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Professor Dr. Md. Lokman Hossain



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Editorial

National Academy for Educational Management (NAEM), a center of excellence of the Ministry of Education, Government of the People's Republic of Bangladesh, believes that conducting of research on education related issues and publishing journals can contribute to the development of the education system of the country. Keeping this view in mind, NAEM brings out 'NAEM Journal' regularly since 2004. NAEM is working relentlessly in order to speed up our educational development and has taken many fruitful initiatives to improve research works in the education arena. As a part of these initiatives NAEM has attempted to publish this 21st issue of NAEM Journal' which has included the compilation of the research articles under the management of NAEM. This Journal is enriched with a great variety of topics covering different branches of education science, education policy and planning, pedagogy, andragogy, classroom teaching-learning practices, education and development, leadership in education, integration of ICT into institutional activities, challenges in education and other issues. This issue has taken initiatives to facilitate academicians, researchers, education managers, leaders and classroom practitioners who are interested to seek further study, analyze and explore the findings available lying in this Journal. We always welcome and encourage the above-mentioned stakeholders to go through this Journal and give their valuable opinions and suggestions.

I would like to express my heartfelt appreciation to all the contributors who have given their invaluable endeavour despite their multifarious commitments spent time for writing these articles. I would feel rewarded if the readers find this issue educative and satisfactory. I also thank the editorial panel of this issue for their hard work in editing the articles. Finally, I would like to give special thanks to Professor Dr Syed Md Golam Faruk, Director General of NAEM for his all utmost support, cooperation and encouragement to bring out this issue of NAEM Journal.

I wish the sustainability of the Journal for a long time for the enthusiastic readers, living on the Globe.



(Professor Dr. Md. Lokman Hossain)
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An Investigation into the Results of Public Examination at SSC Level in Bangladesh

Dr. Md. Lokman Hossain¹

Mohammed Zahirul Islam²

Abstract

The study has been made as an attempt to explore the facts and figures on the results of public examinations of last 10 years at secondary level education managed by different education boards (School, Madrasah and Vocational and Technical) of Bangladesh. Findings of the study have been collected from the opinion of four respondent groups, namely head teachers, teachers, guardians and students. The results of public examination are improving gradually but not as per expectation of the stakeholders. According to respondents some probable causes influence the disruption of results from their own perspectives. In response to the question some factors which are responsible for disrupting the results are i.e. less competent students, lack of awareness of the guardians, inattentiveness and irregular attendance of students, student politics, less accountability of teachers and students, poor management, lack of logistic supports and these are the determinant factors for causing dissatisfactory result. The respondents opined that the following initiatives should be taken that may help in this regard i.e. regular presence of student in the classroom, sitting for regular tutorial, teaching-learning congenial atmosphere, the accountability of principals, teachers and students to their assign tasks, inclusive education in the classes, special measures for weak students, subject based training for teachers, communication with guardians. Besides, equal emphasis should be given students in the mainstream institutions, facilities should be increased for science study, curricula and syllabus might be need based and job oriented, policy should be adapted to develop teachers' professionalism, assuring relevant teaching-learning materials, good management, modernized teaching-learning methods, academic supervision and monitoring and assessment system should be strengthened for academic and professional development. Students profile should be maintained to run the planned works throughout the year. Provision and techniques for self-evaluation of teachers' should be ensured for professional development of teachers.

Introduction

Bangladesh was born as an independent, unitary and sovereign country with poor resources in 1971. Need-based education is the prime factor in the economic development of any country. Unfortunately Bangladesh has been lagging behind in

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creating any positive environment in education. The society of the present century is governed by knowledge and information and it has been achieved through education. Education is the backbone of a nation and teachers are the maker of the nation and students are future leaders. Guardians are also playing an important role as well-wisher of students. Thus, the education extensions are not the matter of choice but essential in order to meet the need of 21st century (Abdullah 1996). Nowadays, the concept of Sustainable Education is a much talked in our educational arena. The standard of our education and pass rate have to be improved day-by-day at all level in general secondary level in particular.

1.1 Statement of the Problem and Research Questions

A total of 28,548 secondary level educational institutes are in Bangladesh. Average 10,96,843 students appeared and 6,35,542 (57.94%) students passed between 2001 and 2010 academic years. Is the pass rate satisfactory as per the expectations and aspiration of the stakeholders? Therefore, some questions may arise behind the problem statement i.e. how many students enrolled in secondary schools? How many students retained and dropout from and repeat in class 6-10? What is the percentage of students who got the chance to sit for SSC public examination? What standard should be maintained at SSC level education? Which pass rate should be ensured to fulfill the desire of the stakeholders? What is the goal of national curriculum? What is the variation of pass rate among the male Vs female, public Vs private schools, rural/urban schools, general, Madrasah and vocational system and stream wise (Arts-Science-Business Studies) variations etc. So, the proposed study is very much important to know the research questions and fulfills the objectives of the study. Thus statement of the problem is "An investigation into the Results of Public Examination at SSC Level in Bangladesh."

1.2 Rationale of the Study

Secondary education is important for the development of the country like Bangladesh. Government of Bangladesh has taken keen interest to improve the quality of secondary education. Teacher's quality is directly related to the students' performance. Students' effectiveness, teaching methods, teaching and guardians' consciousness, etc. are the vital components for improving the quality of learners and ensuring cent percent pass at secondary level. But, lack of proper observation and monitoring system deters the quality in education. For the above circumstances, in terms of quality education at secondary education, the undertaken research is very much appropriate. Undoubtedly, some important recommendations based on findings have come out from the study that would be helpful to formulate future plan for the development of secondary education in Bangladesh. The study is important for finding the causes of failure in

maintaining education standard and the status of learners in the last 10 years in the public examinations. So, the study indicates the future action in the education system and is helpful as a source for further research. However, the completed research work is very much significant considering the above mentioned the issues.

The basic education at SSC level is very significant to enter in the higher education and as well as in the job market. Therefore, the present study is very appropriate to look into problems prevailing at SSC level. So the researchers realize that it will be possible to find out the barriers in achieving the quality education. The information's revealed on student's performance at secondary level that is a huge wastage of resource. Therefore, the present study is timely and appropriate to look into the causes of failure cent percent pass at SSC level.

It is unequivocally agreed by all our achievement in education sector is not satisfactory in comparison to the neighboring countries. System loss is very high in this sector. But in this digital era, education would be the mainstay for developing a knowledgeable human resource that would be the indicator of national development. Recently, the government of Bangladesh has developed an accepted education policy. So, we cannot develop any strong strategy in implementing the total curriculum. Unfortunately, we failed to measure what were the factors that deterred to obtain expected (100%) pass rate at SSC level in the line of hope and aspiration. Obviously, it has been determined that after passing this level a student would be competent to select life oriented target and try to achieve a specific goal. But after studying five years from grade VI to X at secondary schools the succeeding rate was not satisfactory which would not acceptable (2001 - 2010 FY, BANBEIS). It destroyed our time, resource overall making obstacles to achieving national goal. When a student enters SSC level, s/he arrives with a dream, a dream for good future, good education, good career and good life. But statistics say that a lot of causes make obstacles to achieve these goals. Such kind of result makes a student hopeless, depressed and unsuccessful life.

Bangladesh has achieved remarkable progress in the education sector in terms of enrollment and gender parity both at the primary and secondary levels. Number of institutions and teachers has also increased correspondingly. But this expansion cannot hide away serious problems in ensuring quality education at the said levels. Ensuring quality therefore is the prime area of concern and action of the government. Quality assurance, again, is the responsibility of education administration and management. In realization of this fact, over the years, almost all the quarters concerned with education have advocated some sort of changes in the mode, structure and nature of administration. Therefore, the research team realized that it is necessary to study the

present situation and status about the learners' performances of public examination in Bangladesh. So, an attempt was made to conduct "An Investigation into the Results of Public Examination at SSC Level in Bangladesh".

1.3 Objectives of the Study

The objectives of this study were as follows-

1. To find out the trends of achievement of students in the public examinations i.e. SSC level for the last 10 years;
2. To compare the achievements of Male-Female students, Public-Private Schools-Madrasah and Vocational institutions, and also among the Humanities, Science and Business Stream;
3. To determine the relation of achievements with the variation of academic, administrative and physical facilities.

1.4 Scope of the Study

The present study emphasizes the results at SSC exam. The research team has got the scope to access the field of secondary education for collecting data and information from head-teachers, teachers, students and SMC members. The researchers also got the scope to look into the classroom activities of teachers and physical facilities. So, the researchers have realized that if it was possible to find out the constraints on the way of quality education at Secondary level they would make some suitable recommendations and suggestions in this regard. There are about 28,548 educational institutions at secondary level, 322 students are studying in each institution in average and 11 teachers are working in each institution in average (Table 1).

Table 1: Number of institutions, teachers and students and other information at SSC level exam

Type of Institution	Management	No. of Total Ins	No of Teacher	Enrollment	Teacher per Ins (Average)	St. per Ins (Average)
			Total	Total		
General	Private	18723	210780	7240497	11	387
	Public	317	7231	225277	23	711
Dakhil	Private	6660	64791	1266255	9.72	190
	Public	-	-	-	-	-
SSC Voc	Private	251	4015	133897	16	533
	Public	2597	11286	314030	4	121

Source : Bangladesh Education Statistics, BANBEIS 2010.

The details of public examinations at secondary level education can be estimated from the table-2. It reveals information about the examinee from SSC exam or equivalent from general, madrasah and vocational institutions and technical and pass rate from 2001 – 2010.

Table 2: Number of examinee at SSC level exam between 2001 and 2010

Year	SSC			Dakhil			Voc. & Tech		
	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)
2001	786220	276903	35.22	124086	59556	48.00	20055	11463	57.16
2002	1005937	408969	40.66	148711	78009	52.46	25590	11120	43.45
2003	921024	330762	35.91	163217	68345	41.87	31627	12309	38.92
2004	756387	363270	48.03	176668	105533	59.74	31452	16090	51.16
2005	751421	394993	52.57	156815	97306	62.05	35779	18403	51.44
2006	784815	466732	57.47	161999	122808	75.81	48309	29646	61.37
2007	792165	454455	57.37	167735	110486	65.87	64637	33014	51.08
2008	743609	526776	70.81	180585	148186	82.06	82375	51801	62.88
2009	797891	537878	67.41	185726	159444	85.85	75057	53216	71.61
2010	912577	713560	78.19	210419	182431	86.70	625553	511971	82.72

Source : Bangladesh Education Statistics, BANBEIS 2010.

The above table shows that the trend of pass rate in public examination has increased between 2001 and 2010. In spite of the maximum efforts taken by the authority, before going to the examination hall, some of the students fail to success to have Secondary School Certificate. In this context it is very much important to find out the causes of this incident.

In a changing competitive world most of the countries in the world move radically to develop their manpower through proper education. As a result, they improved a lot at all spheres of life at national level. Need based and quality education is a vital force of a nation. Investment in education is the most profitable investment that supports a nation in developing gradually and sustainably. Besides, it is essential to increase the productivity of people for economic development, which allows them better life and opportunity to earn a better living.

Unfortunately, we, the people of Bangladesh, cannot bring any change as per our need and expectation. Therefore, the concentration of sustainable and quality education at secondary level is the main focus of the present study.

2.0 Methodology

The study has been made in pursuing secondary data and very little of primary data. The researchers conducted visits for data collection at every corner of the country to make the data reliable and rational. Sources of data were the BISEs, BMEB, BTEB and BANBEIS reports and published data. Besides, the primary sources were the secondary level educational institutes and their headteachers, class teachers, students, guardians and members of the School Management Committee (SMC).

The districts and the secondary level education institutions were selected through multistage random sampling. To determine the population of the study was covered 80 secondary level institutions of Bangladesh was covered. Although the students enrolled at secondary level are the populations of the study, the population like number of education institutes, their heads, teachers and students are numerous. So, scientific methods were adapted for sampling. The multistage random sampling policy has been adapted. In the first step, 01 district has been selected from each division. Thus 08 districts were selected randomly out of total 64 districts throughout the country. In second step, from each district 02 public schools and 08 non-governments institutions (including 01 Madrasah and 01 vocational institute) have been selected purposively. A total of 20% government schools were selected purposively from these districts. A total of 80 head teachers, 400 teachers, 400 students, 160 guardians, 80 SMC members were included under sampling from selected institutions.

2.2 Tools of the Study

The following three types of research instruments were employed for the present research work, such as –(i) Questionnaire; (ii) Interview Schedule and (iii) Checklist. The research instruments were developed by the research team. Tools of data collection were finalized and tested before going to the field through a small group of respondents. Moreover, the prepared tools were examined by the research committee in a seminar.

1.2 Data Collection Procedure and Analysis

The researchers analyzed the related documents at institutional level, used the check list, interviewed the respondents and distributed questionnaires among the respondents where necessary. The respondents filled up the questionnaires by themselves; teachers and students were selected arbitrarily. The researchers went to the institution heads, teachers, students, guardians, members of SMC to collect their views verbally and their comments were recorded. Available data were edited and processed manually. Simple measures like average, percentage, etc. have been used in data processing. Data were interpreted logically and presented through tabulated and graphical form in the text..

3.0 Data Analysis, Interpretation and Presentation

The results presented here have been prepared from secondary and primary data sources. The primary sources of data documented here to demonstrate the opinion of the respondent groups of the present study. However, for convenience, the results of different respondent groups were pulled together and are presented below.

A. The following paragraph 4.1 – 4.16 describes and presents data regarding the last 10 years student achievements, enrolments and all educational statistics are based on BANBEIS Report 2016. These all are secondary, authentic and reliable data and this presentation, interpretation and analysis are the distinct view of last 10 years trends in SSC examinations and students achievements.

