Training Results with other Related Variables

Background Characteristics	Effectiveness of NAEM training results to run the institutions properly		Total	2- Value
	Fully effective	Medium effective		
(i) Measuring the help of NAEM training for the institutional development.				
Fully workable	25(19.2)	7(12.8)	32	χ^2= 8.458
Workable	16(20.4)	18(13.6)	34	***
Median workable	6(7.8)	7(5.2)	13	
Average workable	1(0.6)	0(0.4)	1	
(ii) How much effect of NAEM training results for institutional management				χ^2. 21.797
Fully betterment of the institutions	38(28.8)	10(19.2)	48	*
Betterment of the institutions	9(12.6)	12(8.4)	21	
Medium betterment of the institutions	1(6.6)	10(4.4)	11	
(iii) Contribute of training for the motivation of teachers				χ^2 = 25.413*
Very good	46(36.6)	15(24.4)	61	
Good	2(11.4)	17(7.6)	19	
(iv) Trainee change the attitude through the training program				χ^2 = 11.964*
Change the attitude	44(57.8)	19(25.2)	63	
Partial change of attitude	4(10.2)	13(6.8)	17	

Note: * significant at 0.001, ** significant at 0.01 and *** significant at 0.05, ns = not significant

(i) : This section shows that the trained principals' opinion about the effectiveness of NAEM training results to run the institutions properly and measuring the help of NAEM training for the institutional development are significant (2= 8.458, d.f =3 at p= 0.05), i.e., the two factors are associated with one another. The results explain that NAEM training results positively contribute to the respondents' institutional development.

(ii) : This section shows that the trained principals' opinion among the effectiveness of NAEM training results to run the institutions properly and how much the effectiveness of NAEM training results for institutional management are significant (2= 21.797, d.f =3 at p= 0.001), i.e., the two factors are associated with one another. The results explain that NAEM training results positively contribute in the respondents' institutional management.

(iii) : This section shows that the trained principals' opinion among the effectiveness of NAEM training results to run the institutions properly and contribution of training of the motivation of teachers are significant (2= 25.413, d.f =1 at p= 0.000), i.e., the two factors are associated with one to another. The

results explain that NAEM training results positively contribute to the teachers' motivation.

(iv) : This section shows that the trained principals' opinion among the effectiveness of NAEM training results to run the institutions properly and trainee's change of the attitude through the training program, contribution of training to the motivation of teachers are significant ($2= 11.964$, $d.f =1$ at $p= 0.001$), i.e., the two factors are associated with each other. The results explain that NAEM training results positively contribute to the change of trainee attitude through the training program.

Conclusion :

Multivariate analysis enables to understand the direct effect of the explanatory variables on the dependent variable. In this study, researcher has used the binary logistic regression model to do the same. From the above discussion, researcher has observed that conducting meeting regularly and role of the members of GB are influenced by the institutional positive change through principals training. Again, capacity development for the implementation of meeting is highly influenced to the change of positive activities of principals after NAEM training. The external pressures do not contribute to the change of positive activities of principals after NAEM training. Resource persons'/faculties' depth of knowledge and use of the electronic media are helpful for the trained principals to earn the institutional administration and management knowledge. But the presentation techniques of the resource persons and application of the knowledge, skills and attitude that are earned earn from the training and are applied in the working places are not influenced to earn the institutional administration and management knowledge from the training program.

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Impact of English Language Teacher Training in Bangladesh

Md. Shamsul Huda*

Abstract

Teacher training is an important aspect in the arena of English Language Teaching. Teachers need to be trained to increase their knowledge in their professional fields and enhance their teaching capabilities. Training is even more important when curriculum, teaching approach or methods or course books are changed or modified as teachers need to cope up with the changes and to apply new approach effectively in the classroom. With a view to enhancing the quality of English language teaching and learning, Communicative Language Teaching (CLT) approach has been introduced in Bangladesh and accordingly English teachers have been trained to equip them with the new approach. But question arises about the implementation of the training in the classroom. This study aims at finding out the rate of implementation as well as spotting the problems that hinder the implementation of training in the classroom with a view to suggesting some possible ways to overcome them. The study reveals that the training has brought about some positive attitudinal changes of the teachers towards CLT but in terms of their teaching skills like teaching four language skills following CLT approach, the result is very poor and most of the respondents hold the defective testing system responsible for this.