3.1 Scenario of Secondary Level Education Institutions

The following table shows that there are 28,548 secondary level education institutions in Bangladesh, of which 19,040(66.69%) General, 6,660 (23.33%) Dakhil Madrasah and 2,848 (9.98%) SSC Vocational and Technical institutions (Table 1). A total of 91,79,956 students were enrolled at secondary of which 46,40849 (94.12%) students were enrolled in the private institutions and 539307 (5.87%) enrolled in public institutions.

Table 3: Nature of secondary level institutions, teachers, students and TSR by 2010

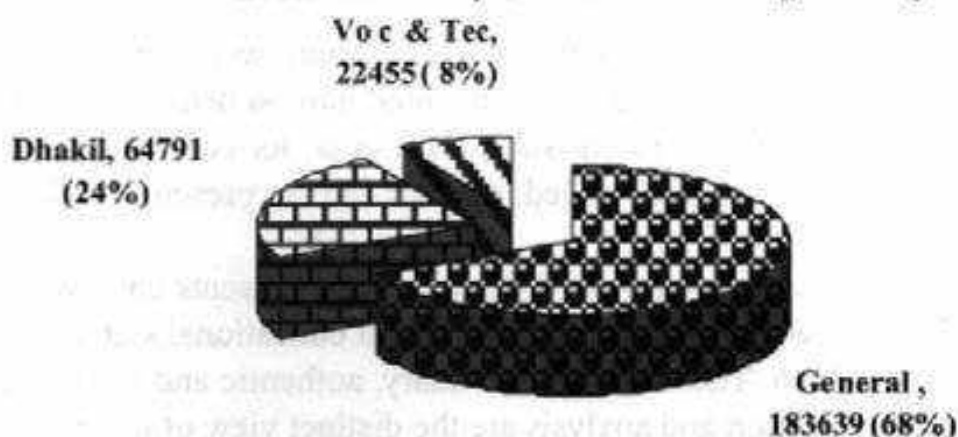
Type of Institution	Management	No. of Total Ins	No of Teacher			Enrollment			Teac-her per Ins	St. per Ins	TSR
			Total	Female	%	Total	Female	%			
Secondary Level	Private	18723	210780	47917	22.73	7240497	3873157	53.49	11	387	1:34
	Public	317	7231	2417	33.43	225277	106519	47.28	23	711	1:31
Dakhil	Private	6660	64791	7151	11.04	1266255	743566	58.72	9.72	190	1:20
	Public	-	-	-	-	-	-	-	-	-	-
SSC Voc	Private	251	4015	542	13.50	133897	17999	13.44	16	533	1:33
	Public	2597	11286	2708	23.99	314030	70521	22.46	4	121	1:28

Source : Bangladesh Education Statistics, BANBEIS 2011.

On the other hand, a total of 2,98,103 teachers are working at secondary level, while of them 2,79,586 (93.78%) are working in private and 18, 517 (6.22%) in public institutions [Table 3]. It was found that the TSR 1:34 at General, 1:20 at Dakhil Madrasah and 1:20 at Vocational and Technical institutions respectively.

In the present study, it was found that 68% SSC level institutions represented by General Level, 24% by Dakhil Madrasah and only 8% by Vocational and Technical institutions [Fig 1].

Fig 1 : Number of teachers at secondary level schools in Bangladesh up to 2010



3.2 Promotion, Repetition and Retention of Students

The table 4 indicates that learners are getting promotion from class VI to class X satisfactorily. The table also shows that girls are getting promotion in class VI and VII higher than boys. On the other hand, boys of class VIII, IX and X are getting promotions more than that of girls. The frequency of repetition is negligible in all the classes. In case of retention, girl students retained higher than boys from 6-10 classes [Table 4].

Table 4. Promotion, repetition and retention rate by grade and sex at secondary level (School and Dakhil Madrasah) 2010

Grade	Promotion			Repetition			Retention Rate		
	Both	Boys	Girl	Both	Boys	Girl	Both	Boys	Girl
VI	88.65	85.44	91.49	3.40	3.38	3.42	-	-	-
VII	87.01	83.70	90.09	3.50	3.60	3.41	91.77	88.43	94.73
VIII	86.68	87.09	86.30	3.32	3.32	3.31	82.74	76.79	88.35
IX	83.92	84.60	83.29	3.56	3.38	3.72	74.18	69.17	78.86
X	64.88	66.67	63.40	4.41	5.46	3.38	64.54	60.57	68.22

Source : Bangladesh Education Statistics, BANBEIS 2011.

3.3 Completion Rate, and Dropout Rate of students

The table shows that the completion rate, drop-out rate and survival rate both in Dakhil Madrasah and Schools are satisfactory. The completion rate is higher in Madrasah than schools. This rate is higher by the Girl students both in Madrasah and schools. Dropout rate is higher in schools than Madrasah but this rate lowers in case of girl students in both the cases. In addition, the survival rate is higher in case of girls both in Madrasah and schools [Table 5].

Table 5. Secondary cycle completion rate, dropout rate and coefficient of efficiency by sex in secondary level (School and Dakhil Madrasah), 2010

SI No	Indicators	Secondary Level (Madrasah)			Secondary Level (School)		
		Both	Boys	Girl	Both	Boys	Girl
1.	Completion Rate	44.74	42.71	46.43	42.85	39.47	46.17
2.	Dropout Rate	55.26	57.29	53.57	57.15	60.53	53.83
3.	Survival Rate	64.54	60.57	66.22	63.02	58.26	67.64
4.	Coefficient of Internal Efficiency	52.00	52.10	51.80	50.10	48.80	51.30

Source : Bangladesh Education Statistics, BANBEIS 2011.

The following graph indicates that in case of Dakhil Madrasah the completion rate of girls is higher than that of boys, Drop-out Rate is lower by girls and Survival Rate is higher than that of boys. Similar performances have shown by girls in school level educational institutions. So, girl students did better result both in Dakhil Madrasah and schools (Fig. 2).

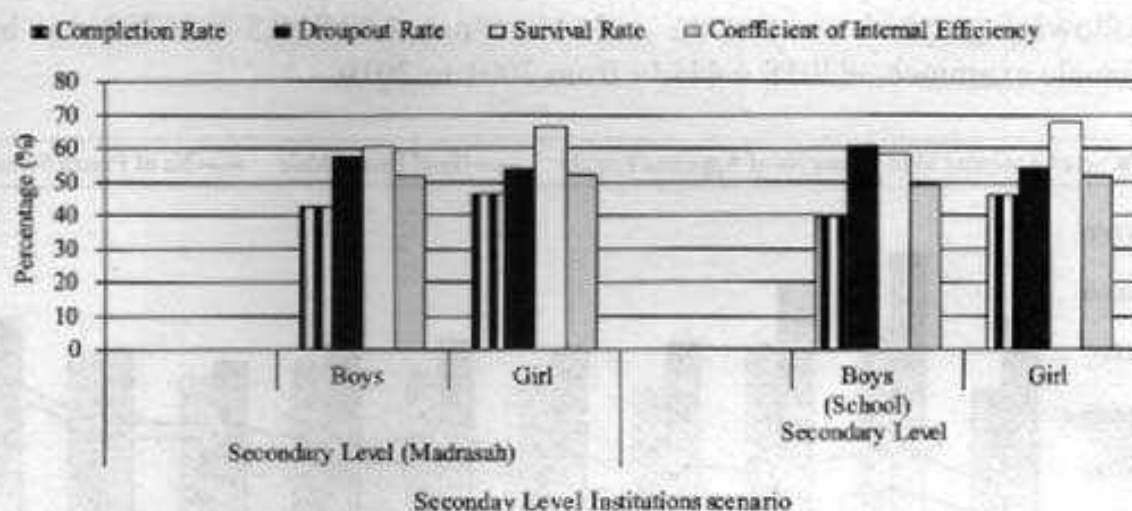


Fig 2. Completion, dropout and survival rate in dakhil dadrasah and schools by 2010

3.4 Results of Secondary School Certificate (SSC) Examination by Sex

From the table 6 it could be found that average number of students appeared in the public exams was $8,25,204 \pm 89010$ i.e. the variation of examinee was higher from 2001 – 2010. The highest number of examinees (10,05,937) appeared in the year of 2002 and lowest number (7,43,609) appeared in the year of 2008. The average pass rate was 54.36%, with a variation between 35.22 % and 78.19%. The male examinee was higher than female examinees and the pass rate of boys (56.51 ± 15) was always higher rather than girls (52.33 ± 15) in all the ten years 2001 to 2010 [Table 6].

Table 6 : Results of SSC public exams by sex from 2001 – 2010

Year	No of Appeared			No of Passed			% of Pass		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2001	786220	451965	334255	276903	164035	112868	35.22	36.30	33.77
2002	1005937	564913	441024	408969	242630	166339	40.66	42.95	37.72
2003	921024	511401	409623	330762	193126	137636	35.91	37.77	33.60
2004	756387	414793	341594	363270	206212	157058	48.03	49.77	45.98
2005	751421	403906	347815	394993	221525	173468	52.57	54.84	49.87
2006	784815	416845	367970	466732	255823	210909	57.47	61.37	57.32
2007	792165	413184	378981	454455	246984	207471	57.37	59.77	54.74
2008	743609	382064	361545	526776	277672	249104	70.81	72.67	68.90
2009	797891	404292	393599	537878	281774	256104	67.41	69.70	65.07
2010	912577	458792	453779	713560	367066	346494	78.19	80.00	76.36

Source : Bangladesh Education Statistics, BANBEIS 2011.

3.5 Results of Secondary School Certificate (SSC) Examination by Sex

The following graph shows that the male examinee $4,42,215.5 \pm 56738$ was higher than female examinee 383018 ± 41134 from 2001 to 2010.

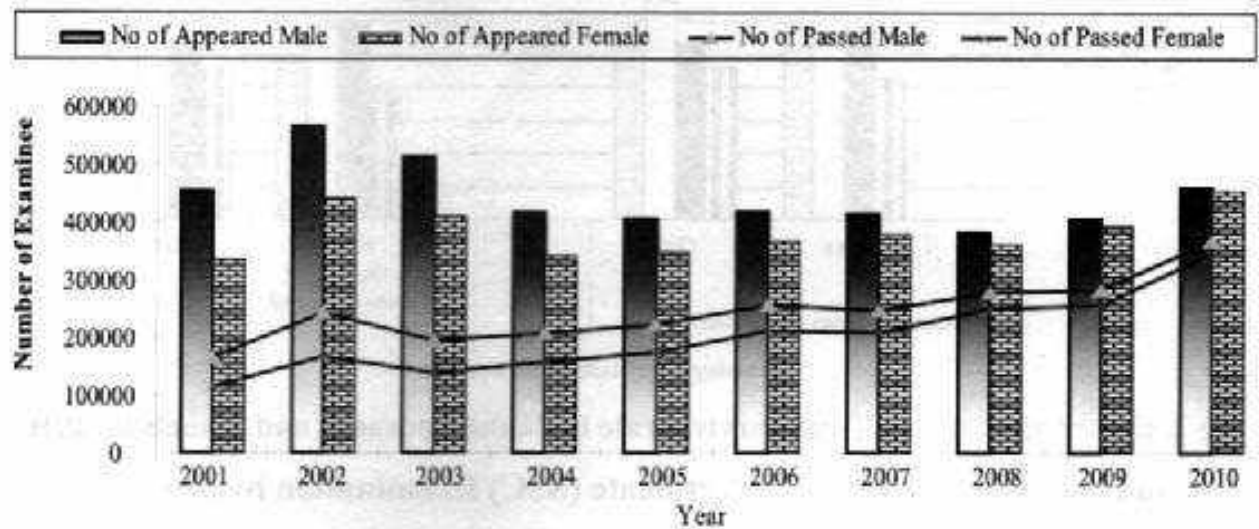


Fig. 3: Number of examinee at SSC Level between by sex 2001 and 2010

3.6 Results of SSC, Dakhil and Vocational From 2001 to 2010

The pass rate was always higher by the boys 56.51 ± 15 rather than girls 52.33 ± 52 in all the ten years studied. But the number of examinee was not linearly increased or reduced from 2001 to 2010 [Fig 4]. The regression line fluctuated time to time [Fig. 3]. The above tables shows that the highest number of examinee 82,52,046 (75.24%)

appeared in the public examination from general stream that followed by Dakhil 16,75,961(15.27 %) and Vocational and Technical 10,40,434 (9.49%). Average pass rate was the highest in Dakhil 66.04 ±16, which followed Vocational Education 57.17 ± 13 and 54.36 ± 15 in general education [Table 7].

Table 7: Number of examinee at SSC, Dakhil and Vocational between 2001 and 2010

Year	SSC			Dakhil			Voc. & Tech		
	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)	Appeared	Passed	Pass Rate (%)
2001	786220	276903	35.22	124086	59556	48.00	20055	11463	57.16
2002	1005937	408969	40.66	148711	78009	52.46	25590	11120	43.45
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2004	756387	363270	48.03	176668	105533	59.74	31452	16090	51.16
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2008	743609	526776	70.81	180585	148186	82.06	82375	51801	62.88
2009	797891	537878	67.41	185726	159444	85.85	75057	53216	71.61
2010	912577	713560	78.19	210419	182431	86.70	625553	511971	82.72

Source : Bangladesh Education Statistics, BANBEIS 2011.

3.7 Results of SSC from 2001 to 2010

The result of SSC exam under investigation in the period of 2001 to 2010 has been presented in Fig. 4. The figure shows that the trend of pass rate of SSC in the public examination has increased between 2001 and 2010. The increasing trend is highly significant and the linear relationship was found between the pass rates of all the years ($Y = 4.7358x - 9443.2$; $R^2 = 0.94$).

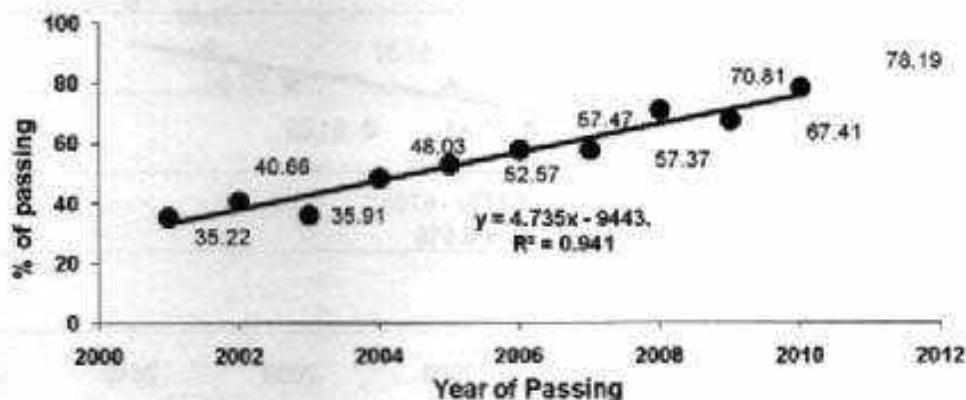


Fig 4 : Regression lines in Secondary School Certificate (SSC) Exams result from year 2001 – 2010

3.8 Results of Dakhil examination from 2001 to 2010

The results of Dakhil examination under investigation in the period of 2001 to 2010 has been presented in Fig. 5 and Table 5. The graph shows that the trend of pass rate of Dakhil level in the public examination has increased between 2001 and 2010. A significant linear relationship was found between the pass rates of all the years ($Y = 4.9402x - 9841.5$; $R^2 = 0.867594$).

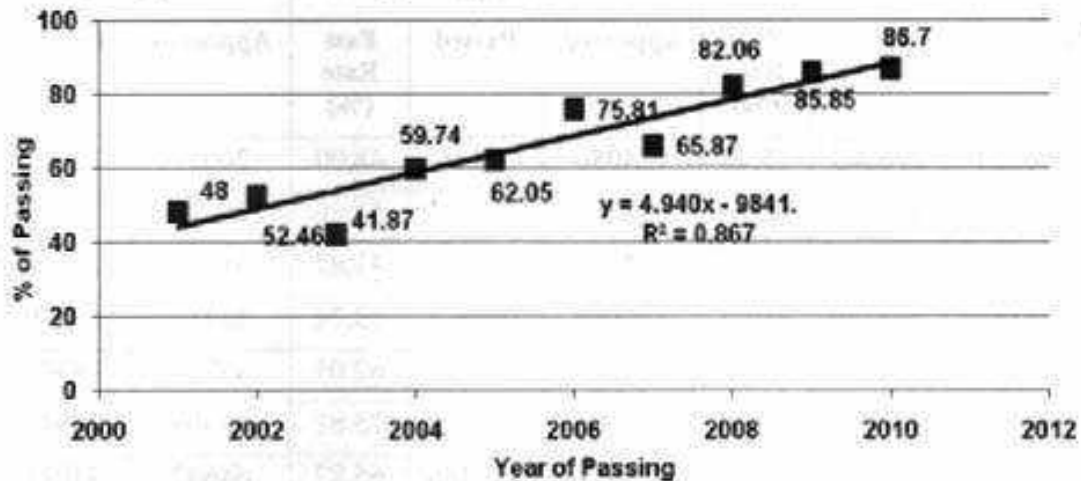


Fig 5 : Regression lines on results of Dakhil in the Public Examination by year 2001 – 2010

3.9 Results of Vocational and Technical from 2001 to 2010

The results of vocational and technical exams under the investigation in the period of 2001 to 2010 have been presented in Fig. 6 and Table 5. The graph shows that the trend of pass rate of SSC level Vocational and Technical education in the public examination has increased between 2001 and 2010. The increasing rate is moderately significant and linear relationship was found between the pass rates of all the years [$Y = 3.3736x - 6708.6$; $R^2 = 0.6102$].

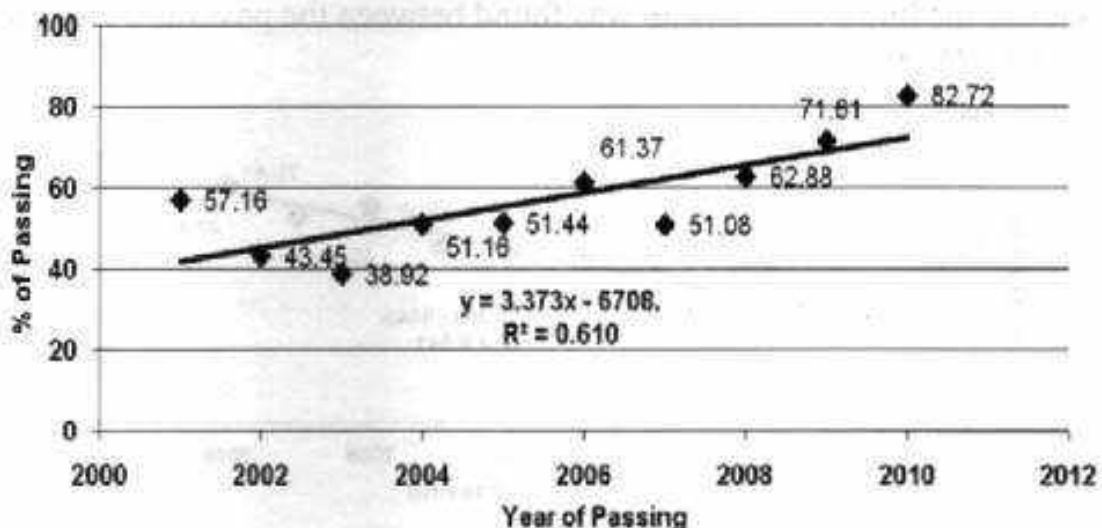


Fig 6 : Regression lines on results of Vocational and Technical (SSC) by year 2001 – 2010

3.10 Comparison of results of Public Exams at SSC, Dakhil & Vocational by 2010

The following graph shows that the average pass rate was the highest in Dakhil that followed Vocational Education and general education (Fig. 7). The regression line was not significantly smooth but fluctuated in different years in different streams.

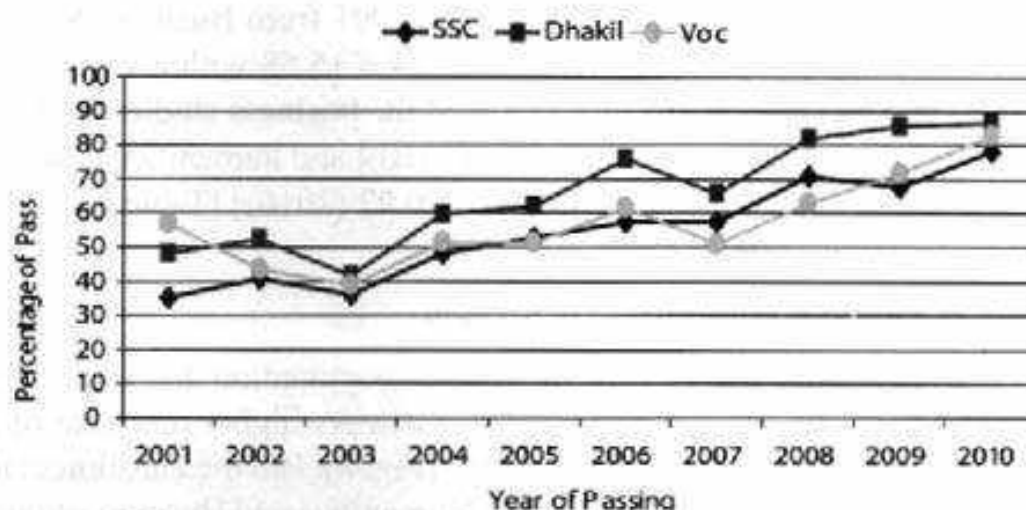


Fig 7 : Comparative pass rate of SSC, Dakhil and Voc. and Tech.(SSC) by the year 2001 – 2010

3.11 Results of Secondary School Certificate in Public Examination by Stream

The table 8 represented the SSC exams results by streams, it could be found that in the academic years 2001-2010 average highest numbers (3,66,835 ±54447) of students appeared in the public exams from Humanities Group that followed by 23,31,428 ± 5433 students from Science Group and 22,52,268 ± 50779 from Business Studies.

Table 8 : Examinee and their performance at Secondary School Certificate (SSC) by Stream 2001 – 2010

Year	Humanities			Science			Business Studies		
	Appeared	Passed	% of Pass	Appeared	Passed	% of Pass	Appeared	Passed	% of Pass
2001	392299	93740	23.90	264100	126203	47.79	129221	56951	43.87
2002	482147	148844	30.87	333544	178745	55.59	190246	81390	42.78
2003	413424	107915	26.10	301505	140280	46.53	206095	82571	40.06
2004	306284	117531	38.37	255197	147145	57.66	194906	98594	50.59
2005	307330	123104	40.06	231613	154153	66.56	212478	117736	55.41
2006	343707	161231	46.91	202048	154190	67.31	239060	151311	63.29
2007	358178	167451	46.75	179805	137086	76.24	254182	149918	58.98
2008	327288	195886	59.85	176880	149139	84.32	239441	181551	75.82
2009	344596	189865	55.10	182744	153042	83.75	270551	194971	72.06
2010	393097	276825	70.42	203992	182969	89.69	315488	253766	80.44

Source : Bangladesh Education Statistics, BANBEIS 2011.

2002 and minimum number in 2008. But the trend of enrollment and participation in the exam gradually increasing in Business Studies Group from 2001 to 2010.

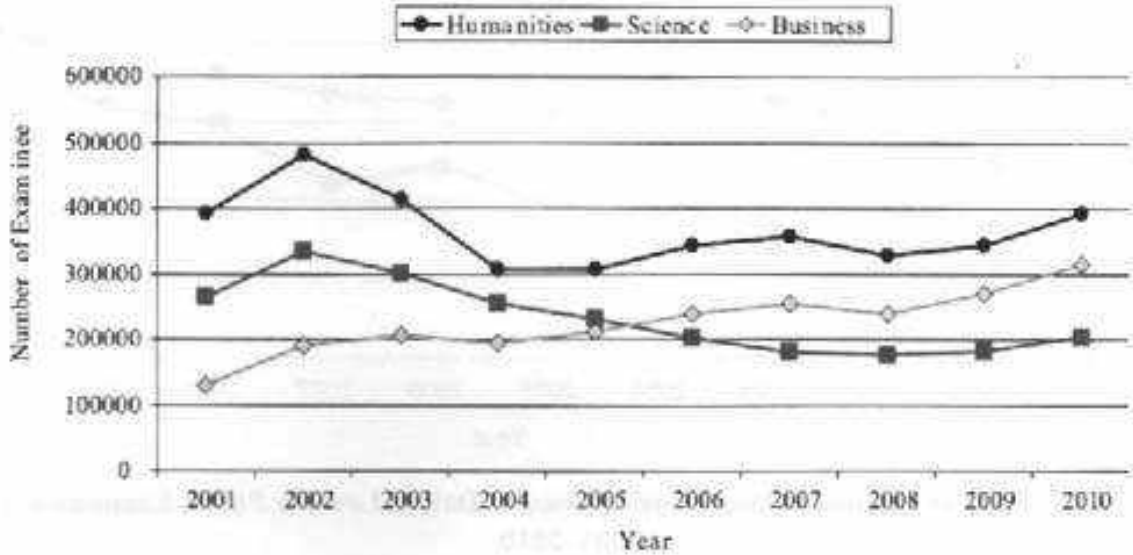


Fig. 9 (a): Number Examinee by Stream in Secondary School Certificate (SSC) 2001–2010

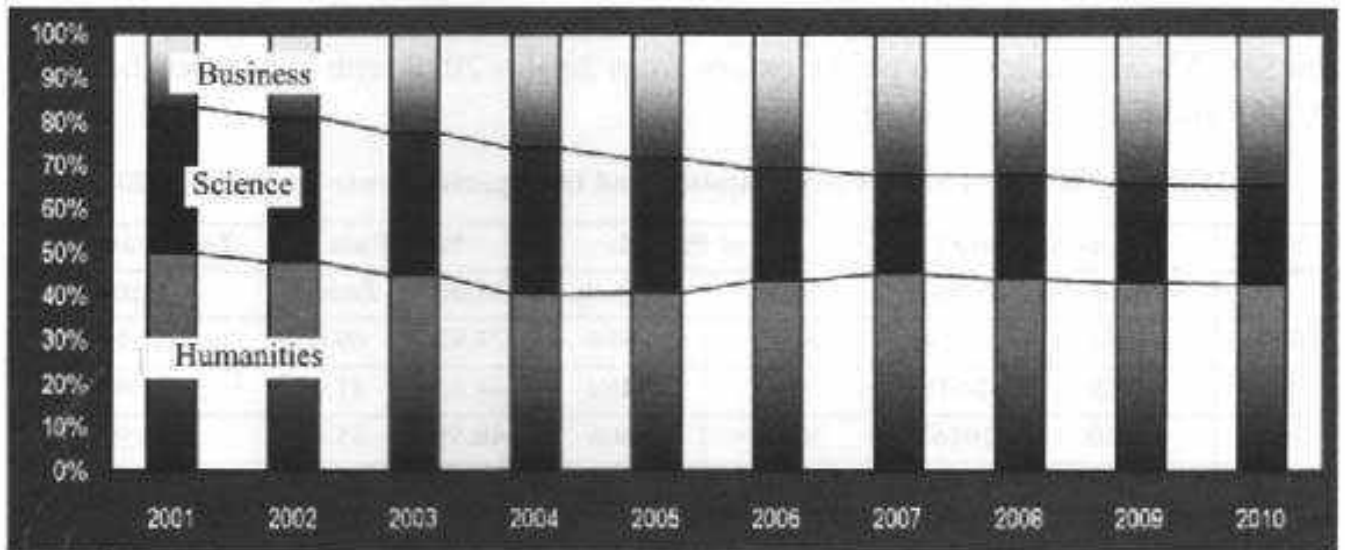


Fig. 9 (b): Number Examinee by Stream for Secondary School Certificate (SSC) from 2001 to 2010

3.14 Results of Dakhil Examinations

According to the table 9 and Fig. 10 the frequency of examinees and the pass rate at Dakhil level public examination were increased from 2001 to 2010. The highest number of examinee (2,10,419) was in 2010 and lowest number (1,24,086) of students appeared in 2001 [Table 7]. The average pass rate was 66.04% [with a variation between 41.87% (2003) and 86.70% (2010)] [Fig. 10].