1. Introduction

The world has become a 'global village' and with this transition, the demand of English language teaching and learning has increased. To meet the demand, the need for teachers' professional development has also been realised simultaneously. So, Communicative Language Teaching (CLT) approach was introduced in place of Grammar Translation Method (GTM) in the country and the government changed the curriculum and testing system to be communicative in 1990s to improve the quality of English language teaching and learning (Islam, 2010). To cope with the changes, the communicative textbooks were developed by NCTB (Rahman, 2009) and then they have again been changed in 2012 (National Curriculum 2012).

With the introduction of CLT, the necessity of teacher training was greatly felt as the teachers and students were not aware of CLT until 1997 (Islam, 2010). For this reason, several projects and programmes like English Language Teaching Improvement Project (ELTIP), Post-primary basic And Continuing Education (PACE) programme of BRAC, Teaching Quality Improvement in Secondary Education Project (TQI-SEP), and Communicative English Course (CEC) of NAEM started working to catch up with the trend of CLT. This research investigates, through empirical data, how far the training is being implemented in the classroom situation.

1.2. Problem Statement

Rahman (1999) mentions that English has been taught in Bangladesh as a compulsory subject from class I to XII since 1992. But the state of English reveals a frustrating ELT scenario in Bangladesh (Haque, 1999) and to improve the situation changes in the curriculum, textbooks and testing system

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have been brought and teachers have been trained. But things have not changed that much as the trained teachers seem to be reluctant to implement the training concepts in the classroom. This research investigates the reasons why the training concepts are not being implemented in the classroom.

1.3. Significance of the Study

It is observed that after having training, the teachers do not seem to be interested to apply the training in their classrooms. This study intends to find out the problems that are hindering the application of training in the classroom so that corrective measures can be taken. It will also help the concerned people to make their training more effective. For the improvement of education, this research will unfold areas of further research regarding English language teaching and learning in Bangladesh.

1.4. Objectives of the Study

The objective of this research is to find out to what extent the training is being implemented by the trained teachers in their classrooms as well as to trace out the problems for unsatisfactory implementation mentioned by many researchers. This study tries to achieve the objectives based on the two central research questions such as 'To what extent is the existing training being implemented in the classroom?' and 'What are the reasons of the unsatisfactory implementation of training in the classroom?'

1.5. Scope of the Study

ELT is a broad area and many aspects like curriculum, syllabus, teaching materials, methodology, testing and training are related to it. It is not possible to bring all these things in one research, so this study has focused only on training. Training is also a very big issue and so this study has further been narrowed down and it has investigated one particular training programme, that is, ELTIP training programme and its impact on teaching and learning of the secondary level schools in Bangladesh. Though the study has been narrowed down, it is quite worthy of carrying on a research on the issue as ELTIP was a big national project which has trained up around 35,000 secondary level English teachers throughout the country (Hamid, 2011). It is also to be mentioned that most of the teachers trained by ELTIP have also got the similar kind of training from BRAC, TQI-SEP and NAEM.

1.6. Limitation

This study was conducted only in the urban area located at different parts of the country. Communicating the participants and collecting data from the remote rural schools could not be possible due to different types of inconveniences though they were included in the research proposal.