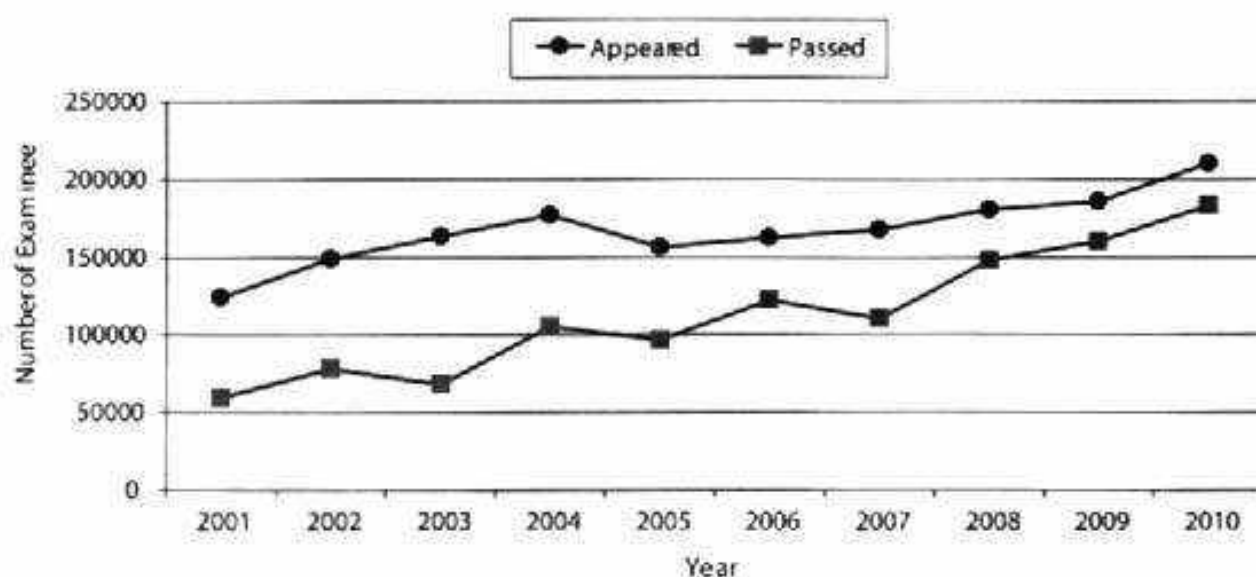


Fig. 10: Number of examinee appeared and passed at Dakhil Level in Public Examination by 2001-2010

3.15 Number of examinee by sex at Voc. & Tech. Education in Public Examination

The table 9 indicates that average $1,04,043.4 \pm 184488$ number of students appeared in the SSC Vocational level in public exams from 2001 – 2010 with a variation between 20,055 and 6,25,553 examinee.

Table 9: Number of SSC (Voc.) Examinee and their performance by 2001 – 2010

Year	No of Appeared		No of Passed		% of Pass		Total Pass (%)
	Male	Female	Male	Female	Male	Female	Both
2001	14241	5814	3549	7914	24.92	69.04	57.16
2002	17189	8401	7670	3450	44.62	41.07	43.45
2003	21460	10167	8703	3606	40.55	35.47	38.92
2004	21674	9778	11345	4745	52.34	48.53	51.16
2005	25014	10765	13044	5359	52.14	49.378	51.44
2006	33577	14732	20531	9116	61.14	61.88	61.37
2007	44978	19659	23084	9930	51.32	50.51	51.08
2008	57262	25113	35888	15913	62.67	63.37	62.88
2009	51879	23178	36618	16598	70.58	70.78	71.61
2010	547574	77979	447470	64501	81.71	82.92	82.72

Source : Bangladesh Education Statistics, BANBEIS 2011.

The highest number of examinee appeared in the year of 2010 and lowest number appeared in the year of 2001. The average pass rate was $57.17\% \pm 13\%$ with a variation between 38.92 % and 82.72% [Table 9]. The male examinees (8,34,848) was higher

than female (2,05,586) examinees from the academic year 2001 to 2010. The average pass rate of female was higher (57.29 ± 14.75 , with a variation 35.47 to 82.92%) rather than male (554.19 ± 15 with a variation 24.92 to 81.71%) in the study period [Table 9].

3.16 Number of SSC (Voc.) Examinee 2001 – 2010

The graph shows that the number of students appeared in SSC exams from Vocational institutions increased significantly. The trend of enrolment of female students increased linearly and the relationship was $y = 1485.7 + 1085.9x$, $R^2 = 0.6733$ and the trend of enrolment of male students increased significantly and the relationship was $y = 4248x - 3414.1$, $R^2 = 0.925$ [Fig 11].

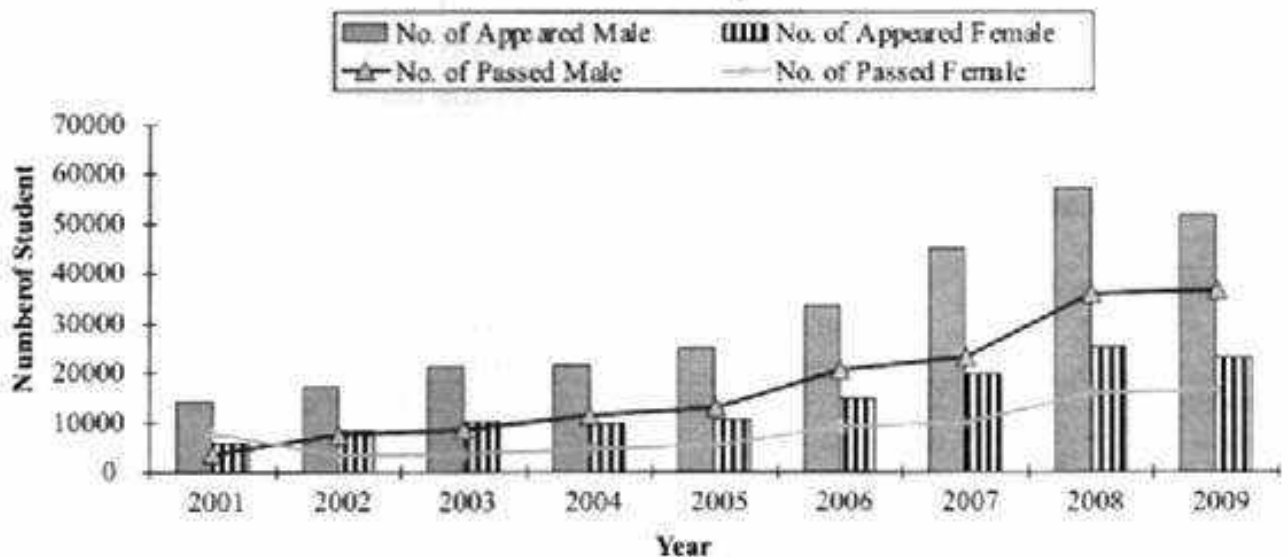


Fig.-11 : Number of SSC (Voc.) Examinee and success rate from 2001 – 2010

B. The paragraph 4.17 – 4.21 represents the opinion of respondents to determine the satisfaction of the stakeholders and the achievements with the variation of academic, administrative and existing physical facilities of the institutions.

3.17 Academic Results of Institutions under the study

In response to the question about the achievements on the public examination at SSC level the respondents expressed their opinion, which are included in the following Table 10. A total of 75% respondent head teachers, 60% class teachers, 37.30% guardians and 25.33% students opined that the present results of public exams at SSC level are satisfactory. On the other hand 25% respondent headteachers, 15% class teachers, 37.30% guardians and 25.66% students opined that the present results of public examinations at SSC level is not satisfactory. 12.5% guardians and 6.66% students are disappointed with the present results [Table 10].

Table - 10: Comments on academic results of studied institutions by the respondents

Comment	Head of institutions N = 80	Teacher N=400	Guardian N=160	Students N = 400
Good	-	25%	12.5%	23.33%
Satisfactory	75%	60%	37.3%	43.33%
Not Satisfactory	25%	15%	37.3%	25.66%
Disappointed	-	-	12.5%	6.66%

3.18 Causes for Dissatisfactory result

In response to the questions behind the causes for dissatisfactory results the respondents i.e. heads of institutions, teachers, guardians and students gave their comments that are delineated in the table 11. Majority of the HTs (75%) and teachers (60%) showed their opinion on less qualified students.

Table 11: Causes for dissatisfactory result in the public examination at Secondary level institutions

According to HT (N=80)		According to Teachers (N=400)		According to Guardian (N=160)		According to Student s (N=400)	
Less attentive student	75%	Less attentive student	60%	Lack of proper teaching-Learning methods	97.5%	Irregular class	19.98%
Want of skilled teacher	25%	Lack of trained teacher	50%	Irregular class	25%	Comprehensive syllabus	13.32%
Lack of awareness of guardian	50%	Lack of awareness of guardian	55%	Comprehensive syllabus	12.5%	Lack of professionalism of teachers	23.21%
Poor intellectual capability of student	25%	Less of attention to the lesson by student	25%	less capable student	25%	Want of skilled teacher	3.33%
Comprehensive syllabus	25%	Comprehensive syllabus	10%			Insufficient physical facilities	19.98%
		Absenteeism student	15%			Lack of proper management	23.21

According to guardians (97.3%) improper teaching methods is responsible for this dissatisfaction. Finally 66.6% students opined that the inattentiveness of students is responsible for this. Other comments are shown in the table 11.

3.19 Responsibilities of the Respondents in Achieving Satisfactory Result

In the open-ended questions to the respondents about the responsibilities in achieving the satisfactory results they have delineated some ideas, which are incorporated in the table 12. Highest number of HT emphasis on Teachers Training (100%), class teachers on resourcefulness and subject based knowledge (95%), Guardians prioritized on regular oversee/ motivation and monitoring, Students opined on regular study at home and homework checked by teachers (Table 12).

Table 12 : Opinion on responsibilities of institutional authority in achieving satisfactory results

Head of the Institution (N=80)		Teacher (N=400)		Guardian (N=160)		Student (N=400)	
Training for teacher	100%	Need to ensure resourcefulness on subject based knowledge	95%	Monitoring of class attendance is essential	12.5%	Homework must be checked regularly by the teachers	83.25%
Competitive admission test	25%	Need to complete syllabus in time	35%	Fulfillment of students demand	12.5%	Feed back is essentials on regular assignments	36.63%
Facilities for talent pupil	25%	Sessions should be regular	70%	Regular oversee	75%	Regular attendance	63.27%
Development of internal evaluation	50%	Teachers professionalism need be established	20%	To encourage learners	12.5%	-	-

3.20 Limitations of Achieving Good Results

According to the respondent i.e. HT a lot of obstacles exist in achieving expected results i.e. insufficient teacher (25%), inadequate infrastructure (25%), and lack of skilled teacher (25%), student politics (25%), and interference of local politician (50%) [Table 13]. Another respondent teachers claimed on insufficient subject based training of teachers (50%), want of sufficient physical facilities (45%), lack of sufficient teaching-learning materials (40%) are responsible for dissatisfactory results. Guardians have given their consent on financial constraint (37.5%). They also mentioned that lack of congenial teaching-learning environment (37.5%) is also considerable factor to make better results. On the other hand respondent students mentioned that extended syllabus (19.98%) and Non co-operation of teacher (9.99%) etc is also the barrier in achieving the expected results.

Table 13: Limitations in achieving good results in the public examinations at SSC level

Opinion by HT (N=80)		Opinion by Teacher (N=400)		Opinion by Guardians (N=160)		Opinion by Student (N=400)	
Insufficient teacher	25%	Lack of training	50%	Financial limitation	37.5%	Non co-operation of teacher	9.99%
Inadequate Infrastructure	25%	Want of sufficient physical facilities	45%	Disturbance of bad boys	12.5%	Political activity	6.66%
Want of skilled teachers	25%	Lack of sufficient teaching – learning materials	40%	Lack of congenial environment	37.5%	Environmental problems	13.32%
Scarcity of talent students	25%	Institutional unrest	15%			Extended -syllabus	19.98%
Pressure of politician	50%	Political Pressure	10%	-	-	Communication gap between teachers and students	6.66%
Student politics	25%	Illegal approach of superior authorities	5%	-	-	High affection of guardian	3.33%

3.21 Strategies for Achieving Good Result

According to the respondents some immediate measures that should be taken for ensuring highest pass rate are included in table 15. The respondent HT mentioned that regular presence in the classroom, conduct to regular tutorial examination, developing congenial atmosphere, organize subject based training, ensure the accountability of principals, teachers and students through network development with guardians.