2. Review of Other Researches

Training is imparted to the teachers with a view to bringing a positive change in enhancing the quality of teaching English but in reality it has not happened as training is not being implemented to that extent it was expected due to different reasons (Khan, 2005; Yasmin, 2008; Roshid, 2008).
According to (Akter, 1999; Shahidullah; 1999; Ara, 2005; Ahmed, 2005; Barman et al, 2006), the country has a huge shortage of qualified English teachers throughout the country and many of the existing ones are not efficient.

Akter (1999), Shahidullah (1999), and Barman et al (2006) opine that our defective testing system is one of the main reasons for the unsatisfactory implementation of the training in the classroom. In Bangladesh, testing is basically memory based; language tests are tests of memory, not tests of language proficiency or communicative competence (Shahidullah, 1999). In the textbook all four English language skills are integrated and equally emphasized, but in the testing system, both internal and SSC examinations, only reading and writing skills are tested and speaking and listening skills are totally ignored (Barman et al, 2006).

Our English teachers are not motivated to take their classes following the training they get as they are underpaid (Khan, 2005). Apart from low salary, other problems like lower social status, heavy work load, and uncongenial working environment make teachers demotivated (ibid.).Teachers take training but they do not apply it in their classroom as there is no system of monitoring their classroom teaching (Haque, 1999).

3. Research Methodology

This study is descriptive as well as analytical in nature. The data collected for this study were both quantitative and qualitative in nature. For this research, data were collected from 260 students, 26 trained English teachers from 13 urban schools, 6 from Dhaka and the remaining 7 from different districts of the country and 8 ELTIP teacher trainers. Out of 13 schools, six were government and seven were non-government schools.

Three types of tools were used for data collection. These were two questionnaires for students and teachers, and interview for trainers. The questionnaire for the teacher contained both close-ended and open-ended questions where as student's questionnaire consisted of only close-ended questions. After the collection of data, they were analysed and interpreted. At first the data were compiled and tabulated. Then the tabulated information were summarized and interpreted separately. Finally the data were analysed on the basis of the central research questions.

4. Results and Discussions

Table 4.1.1: General findings of students' questionnaires

Questions	Always	Usually	Sometimes	Rarely	Never
Practising four language skills	12%	23%	48%	15%	2%
Speaking English by the teachers	22%	31%	28%	12%	7%
Teachers encourage SS to speak English	46%	15%	23%	12%	4%
Doing pair/group works	7%	11%	48%	21%	13%
Gentle correction of mistakes by teachers	60%	11%	13%	12%	4%
Feeling comfortable to express freely	31%	20%	20%	13%	16%
Practicing writing activities from EFT	25%	17%	28%	20%	10%

The findings in Table-4.1.1 show that about 60% teachers encourage the students to speak English and around 70% teachers correct students' mistakes gently. Regarding pair or group work activity around 18% of the respondents said that they participate in pair or group work while the rest 82% do not,

though 48% of them said they take part in pair or group work activities sometimes. 58% students do not practise writing from textbooks or sometimes do it while 42% do it always or usually. These indicators are related to the attitude of the teachers towards CLT approach and it is found from the data that the training is quite successful in bringing about positive change in this regard.
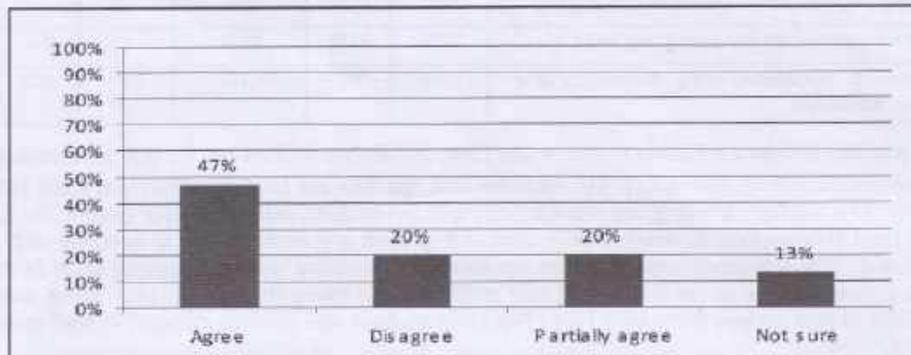

Figure 4.1.1: Speaking and listening skills are not practised as these are not tested.