Table 15 : Strategies for achieving good result at SSC level by respondents

Head of the Institution (N=80)		Teacher (N=200)		Guardian (N=80)		Student (N=200)	
Skilled teachers should be recruited	25%	Student attendance should be ensured	60%	Observation of teaching practice in the classroom	25%	Ensure attention of student	83.25%
Need based teaching materials should be provided	25%	Conduct semester exam regularly	20%	Recruit talent teachers	100%	Regular/formative assessment is essential	26.64%
Students attendance must be ensured	100%	Need to initiate home visit	10%	Development of environmental situation	37.3%	Skilled teacher should be recruited	19.98%
More internal exams should be conducted	75%	Good management/governance would be ensured	40%	Provide sufficient teaching-learning aids	12.5%	Ensure congenial environment in the classroom	13.32%
Political activities at school campus should be banned	50%	Ensure of accountability	50%	Ensure of regular attendance of student	87.5%	Need to ensure teaching aids	9.99%
Regular communication with guardian should be established	50%	Organize subject based training for all teachers	75%	Take care for less qualified student	62.5%	Ensure regular attendance in class	49.95%
				Introduce learners counseling and monitoring	25%	Initiate special class for weak students	23.8%

According to our study we may guess some measures which can help bring change in this situation such as maintaining student's profiles, formation of environment committee, classroom teaching should be participatory uses of teaching aids effectively [Table 15].

Discussion

Analyzing the result of the present study regarding the dissatisfactory results in SSC level affects the overall performance both in their academic development and future career. The study reveals interesting findings that come out from the opinion of four respondent groups, the responses were varied. This finding provided as unique opportunity to critically examine the nature and characteristics of the problem. As the BANBEIS Report 2011 and the opinion of respondents students passing rate from 2001-2010 (Table-2, 6 and 10) shows that the results of public examination are improving gradually but not satisfactorily.

Recommendations

The following recommendations have been made based on the findings -

- i. Result of public examinations at SSC level should be ensured as per expectations level of the stakeholders;
- ii. Equal emphasis should be given in Schools, Madrasahs and Vocational institutes at SSC level;
- iii. Students need to be encouraged to enroll in science group because the pass rate was always high than the others streams.
- iv. Curricula and syllabus might be changed in ensuring need based study and job related;
- v. Policy should be adapted to develop teacher's professionalism, make sure teaching-learning environment, assure relevant teaching-learning materials and necessary support in the line of physical facilities, and good management;
- vi. Teaching-learning methods and materials should be modernized;
- vii. In-service training of headteachers and subject-based teachers should be given as an priority basis;
- viii. Academic supervision, monitoring and assessment system should be strengthened by the environment committee for academic and professional development. Regular counseling and feedback is essential for guardians and learners.

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Teachers' Training for Inclusive Primary Education in Bangladesh

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Abstract

Inclusive Education means educating all students in the same classroom. It believes in the philosophy that all students should attend and welcomed by neighborhood schools in age-appropriate, regular classes and supported to learn, contribute and participate in all aspects of the school life. A study was set out to identify the inclusive education related trainings and their content for primary education in Bangladesh, funded by NAEM. The study was explorative in nature and both qualitative and quantitative approaches of data collection were considered according to the objectives of the study. Another aim of this study was to assess the effects of inclusive education training to implement inclusive education in the primary education sector of Bangladesh. For this study 14 PTI Instructors, nine (9) URC Instructors and two (2) Inclusive education experts were selected purposively as respondents. The study has shown that the number, volume and scope of inclusive education trainings in Bangladesh are limited. The research has also shown that the capacity of the training centers (especially URC) are not satisfactory, even questions raised about the capability of the trainers. From the findings, it was found that more than half of the respondents (61.1%) got 2 trainings, still they don't have clear concept about inclusive education. Inclusive Education experts are not satisfied with the content and length of the training. According to respondents topics on Inclusive Education discussed in the trainings are not enough to understand the real philosophy of Inclusive Education. The most obvious finding emerged from this study is that full, separate and continuous trainings are mandatory for the successful implementation of Inclusive Education in the field level.

Introduction

Internationally in the developed and developing countries, education systems are going through major reforms and changes. Inclusive education for students with special education needs (SEN) in regular primary schools is to be one such reform in current education system. In a word, in an inclusive school, children are given equitable support so that every child can be able to participate physically, socially

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and academically with their peers (Pearce, 2009). This all express that in an Inclusive Education setting the environment, curriculum, teaching methods, assessment and reporting need to be adjusted or adapted according to needs of all students. For the betterment of our upcoming generation we must prepare teachers who can teach in the settings that are inclusive which will meet the needs of all. Training is a systematic process by which a teacher can successfully run his or her teaching learning according to the curriculum. Teacher training means how to conduct teaching on the basis of fixed objectives, following appropriate techniques. At the same time, one can gain experience how to manage classroom, create motivation and evaluate a lesson and so on. Teaching in the inclusive classroom is another challenge for the teachers which are also a part of training. How inclusive pedagogy is included in the primary teacher education program of Bangladesh is the central thesis of this papers of Bangladesh.

1.1 Statement of the Problem

In Bangladesh education is one of the most important constitutional right. To meet this right Inclusive Education (IE) is defined as a strategy to ensure "education for all" (Ainscow, Booth & Dyson, 2006, p. 15). Though the Government of Bangladesh has been implementing inclusive education in formal primary education sub sector since 2003; it is still at a nascent stage of development. (Das, 2012, p. 2). Because, the primary level teacher education and training curriculum lack necessary contents related to disabilities and their instructional implications in the classroom (Munir& Islam, 2005). From the educational report of UNESCO (2006), its reveals that present teacher preparation programs in Bangladesh cannot make skilled teacher for inclusive classrooms (Das, 2012, Pp. 2). Moreover, now also preparing appropriate teachers for primary level is not in a right track. Content of the training program, duration, types of trainings, implementation procedure are considered as the lacking of the process by Das (2012). For this reason, the study tried to identify the real scenarios of the in-service teachers training programs of Bangladesh. This study also explored capacity of primary teacher training centers in terms of inclusive training centers of bangladesh.

1.2 Objectives of the Study

The main objective of this study was to explore the primary teacher training on inclusive education programs run by Bangladesh Government. The study aims to identify government run in-service training programs on inclusive education for primary school teachers. It also intended to analyze the content of inclusive education training for primary school teachers. Finding out effectiveness of training programs in terms of inclusive classrooms of primary education was another focus of the study. Besides, the study tried to explore the capacity of government primary teacher training centers of Bangladesh in terms of inclusive education indent.

2.0 Methodology

The study is explorative in nature and both qualitative and quantitative approaches of data collection were considered according to the objectives of the study. Reports, manuals, training guidelines, training policy have been consulted as secondary source of data. Discussion, interview and observation have been used as methods of data collection. The study area was Bangladesh; and the study purposively selected 14 PTI Instructors, 9 URC Instructors and 2 Inclusive education experts as respondents. Trainee teachers who have taken inclusive education training from selected PTI areas were also selected purposively. In order to maintain the validity and reliability of data, a triangulation technique was employed for collecting data. Three types of techniques were applied for data collection i.e. Document review, Observation and Interview. A number of tools (3 types of Interview schedule and an observation checklist) were used to collect data from three types of respondents. The tools were Interview Schedules and an observation checklist. Exerts from Interview, document review and observation checklist were analyzed using descriptive approach. Different themes related to Inclusive teacher training and its effectiveness were identified and data was analyzed under each theme. Different descriptive statistical analysis like Frequency, Percentage and Mean are used to analyze the data produced by Statistical Package for Social Science (SPSS). Document analysis is also done to triangulate the data. Finally, data and information were presented in both quantitative and narrative form.

3.0 Results of the Study

Considering the theme inclusive teacher training and its effectiveness, the study presents the results in the following ten sub-themes.

3.1. How Trainers know about Inclusive Education

PTI Instructors mentioned about different sources from where they learned about Inclusive Education. 39.4% PTI Instructors learned about Inclusive Education from from Dip-in-Ed. curriculum and training, 35.7% said about TOT training, 21.4% mentioned about special training on Autism and Inclusive Education provided by URC, whereas 3.5% informed about other sources like academic course (BEd. Hons.), colleagues' discussion, special training on disability, training provided by different NGOs, print and online media etc.

All of the 9 URC Instructors agreed they know Inclusive Education from TOT training. Other sources are Dip-in-Ed training, training from DG office, training from RDA and different manuals. Both of the experts said, primary school teachers are orienting with inclusive education through Diploma in Education Program (Dip-in-Ed) and the trainings of URCs. But they are not satisfied with the content and length of the training related to inclusive education.

3.2. Possibility of Implementing Inclusive Education

72% PTI respondents (5/7) and 33.33 % (3 out of 9) URC Instructors believe implementing Inclusive Education in primary education is possible. Only 1 respondent from PTI and another 4 (44.45%) respondents from URC said it is not impossible but hard to implement specially in remote areas of the country (Fig.1).

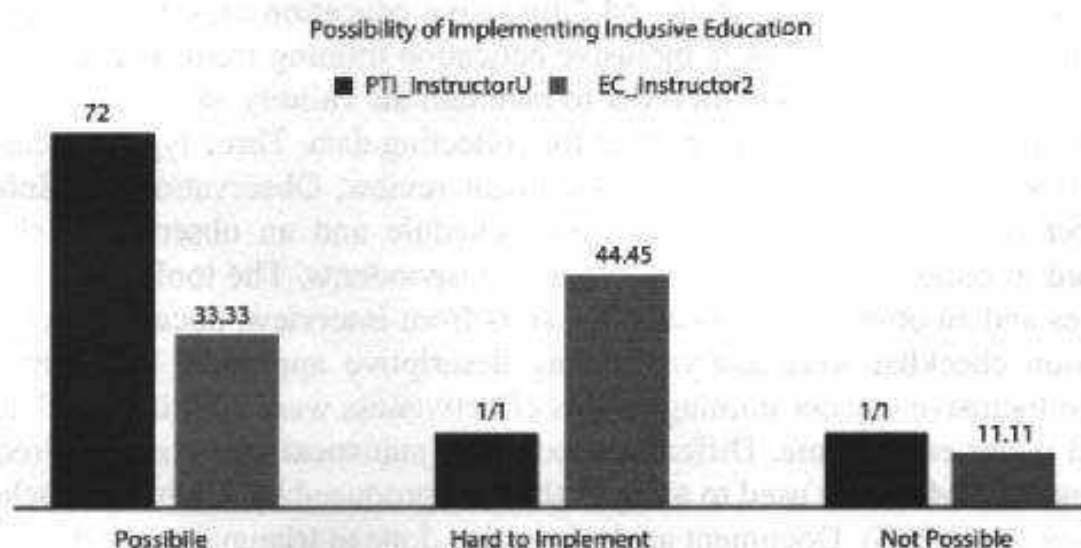


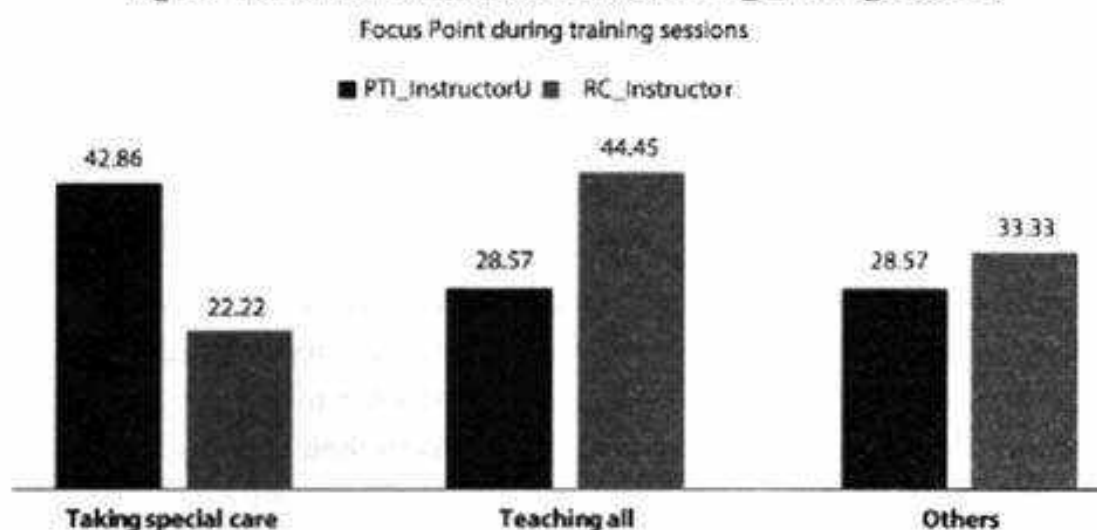
Fig.-1: Opinion of PTI and URC Instructors (%) about Possibility of Implementing Inclusive Education

1 PTI Instructor and 1 (11.11%) URC Instructor said implementing IE is not possible. 5 Instructors said, awareness raising and motivating all to work together is very important to implement IE in Bangladesh. 1 mentioned ensuring social safety is also very important. They also suggested involving local community and parents for raising awareness so that all children come to school.

3.3. Focus Point During Training Sessions

Out of 7 PTI Instructors (42.86%) and 2 out of 9 URC Instructors (22.22%) expressed that they emphasized on 'taking special care for special need students' in classroom during their training sessions. One of the Instructors said, '*I asked teachers to help special children according to their need.*' 28.57% (2 out of 7) and 44.45% (4 out of 9) PTI Instructors informed that they focus on 'teaching all children in a classroom' following a uniformed curriculum. Another 33.33% (3 out of 9) reported that they give importance on classroom management, awareness raising and using teaching aids (Fig.2).

Fig.-2: Focus Point of the Instructors during training sessions



3.4. Is the training content enough?

All interviewed participants of this study uttered that they received training on Inclusive Education. But the number of received trainings is varied from interviewee to interviewee. Almost all PTI Instructors(6/7) and all the 9 URC Instructors said the training content is enough but it is tough to implement in the field level. They urged for more teaching aids and training packages.