Figure 4.1.1 demonstrates that around 70% of the respondents, (47% agree and 20% partially agree) think that they are not encouraged to spend any time on practising listening and speaking skills as these are not included in the test.
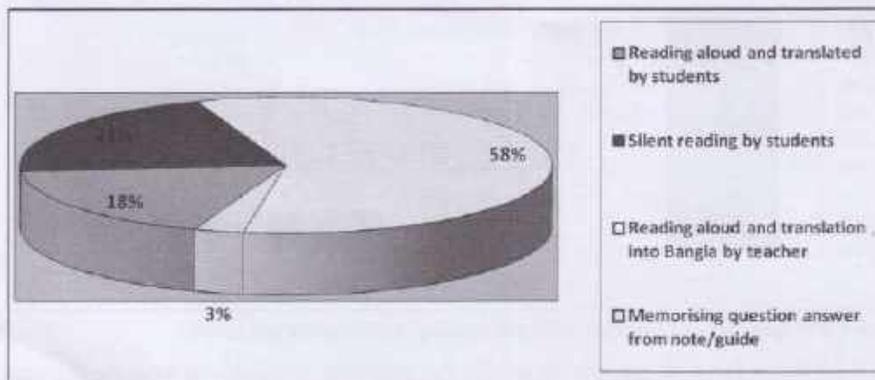
Figure 4.1.2 : Teaching reading skill by the teacher

In case of reading skills 58% of the students, as shown in figure 4.1.2, said that their teacher read the reading texts aloud and translate them into Bangla which is traditional way of teaching reading skills. Another 18% of them responded saying that they are asked to read the reading texts aloud in the class to check their pronunciation which also does not go with CLT approach and training concept. So from figures 4.1.1 and 4.1.2 it is found that 78% (58% + 18%) teachers do not follow CLT approach of teaching language skills as taught in the training sessions.

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Table 4.2.1: General findings of Teachers' questionnaires

Questions	Always	Often	Sometimes	Rarely	Never
Using Teacher's Guide	31%	19%	50%		
Using English in the classroom	38%	46%	16%		
Involving students into pair/group work	23%	31%	38%		8%
Teaching vocabulary using techniques other than translation	15%	19%	42%	12%	12%

31% teachers always use teacher's guide while 19% teachers use it often and the rest 50% teachers sometimes use it (see table 4.2.1). 84% teachers said that they use English, 38% always and 46% usually. 54% teachers do pair/group work activity with the students either always or usually. On the other hand 46% teachers do not do it very often as they think it is waste of time as speaking skill is not tested. Pair and group work activities are meant for providing students speaking skills in the class. It is interesting to see that around half of the teachers claim that they do pair/ group work activities in their classes while only 18% (7%+11%) students said they are engaged in pair/ group work activities.

The data in table 4.2.1 shows that only 34% teachers, 15% always and 19% usually, try to use other techniques than translation into Bangla to teach vocabulary while 54% use them sometimes or rarely. So, more than half of the teachers do not follow the communicative way of teaching new words.
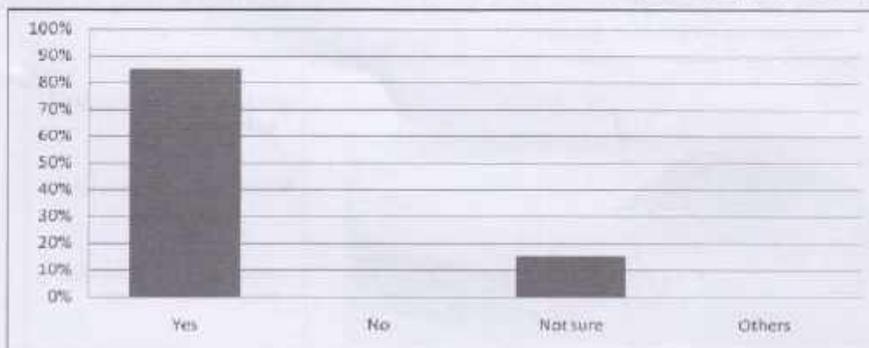
Figure 4.2.1: Speaking and listening skills are not taught as these are not tested.

Figure 4.2.1 shows that 83% teachers agree with this statement 'speaking and listening skills are not taught as these are not tested'. About 83% of them think that since speaking and listening skills are not tested in the examination, students do not feel motivated to learn them.

Table 4.2.2: Problems with large classes and level of motivation of the teachers

Questions	Yes	No	Sometime	Not sure
Large classes are a big problem to apply CLT	62%	23	15%	
Are the teachers motivated to apply CLT?	68%	12	12%	8%

Table-4.2.2 shows that 62% teachers think that large classes are a problem to apply CLT as it

creates problems. 15% teachers think that it sometimes creates problems to apply the training in the classroom while 23% teachers think it is not a big problem. 68% teachers are motivated to apply the training they have got.
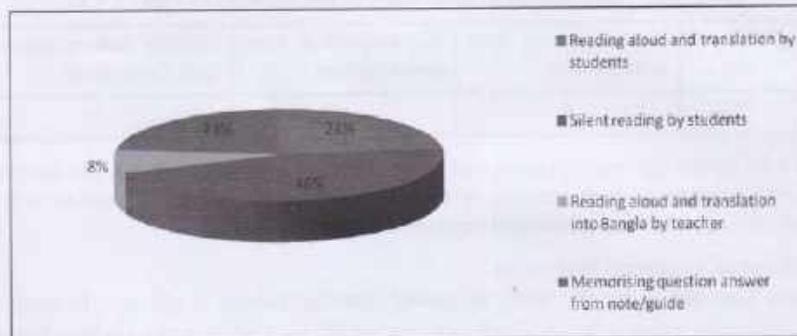

Figure 4.2.2: Teaching reading skill

Figure 4.2.2 indicates that 46% teachers teach reading skill involving students in silent reading which is important for developing their reading comprehension. On the other hand 23% teachers said that they teach this skill asking their students to read the reading text aloud, 8% teachers read by them and translate the text into Bangla while the rest 23% teachers encourage students to learn answers from note/guide book because they think this is more helpful for the students as it is directly related to testing. Here also teachers' data conflict with that of students. The figure 4.2.2 shows 45% teachers practice silent reading in their classes while only 21% students said that their teachers put them into silent reading.
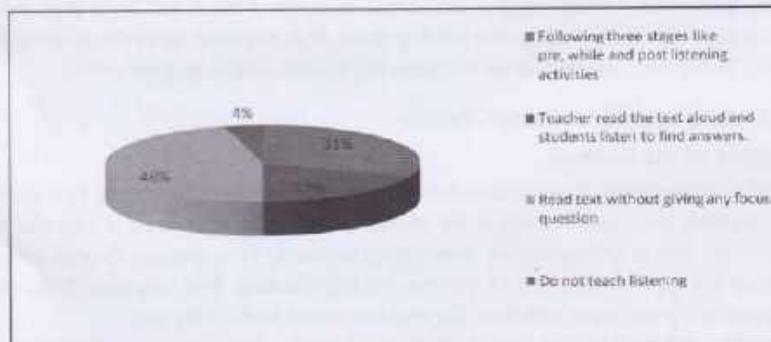
Figure 4.2.3: Teaching listening skill

Listening skill is one of the most neglected skills as it is not tested in any kind of examination. But the data of this study shows a different picture as shown in Figure 4.2.3. It indicates that 31% teachers i.e. 8 out of 26 teachers teach listening skill and they teach it following the right kind of approach they have been taught in the training while 65% teachers teach it but in wrong way and

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approach they have been taught in the training while 65% teachers teach it but in wrong way and 4% teachers do not teach listening skill at all.