But Inclusive Education experts informed, primary school teachers are orienting with inclusive education through Diploma in Education Program (Dip-in-Ed) and the trainings of URCs. They said, they are not satisfied with the content and length of the training related to inclusive education.

3.5. Capacity of Training centers

Every PTI has 15 to 17 Instructors; among them only 2 to 3 were trained on Inclusive Education. In every batch PTI trains 40 to 50 trainee primary school teachers. They have training rooms ranging from 4 to 12; every PTI has other staffs ranging from 6 to 12 and other rooms ranging from 5 to 10. Every URC has 1 or 2 Instructors; almost all of them were trained on Inclusive Education. In every batch URC trains 25 trainee primary school teachers. They have only 1 training room; every URC has 1/2 staffs and other 1/2 office rooms. Every observed URCs has electricity, fans and computer; 2 out of 9 URCs don't have multimedia projector and internet. Every observed URCs has safe building and water sanitation system. But none of the URCs has playground of their own. Generally, they use adjacent school playground. Every PTI maintains friendly relation with the trainees; the average trainer-trainee ratio is 1:45 and at URC the ration is 1:20.

3.6. Aids used in training sessions

Every observed PTIs have well decorated training room with sufficient teaching learning aids and multimedia projector but every observed URCs training room was well decorated, but do not have sufficient teaching learning aids and multimedia projector. Almost all the trainers informed they used aids during the training sessions. Multimedia, laptop and projector (6/7), Posters (6/7), Pictures (5/7), digital content (3/7), VIP cards (3/7) are used in the training sessions by the PTI Instructors. 3 informed about other aids like eye chart, flip card, models, audio songs etc. 72% (5/7) said PTI provides the aid; only 2 of them informed they sometimes manage aids by themselves. All URC Instructors informed they use teaching aids in their training sessions. Such as multimedia projector, posters, VIP cards, pictures, pie charts, flip cards etc. All of them said, they get the aids from their URC office.

3.7. School supervision by Instructors

3 of the respondents said they visit a school once a month but All the interviewed URC Instructors said they monthly visit at least 5 schools. PTI instructors are not satisfied about the quality of supervision; they reported it is not enough. With this it is also mentioned that there is no provision for separate inclusive education supervision.

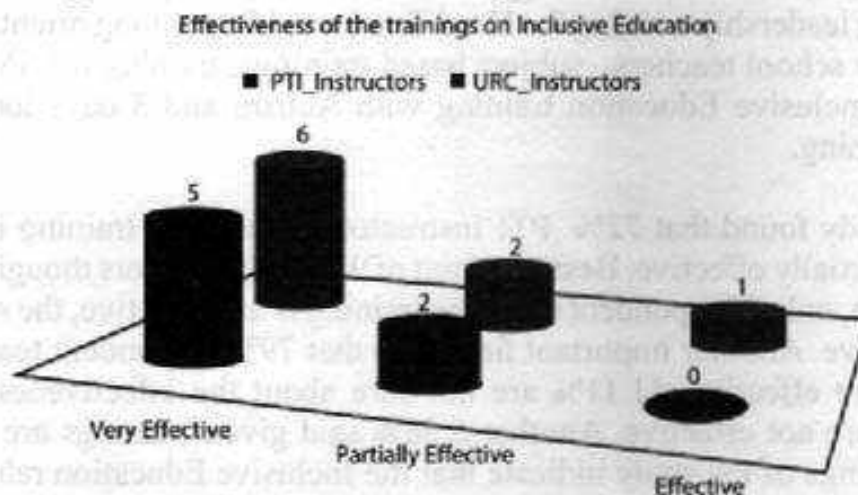
3.8. Steps to be taken to improve the quality of training programs

PTI 3 Instructors said about giving more time on this topic, other instructors mentioned about recruiting special teachers, teaching materials and practical experiences, to provide more aids and involving parents, more short time trainings etc. 3 of the 9 URC Instructors asked for refreshers training on IE for school teachers so they can easily remember it and apply it. Another instructor emphasized on regular routine supervision for IE, awareness rising among all the stakeholders through print and online media.

3.9. Effectiveness of IE training

72% (5 out of 7) Instructors believe the training is effective and 2 reported it is partially effective. They said about raising more awareness among teachers, conduct more training on IE and mandate supervision in the field level. 6 out of 9 URC Instructors thought the training is very effective; only 1 respondent think the training not effective, the rest 2 said it is partially effective. They suggested for more refreshers training and awareness raising among all specially among the school teachers(Fig.3).

Fig.-3: Effectiveness of the trainings on Inclusive Education



From the responses got from the trainees it is emerged that they don't have necessary teaching aids, computers and other facilities to implement effective inclusive classroom. 4 of them informed even they don't get co-operation from the school administration. All the interviewed teachers said schools don't have enough facilities, infrastructure, economic condition and trainings for effective Inclusive Education.

Discussion

In Bangladesh, all primary school teachers get a 1.5 years long foundation training given by National Academy for Primary Education (NAPE). It is a kind of in-service training which is mandatory for all. It is a diploma program named Diploma in Education. In this training, the teachers are given a training manual or book covering all the necessary subjects. Inclusive Education is included in this book in chapter 5 named 'Inclusive Education'. This chapter includes 4 lessons i.e. concept, challenge to diversity, diversity is strength and inclusive pedagogy.

The lessons are well organized and the content is enough to orient with Inclusive Education. But for its diversity and significance Inclusive Education needs more volume and time to train the teachers. As now, the Dip-in-Ed training program is 1.5 years long there is scope to give more emphasis on Inclusive Education.

As discussed earlier, the content is enough to orient the teachers with Inclusive education but not sufficient for effective classroom practice. There is no discussion on curriculum consideration or flexibility which is very important for an inclusive class. The idea of Inter-agency collaboration, and External support service are also absent. It is not justified by economic and social basis, why Inclusive Education is obvious for our country. Moreover, the legal justification and framework of Inclusive Education is not discussed which is very important to understand the context. Besides, if models of Inclusive Education practiced by different countries, were discussed it will be more effective for the teachers.

Besides Dip-in-Ed, some other trainings also include the concept of inclusive education; i.e. 5 days long leadership training for Head Teachers, 15 days long orientation training for Pre-primary school teachers, subject based trainings, training for SMC members, one day long Inclusive Education training with Autism and 3 days long Inclusive Education Training.

The current study found that 72% PTI Instructors believe the training is effective, 2 reported it is partially effective. Besides, 6 out of 9 URC Instructors thought the training is very effective, only 1 respondent think the training is not effective, the rest 2 said it is partially effective. Another important finding is that 79% respondent teachers believe the trainings are effective. 11.11% are not sure about the effectiveness and 6.56% said trainings are not effective. Another 5.56% said given trainings are not effective at all. The findings of the study indicate that the Inclusive Education related trainings are effective. But concerns were expressed about the time, content and volume of the given training. It is also suggested to raise more awareness among all stake holders. As there is no separate training on IE, opinions were expressed to conduct absolute trainings on IE. Some interviewees argued for more refreshers training and awareness raising among all specially among the school teachers. A common view among the respondents was strengthening supervision in the field level is very important for the success of Inclusive Education.

Experts are not satisfied with the content and length of the training related to inclusive education. One of them said, 'The topics on Inclusive Education discussed in the trainings are not enough to understand the real philosophy of Inclusive Education, moreover they are not given sufficient scope to learn the techniques to manage diversity in the classrooms.' Another expert emphasized on the given opportunities in school. She informed, 'Schools don't provide congenial environment. Besides, schools don't have sufficient economic and infrastructural support to implement Inclusive Education.' They suggested introducing separate training programs as there is none, to implement successful Inclusive Education in the primary education sector of Bangladesh. They also suggested to incorporate inclusive education experts in introducing solely new and effective inclusive education training so that the content and techniques would be more effective.

The findings of the study reveal that the capacity of the primary teachers training institutes is satisfactory. Similar findings echoed in observation checklists. The number of trainers and staffs, number of training rooms and their facilities, infrastructure, water-sanitation, electricity, computer and internet connection were satisfactory.

Perhaps the most significant findings of the study are that the training capacity and facility of the URCs is not satisfactory. The number of trainers and staffs, number of training rooms and their facilities, infrastructure, water-sanitation, electricity, computer and internet connection were inadequate in relation to need.

Recommendations

The findings of the study recommends some aspects of Inclusive training based on the findings, these are discussed below:

- i. The question raised by this study is to introduce new and full training on Inclusive Education. What is now needed a full and inclusive focused separate training for the primary school teachers.
- ii. There is, therefore, a definite need to make URCs more capable for Inclusive Education trainings.
- iii. Continued efforts needed to raise consciousness among all stake-holders.
- iv. Moreover, more aids and facilities need to make available both in the training centers and schools.
- v. Greater efforts are needed to teach trainers and teachers about inclusive pedagogy.
- vi. The study findings recommend that school supervision and monitoring chain is needed to establish and strengthen, in terms to identify the classroom practice.
- vii. Taken together these findings, the study suggests to improve the schools overall capacity is crucial.

Conclusion

This project was set out to identify the inclusive education related trainings and their content for primary education. The second aim of the project was to assess the effects of inclusive education training to implement inclusive education in the primary education sector of Bangladesh. The study shown that the number, volume and scope of inclusive education trainings in Bangladesh is limited. The research has also shown that the capacity of the training centers (especially URC) are not satisfactory, even questions raised about the capability of the trainers. The most obvious finding to emerge from this study is that solely separate, full and more continuous trainings are mandatory for the successful implementation of Inclusive Education. This project provided a deeper insight into the content of Dip-in-Ed book chapter on IE. It also provides a detailed understanding of schools and training centers capacity in relation to Inclusive Education. This new understanding will prove useful in expanding our understanding on how to train teachers and trainers about inclusive pedagogy. These findings are relevant to both practitioners and policy makers of the field of Inclusive Education.

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Effect of Special Education on Children with Autism in Rajshahi City Corporation : A Comparative Study between Two Groups

Afroza Nazneen ¹

Abstract

The present study is an empirical investigation of special education on children with autism in Rajshahi. Three respondents who were selected from one school took special education and other three respondents who were selected had never taken special education in Rajshahi City Corporation. Both groups were selected purposively. Twenty open ended questions were selected to collect opinions from parents and teachers and the data was also collected through the researcher's observation. The findings showed that those who were receiving special education were beneficiaries from this type of education but their progress was very slow. Although the rate of progress was not considered as very prominent, it became very distinctive when this group was compared with another group who never received special education. After schooling, these children were improving day by day. So, special education is one of the important needs and has much effect on the children with special needs.

Introduction

Autism is considered as a Pervasive Developmental Disorder (PDD), which refers to "severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities" (APA, 2000, p. 69). Autism is a behavior-based syndrome and its definition is based on the behavior a person displays. A person who displays this type of syndrome is considered to have this disorder. Therefore, autism is not an illness or disease and does not have any characteristic of communicable disease (Dunlap & Bunton-Pierce, 1999 as cited in Azam et.al. 2009). The Diagnostic and Statistical Manual of Mental Disorders DSM-IV separate the diagnostic criteria of autism into three major developmental areas "social impairment, restricted and repetitive behavior and interests, and communication impairment" (Mayes & Calhoun, 2003, p.16; Olley & Gutentag, 1999 Zager, 1999 as cited in Azam et.al. 2009). The DSM-IV further describes the possibility of the presence of "delays or abnormal functioning in imaginative play" where the onset is detected by the age of three years; below average IQ and speech delays could also be associated with autism (Mayes & Calhon, 2003, p.19). The definition of autism described by International Classification of Diseases (ICD-10) is similar to that of DSM- IV (Olley & Gutentag, 1999; Zager, 1999; Gillberg, 2002 as cited in Azam et.al. 2009).

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Courchesne presented a study on brain cells. "If there is an excess number of neurons, there must be a negative consequence to that in the way the brain gets wired or organized", said Courchesne (Courchesne n.d. as cited in Goodwin 2011.p. 10-11).

1.1 Objectives of the Study

The study attempts to find out the differences and effects of special education between two groups in their daily, social and school life. So, the aim of this paper is to review the related characteristics of autistic children on this issue.

2.0 Methodology

Autistic children are unable to answer the questions included in the data collection tools. So, the respondents of the study are parents and teachers of the children with autism. The study was qualitative in nature. An FGD session was organized with ten teachers in the schools. When the parents gave time, the researcher organized interviews individually and collected data from them. For collecting data from parents' and teachers' twenty criteria were selected and researcher also observed these children on the basis of twenty criteria. These items were open ended. Afterwards the researcher gathered data, cross-checked the information, analyzed these and made a thick description emphasized on the effect of special education on children with autism.

2.1 Methods of Data Collection and Analysis

It is important to mention that the synonyms were used to hide the identity of actual respondents. Analyses of the cases are given below:

Case Study – 1

Hemail was an eleven years old child. Before being screened autism in his babyhood he communicated with others using few words. His attitude was normal before he was two. When he was three, he became speechless gradually. Then his parents' had gone to a child specialist. He suggested them to go to a child development centre. Then he was identified autistic. After screening autism, the doctor suggested for admitting the baby in a special school. School for Gifted Children in Rajshahi was the first school for Hemail. Then he was admitted into Foundation for Women and Child Assistance (FWCA).

Before schooling he could not express his daily necessary needs such as foods, toileting etc. After schooling he could do these activities gradually but he did not do that properly. Very often, he needed the help of his mother for completing these activities. He could identify and understand who are his parents, siblings, relatives and neighbors.

In babyhood, he liked to play with hard objects such as combs, scales etc. surround on the floor. At present, he enjoys jumping, bed rocking, oscillating, playing with soap

and water, balls, cutoff paper and using ordinary sound or meaningless sound at home. When he stayed at school, he also preferred to play with peer group but at home, he did prefer to play alone. He was only interested in interacting with family members but did not have interest to interact with others. Sometimes he followed the instruction and was attentive to do these activities. He enjoyed going outside and was happy when a guest come home. He prefers to eat his favorite dishes very much.

When he was seven years old, he learned alphabet. At present, he can write Bengali and English letters and numbers 1 to 10. Except touching hand, oral expression and sounding he was not interested in writing these things. He relished for going to school but he abominated to do home work. He had a house tutor but his mother takes care for doing his home work at present. He enjoyed drawing pictures i.e. homes, flowers, balls etc. and colouring these pictures. He liked sensory class and also was interested in drawing class but was not interested in academic classes and was reluctant to do home work. He could open and shut the doors and windows, lock the doors and switch on and off daily necessary electronic items & devices. When he was delightful, he laughed loudly and shouted, jumped, ran in the room. When he was sad, he remained silent and did not make any noise and expressed anger. When he felt excited, he attacked and pushed his mother and family members to the walls, hit against the wall by head or hands or throw hands and legs. Before schooling, he had many sensory problems but after schooling, these problems reduced gradually day by day.

His mother's assumption is that he showed more improvement in his daily, social and school life after schooling and it may be increased for developing of growth of his age and understanding level. His attitudes at home are different from those at school. At school he is calm and quiet but he is frivolous at home.

He can not properly do brushing hair, button up and down and wearing the dress. His parents' opinion about the school is that at first the school taught him all activities, then guardians practice these activities and school will make the structure, then guardians will follow these instructions for their children. If the school do these activities first then children are also much interested to do these activities. After that, if guardians practice these activities at home then it will be fruitful for them. There is a play ground in the school and the class routine has included different types (music, dance, games) of co- curricular activities for removing exhaustion, it is a good side of the school but teacher - students ratio is 1:10 per class, duration of class time is 40 to 45 minutes which is very limited to finish all tasks properly for the students at a time. As a result, teacher is not able to finish all task within this time. Even, all teachers are not well trained, they did not know how to tackle these children in a proper way. So, their improvement are not upto the guardians expectation. Parents' counselling should be more emphasized so that they can feel that vocational skill is more important than academic skills. After acquiring the competency of vocational skills they can take a profession for livelihood. IEP should be made for four months for each child and one year may be used in three IEP for a student.

Case Study – 2

Nifas was diagnosed autistic at the age six. He was first admitted in a government primary school. After admission, he cried very much in the classroom, liked to seat in back bench, didn't mix and play with other students. After these situations, his guardian went to the pediatric, then he was identified autistic and pediatric advocated his guardian for admitting the baby in a special school.

He can speak, understand all words and sentences. He was also capable to follow the instructions and could do few shopping from stall. As, he had speech. He expressed feelings of joy and sorrow in different ways. When he was delighted, he expressed the happiness with laughing and speaking. When he feels sad, he cries, shouts and speaks. Very often, he is clam and quiet. When he is bad tempered, he breaks and throws commodities. He communicates with others by speech. As, he has no problem in motor skills he can do the daily necessary (washing hand- mouth, brushing teeth, toileting, bathing, arranging hair and clothes wearing on and off clothes washing clothes and utensil, cleaning room and table, chair, using family instruments i.e. Door, window, lock the key, switch on and off etc) activities by himself.

He dislikes to mix and play with others and is also unwilling to distribute his things among others. He can't endure loud sound. He likes to play with electronic instruments i.e. cassette and TV parts. When he stays at home, he prefers to live alone and he enjoys to watch Islamic TV channel, news, cartoons. Even, he is reluctant to go milad and oaz mahhfil. He continuously uses repetitive words and is very much talkative. He is delighted with the company of guests.

After schooling, he can learn reading and writing. He can read and write Bengali, English and Mathematics of the standard of class three. He could do home work with the help of mother but at present, he does not want to read and write and go to school. The researcher has talked with his parents and teachers about these problems and has learnt that, few days ago, he was ill and hospitalized. For a long time, his parents have tried to cure him from autism by medication, according to doctors prescription. For this reason, he may be ill and express unwillingness for going to school and read and write.

It is important to note that sometimes, guardians discuss the matter with different people and they are hopeful that their child may be cured by the medication. So, they are motivated and misguided by false pharmacological agents and they expend huge amount of money for treatment but cannot see the proper cure of autism. Roberts (2003 as cited in Azam et. al., 2012), Howline (1997), Pfeiffer et.al (1995), Azam et al. (2012), Banergee (2013) also show the similar findings that medication can be helpful in reduction of some associated characteristics of autism like aggression, compulsive behavior or self- injurious behavior etc. but cannot cure autism completely.

However, Nifas has in a long-term memory. Anybody met him long ago, he remembers this event and recall clearly this scenario that happened many years ago. Separate class rooms were used in school for conducting different classes, his guardians opines about that it is a good side of the school. Even, teachers try to use teaching aids to teach them and try to give vocational training. It will be good, if the school administration would provide more training for enhancing teachers' quality, sufficient teaching aids for effective teaching, recruited permanent speech, occupational and physio therapists. Moreover, they try to take care of children properly in their limited accomplishments.

Case Study - 3

Safi was identified autistic in four. Before four, he talked very few words, did not respond to the call of his name and also liked to stay alone. After the diagnosis of autism, paediatric advised his guardians for admitting him in a special school, then he was admitted in the school at five.

After schooling, he could speak but his pronunciation was not clear. Before schooling, he could not read and write, but after schooling, he could read and write the book of standard class one. His mother helped him for completing his home work. When he was seven years old, he learnt reading and writing. At present, he is capable to do his daily (washing hand- mouth, brushing teeth, toileting, bathing, arranging hair and clothes wearing on and off clothes, washing clothes and utensil, cleaning room and table, chair, using family instruments i.e. Door, window, lock the key, switch on and off etc) activities by himself. When he stays at classroom, he likes music class very much, specially dance class.

He expresses the feeling of joy by smiling, speaking and the feeling of sorrow by crying, shouting, jumping. As he can speak, he communicates with others by speaking. When he is bad tempered, he shout loudly, throws his legs and hands and commodities. He likes to mix and play with others but others are not interested to mix and play with him. When he stays at home, he likes to play with his younger brother. He also likes to play with balls, logo, puzzle, lodu, caram, football, and jump in a particular place again and again. He is capable to follow all instructions in the right way and distribute food and other things among others. His parents desire to send him to school, though they try to teach them with, in the range of their capability but if it is possible to arrange a separate class room for the children with sensory problem more training for teachers and a canteen for them, it will be good for them.

Case Study - 4

Sima was identified autistic at the age of three. When she was three she could not respond when her name was called, without any reason she cried and shouted, preferred to stay alone. At this situation, her guardians had gone to a child specialist who suggested them to go to child development centre. After going to the child development centre,

she was identified autistic and they advocated them for admitting him in a special school but there was a long distance from home to school and at this time, suddenly her father died. So, her mother could not bear the expenditure for lacking of solvancy. For these reasons, she was not admitted in a school.

She can not speak. When her name is called, if she desires that she will respond to them, she will eye contact and respond but maximum time she is not interested for responding. When she revels in any situation or experience then she laughs loudly and jumping but when she feels doleful then she cries and sometimes she is clam and quiet. When she feels wrathful then she throws her legs and hands, comodities, hit her body and head in wall.

She is not interested to communicate with others but when she is hungry, she tries to draw others attention by using few signs that she is hungry. In her babyhood, she could not experss any daily (toileting, hunger) necessary needs and daily (washing hand-mouth, brushing teeth, bathing, arranging hair and clothes wearing on and off clothes, washing clothes and utensil, cleaning room and table, chair, using family instruments i.e. Door, window, lock the key, switch on and off etc) necessary activities but in her childhood, she tries to do her daily necessary activities but could not do these activities perfectly. For these reasons, she always needs mother's support.

She abominates to play with others but likes to play herself. she likes dolls very much but dislikes to share her food or any things with others. she is also unwilling to follow any instruction. She likes to use repeated word, shouting, eating, playing with dolls and watching TV programs. As, she can't go to school, she can not read and write. Her mother's assumption is if she is capable to bear the expenditure of the school, after that, her child may be able to do her daily necessary activities herself and was also able to read and write. Her mother appealed to the government for establishing a government special school in every upazila and district.

Case Study – 5

In babyhood, Nishe could not make eye contact, stared at a glance, walked slowley. After these situations, her parents went to the child specialist and she was identified autistic and the pediatric advised them for admitting her in a special school but they were not interested to admit her in a special school. For this reason, with in a month, they quitted her child from school.

She can speak and her pronunciation is good. So, she can response and express her need, joy and sorrow. When she feels delighted, she laughs and expresses her joyfulness by using words. When she feels gloomy, she can't speak to anybody and remains calm and quiet. When she is excited, she throws commodities, beats up anyone and smashes into the wall.

In childhood, she wasn't able to do daily necessary activities but at present, she is capable to do her daily necessary activities perfect. Very often, she needs her mother's support for doing these activities. She is interested to mix and play with others but others are not interested to mix and play with her. She is able to follow the all instructions but it depends upon her mind that she is interested to do this or not to do this.

She is fond of dolls, balls, kitchen commodities and she also likes to eat her favourite dishes, wear well dress, singing, watching TV. She uses repeated word. Once, her mother tried to teach reading and writing but for lack of practice, she forgot these. If, they would be interested in schooling, She would be able to do reading and writing, remove her negative attitudes and she would be more independent.

Case Study - 6

When Mona was three, her parents observed that her speech decreased day by day, could not respond the calling of her name, liked to stay alone and cried without necessary reasons. After that situations, her parents contacted with a child specialist then the doctor suggested them to go to a child development centre. There her baby was identified autistic and they advocated them for admitting her in a special school but as, they lived in Baghmara and there is no special school. It was not possible for them to admit her in a special school. She has a few speech. She dislikes to make eye contact, response and interact with others. When she is delighted, she talks much, laughs and jumps but when she is broken hearted, she expressed much annoyance. When she is angry, she throws legs and hands, commodities, shouting loudly.

As, she can speak she expresses daily necessary needs by using few sound but she can not complete her daily necessary activities herself. So, for completing these activities she needs the support of others. She despises to mix and play with others and she also despises to distribute her favourite food and things with others. She likes to play with dolls and kitchen commodities, watching TV but she can't follow any instruction. She has a special addiction to her favourite food. She uses repeated words.

She has no interest in reading and writing, So, her parents did not try to teach her reading and writing. If, it is possible to admit her in a special school, she will be capable to learn reading and writing, can do herself her daily necessary activities, reduce negative behavior and emotion, able to mix with others. As a result, her parents stress may be decreased.

3.0 Findings of the Study

Three respondents were selected from a special school, who were receiving special education at least for three years. Three boys were selected for case studies who were taking special education and three girls were selected for case studies those who were never taking special education. All of them were eleven to eighteen years old. The

researcher observed that all children were diagnosed autism at the age of three to six years and their pediatrics advised them for admitting in a special school. Those who were admitted in special school were benefited from school. These children have learnt many things in daily, social and school life activities from school. As a result, they are capable of being self reliant gradually and they were able to do their daily activities themselves. It is important to mention that one respondent has not spoken before admitting in special school but after admitting they can speak.

On the contrary, those who never received special education; were not self- dependent. So, they were not capable to do their daily themselves; they needed others support for doing daily activities and they learnt many things in daily and social activities, Late.

All children were acquiring special education and not acquiring special education, they were capable to express the feeling of joy and sorrow; Both teachers and guardians were capable to understand their feelings. When they are agitated, all of them are aggressive but who were taking special education, their limit of aggressiveness was below than never taking special education children and they are also very interested to interact with others but who had never taken special education, were not interested to mix with others, they like to stay alone.

After schooling, they were able to do their daily necessary needs i.e. brushing, washing hands- mouth, bathing, toileting, arranging hair, dressing , even they could express when he or she is hungry, they could eat by own hand without others help but those who had never received special education, they learnt these things late. Even, after schooling, they were interested to play with their classmates and also were able to follow the instructions. In contrast, those who had never gone to school, were not interested to play in their peer groups, could not follow any instruction and annoyed with others.

All children have in few repetitive behavior and they liked to do something again and again. Their guardians explained that after receiving special education, they were not capable to remove these attitudes. In school time, they enjoy music; dance, drawing, rhymes, game session and less like academic session. They were not interested to do home work at home but, guardians compelled them to have finished their home work by pressurizing. All were very much interested to go to school.

Guardians' assumptions were: School is a favorite place for them; they are passing beautiful time in school environment. So, schooling is very much important for developing their children's proficiency. The researcher observed that those who were going to school, had learnt few daily activities at early age, they were more social and able to learn few academic skills but those who never went to school, they had learnt daily activities at old age, they were not more social and they could not learn anything of academic skill. Their guardians' explained: We have to keep more patience and give

hard labour for practicing daily activities but, they are suffering much for doing these, feeling much stress and they are worried of their children's future.

Therefore, those who were receiving special education, they were beneficiaries from it but their progress was very slow. So, it was not much visualized but when looked at them of who was never received special education then it was visualized. After schooling, these children were improving day by day. So, special education is one of the important elements and has much effect on autistic children. In a nutshell, the comparisons between two groups of the case studies are as follows-

Table- 1: Similarities between two groups

1. All children who were acquiring special education and never acquired special education; were capable to express the feeling of joy and sorrow.
2. Both groups have in narrow interests and engage in repetitive and challenging behavior.
3. All children preferred to stay alone and liked to do odd play.
4. Their attention level was very scattered and unsteady.

Table-2: Dissimilarities between two groups.