Table 4.2.3: Reasons for demotivation of the teachers to apply CLT

Low salary	Too many classes	Non-cooperation from head teachers.	Non-cooperation from senior teachers	Students' lack of interest to learn the language
5	14	4	3	10

The table 4.2.3 shows that work pressure, and students' lack of interest to learn are the main reasons for their demotivation to apply training in their teaching where as only 5 teachers out of 26 mentioned low salary as a reason for their demotivation.

4.3. Findings of Trainers' Interview
The trainers interviewed for this study responded that the training is effective in terms of its contents and format which is practical and participatory but its implementation in the classroom is not that satisfactory. That is why the training has not been successful in achieving desired result.

50% trainers said that most of the trained teachers are not applying the training for various reasons while the rest half think some of them are applying some of the approaches covered in the training course. The reasons they have mentioned for non-implementation of the training are lack of support from the authority, inefficiency of the teachers, defective testing system, and lack of monitoring and motivation of the teachers. 80% trainers held the testing system responsible for the unsatisfactory implementation of training. The role of testing system is very crucial in successful teaching and learning. A good testing can ensure effective teaching and learning as it has positive wash back effect on teaching. But our existing testing system is not effective due to the exclusion of speaking and listening skills which discourages teachers and students to teach and learn these two skills. Though it aims to test their reading and writing skills, it is not valid and reliable enough to test these two skills as it encourages students to memorize than learning through practice.

5. Conclusion and Recommendation

5.1. Summary of the findings
The findings of the research do not demonstrate a very positive impact of training as they show that only a few teachers are trying to apply some of the aspects of the training. It is seen that teachers' attitude and behaviour in taking English classes have positively been changed through training. But in the case of the core components of the training like teaching four language skills, involving students in pair and group work activities, the implementation rate is very poor.

The participants of this study have held the defective testing system responsible for this deplorable condition of implementation of training. Listening and speaking skills are most neglected as these two skills are not tested in public examinations. Reading and writing skills are taught but not in a proper way following the training, rather these are taught in traditional way. Apart from defective testing system, they also mentioned some other problems, such as lack of support from the head teachers and untrained senior teachers, low salary, work pressure, insufficient duration of the

classes and students' lack of interest that hinder the implementation of the training in the classroom. It is a matter of hope that in the revised curriculum (National Curriculum 2012) it is suggested that listening and speaking skills will be tested in the internal exams of classes six and seven but it has to be investigated if it will have any positive impact on teaching as these are not tested in the public examinations.

5.2. Recommendation
Based on the result of the study the following recommendations have been made:
1. As major problem lies in the testing system in our country, it should be reformed. Speaking and listening skills test should be introduced in the internal as well as in the public examinations and the existing reading and writing tests should be changed and made more reliable, valid and practical.
2. The government should increase the salary structure for the teachers so that bright and qualified people become encouraged to join this profession.
3. To improve the quality, especially the language competency of the existing English teachers, long term training should be arranged emphasizing more on the language improvement of them along with methodology training.
4. School authorities like head teachers, school managing committee members, etc should also be brought under short training course to raise their awareness of the importance of the training so that they can cooperate their English teachers and contribute to the implementation of training.

5.3. Conclusion
In Bangladesh Communicative Language Teaching (CLT) has been introduced and teachers have been trained with the expectation that if teachers use the textbooks properly and implement the training in the classroom appropriately, the students will be communicatively competent. But this research reveals that the scenario of the implementation of training at the secondary level is undoubtedly frustrating. It is hoped that the authorities concerned will look into the matter and take necessary steps for removing all the obstacles to ensure the implementation of the training and bring about a positive change in the teaching and learning of English in Bangladesh.

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