Receiving special education	Never received special education
1. Aggressiveness, beating and heating tendency was below.	1. Aggressiveness, beating and heating tendency was high.
2. They were interested to play and mix with others.	2. Very few children were interested to play and mix with others.
3. They were self-dependent.	3. They were not self-dependent.
4. They were capable to learn and do their daily activities at the early age.	4. They took much times to learn and do their daily activities.
5. Most of them were capable to follow few instructions.	5. They were not capable to follow any instruction.
6. They can read and write few things.	6. They cannot read and write anything.
7. They were more social.	7. They were not social.
8. Their negative emotion and attitudes Decreased day by day after taking special education.	8. Their negative emotion and attitudes increased day by day for not taking special education.

Conclusion

From the above discussion, it can be said that if autism is identified at early age and given special education and parents are aware of taking proper care and give hard labour to their children along their teachers co-operation, their improvement is visualized and they can be self-reliant. Chowdhury (2012), Roberts (2004 as cited in

Azam *et al.*, 2012), Webster and Fieler (2002 as cited in Azam *et al.*, 2012), Nusrat (2013), Azam *et al.* (2012) also show similar findings that identification is the first requirement for obeying rapid improvement of autistic children and it provides the best opportunity for early intervention, which can maximize the outcomes of affected children and their families. Early intervention can also prevent the loss of skills if the child gets the intervention before losing the skills. Even, parental participation in screening and designing intervention programs for children with autism can help to deal with the challenge effectively.

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Bengali Culture at Primary and Secondary Level : Perceiving and Practicing Tradition

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Abstract

There is a widespread concern that the students of English Medium Schools (EMSs) in Bangladesh are more prone to practice western culture and henceforth do not generally participate in and practice Bengali culture and tradition. In this regard, this study aims to find out students' perception and practice regarding Bengali culture and to suggest needed policies to uphold the practice of Bengali culture at primary and secondary level. This study followed qualitative research approach. A total number of 101 respondents were interviewed and data were collected through face to face interview, Key Informant Interview (KII), Focus Group Discussion (FGD), and In-depth Interview (IDI). The findings suggest that the students of EMSs know very little about Bengali culture, tradition, and history and as a result they practice and celebrate cultural events less in comparison to students of Bengali Medium Schools (BMSs). The main reason behind this is the absence of topics related to Bengali culture, tradition and history in EMSs' curriculum. The authority of EMSs plays a very little part in organizing cultural events in national days and festivals. Besides, there is no monitoring system in government level that can track whether Bengali culture, tradition and history is being upheld in EMSs or not. Analyzing the perception and practice by students of EMSs and BMSs, this study has suggested several recommendations at policy level, school level, and family level so that Bengali culture can be promoted and upheld at primary and secondary level.

Introduction

There is a significant relationship between education and culture where both influence each other. Just as the curriculum is prepared according to the culture of a society, the culture of that society is also preserved by the curriculum of educational institution.

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Fenner (2000), in this regard, argued that if education is considered as a process of “development and personal growth” the language learners should be aware of their identity and culture, the knowledge of ‘self’ (p. 142). Education that is coupled with country’s culture, history, and tradition can make a substantial contribution in making true patriots as well as building a great nation.

An educational institution is such a formal institution which is designed with an aim to educate students by providing learning spaces and learning environments under the direct supervision of teachers. There is a series of schools through which students progress gradually. Different countries have different systems of schooling students. But generally the names for those schools include Primary schools, Secondary schools, and University College or University. After family, a school is the only institution which influences children most. The curriculum, the teaching style, teachers’ behavior, even the surrounding environment of a school shape children’s way of perceiving the world and hence their practice in that world. Their achieved perception from schools remains with them throughout their life. They see the world through the lens they have got from the school, act in that world with the perception gained from the school, and pass those perceptions and knowledge to the next generation.

There is no universal definition of culture. In *Culture: A Critical Review of Concepts and Definitions* (1952), A. L. Kroeber and Clyde Kluckhohn cited 164 definitions of culture. Culture is defined as the all-inclusive and complex phenomena as E. B. Tylor (as cited in Tomlinson, 1991, p. 16) denoted that “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of the society.” Matsumoto (1996) defined culture as ‘... the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next’ (p.16). So culture basically includes almost everything related to human life which exists in all culture but in different forms. In the case of Bengali culture, Banglapedia (2015) defines it as “enlightenment and essence of taste in fine arts, humanities, and knowledge, but in broader terms, it is an integrated pattern of human knowledge, behaviors, beliefs, customs, morals, conventions, shared attitudes, social organizations and achievements.” For the purpose of this study Bengali culture is used here that consists of Bengali literature, history, tradition, festivals, national days, customs, and beliefs.

1.1 Statement of the Problem

There are basically three streams of education in Bangladesh (Prodhan, 2016; Rahman et al., 2010). They are: Bengali medium (mostly public), English medium (private), and Madrasha medium (mostly public). All these mediums heavily focus on specific language instruction. For research purpose this study focuses on Bengali and English

medium school system. The curriculum of Bengali medium schools (henceforth BMSs) and English medium schools (henceforth EMSs) in Bangladesh is purely different. BMSs use Bengali and EMSs use English as a medium of instruction. BMSs' curriculum extensively focuses on Bengali, Bangladesh, its culture, history, literature etc. where the situation in EMSs is quite different where their curriculum focuses on western literature, history, and culture. It is widely known that language is intertwined with and never devoid of culture (Phillipson, 1992; Genc and Bada, 2005), so EMSs and its students are also practicing western culture (Al-Quaderi, 2010). These students are the victim of cultural imperialism as suggested by Phillipson (1992) and the outcome of Macaulay's minute (1835) that says 'Indian in blood and color but British in taste and ideology' (Young, 1957). But the National Education Policy (2010) of Bangladesh provided a curriculum guideline for all stages of educational levels including primary and secondary levels that says curriculum and syllabus "will reflect the spirit of liberation war, the context of liberation war, its spirit and factual narrative, language movement, the existing realities of the country, mother language, literature, culture and history" (National Education Policy, 2010, p. 62). In EMSs, the practice of Bengali culture is limited in nature as the students prefer western culture and practice accordingly. The intention of this research is to provide the dissimilation between BMSs and EMSs in terms of perceiving, practicing and upholding Bengali culture by the students.

1.2 Rationale of the Study

Every culture is unique in its own way. A country's culture and tradition are something that can make a diversified world. The world is now under the dominance of western culture. EMSs curriculum and teaching style play a very little role in practicing and upholding Bengali culture as like BMSs do. This research will contribute to make policies for upholding Bengali culture in primary and secondary level by exploring the role of teachers and parents regarding practice of Bengali culture by students and understanding their perception about Bengali culture.

1.3 Objectives of the Study

The broad objective of this research is to find the extent of dissimilation between EMSs and BMSs in terms of practicing Bengali culture. The specific objectives of this research are:

1. To understand students' perception about Bengali culture
2. to explore how they practice Bengali culture
3. to suggest policies needed to uphold the practice of Bengali culture at primary and secondary education level.

2.0 Methodology

This research has followed qualitative research approach. Data were collected from two sources: primary and secondary. Primary sources include face to face interview, key informant interview (KII), in-depth interview (IDI) and focus group discussion (FGD). Secondary source consists of existing literature on issues related to BMSs and EMSs' curriculum. Primary data are collected from 3 EMSs and 4 BMSs.

2.1 Sources of Data and Respondents

A total number of 101 respondents were interviewed to carry out this research. 80 (40+40) face to face interview from students of both EMSs and BMSs, 10 (5+5) KII from teachers of both EMSs and BMSs, 2 FGDs covering 10 guardians, and 1 expert's IDI from University of Dhaka were collected for this research.

2.2 Limitations of the Study

It will be better if this study could follow both qualitative and quantitative approach. Data were mostly collected in December 2017 when most of the schools were on vacation. For this reason only 7 schools are covered in this study. Besides, there were some time and resource constraints. But the data were fairly collected and properly analyzed so that this study can at least compensate for the limitations it had.

3. Findings of the Research Work

The curriculum of EMSs and BMSs was analyzed to understand what the students are supposed to learn from the school. Here the curriculum analysis is based on comparison of topics related to Bangladesh and its history, culture, and tradition etc. EMSs include Bengali grammar from class one whereas BMSs include Bengali grammar in class five. Bengali literature is included in both EMSs and BMSs from the very beginning, class one. But in terms of history, BMSs' curriculum includes Liberation War of Bangladesh from class one whereas EMSs' curriculum includes this topic only in class four. BMSs' curriculum gradually broadens its focus on deeper level of Bengali culture, history, literature and tradition whereas EMSs curriculum only focuses on surface level. Expert's opinion in this regard is mentionable, he said that "Topics related to the Bengali Culture are included into the EMSs' curriculum; hence, those are not practiced completely."

Family is the main source of getting information on various topics at least for the children. Students of both EMSs and BMSs said that they basically get initial information on various national objects from their family. After family, school remains the most important source for students to learn and practice different things specially related to one's culture. The educational institutions whose curriculum includes

country's culture, history, and local tradition, its students will surely learn about those things and practice accordingly.

3.1 Bengali Language, Literature, and Culture in Curriculum

Before celebrating country's cultural events, one has to know about those events. Students of BMSs know about country's culture, history, and tradition from their text books easily. The situation is different in EMSs. EMSs' curriculum loosely covers those issues. The following figure will clear the point.

Fig. 1: Bengali Language, Literature, and Culture in Curriculum

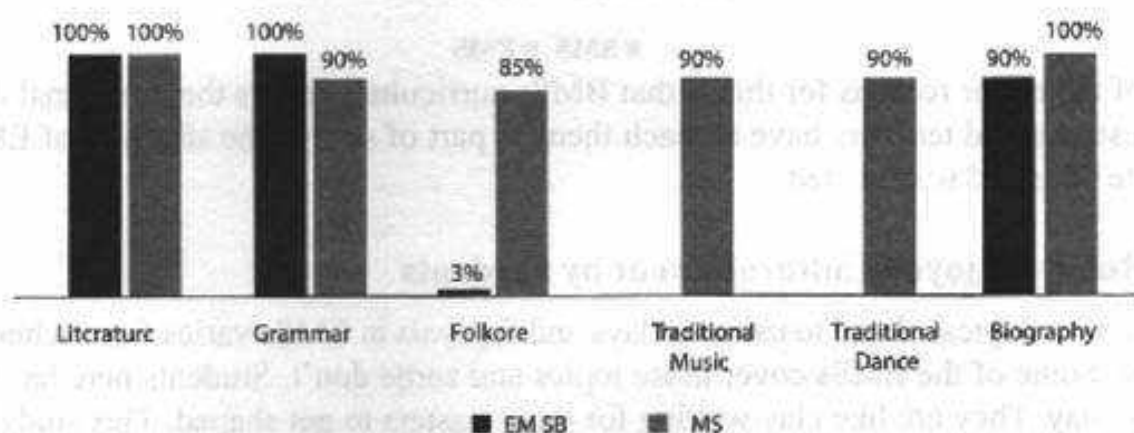


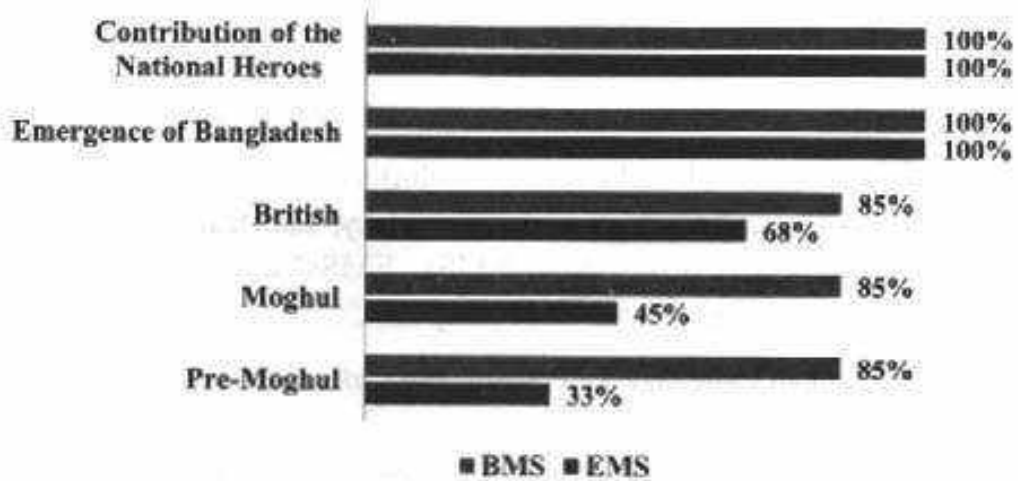
Fig.1 makes it clear that EMSs' curriculum covers literature, grammar, and biography well but covers almost nothing about folklore, traditional music, and dance. BMSs' curriculum, on the other hand, covers all those topics at satisfactory level. The result is conceivable. The practice and celebration of culture and its events in BMSs are noteworthy.

3.2 History of Bangladesh in Curriculum

Knowledge about history of one's country makes one enable to think critically about the present situation of one's country. In terms of history of Bangladesh, the curriculum analysis shows that both EMSs and BMSs cover emergence of Bangladesh well. But EMSs' curriculum includes less information about Pre-Moghul, Moghul, and British period than that of BMSs (See Fig. 02).

Though EMSs cover emergence of Bangladesh in its curriculum and syllabus, but there is no reason to think that they participate in and practice major national days at satisfactory level. Students of BMSs are ahead in this regard that they know, practice and celebrate national days (The Independence Day, The Mother Language Day, and The Victory Day) and national festivals (Pahela Baishakh, Bosonto Utsob, etc) much more than students of EMSs.

Fig. 2: History of Bangladesh in Curriculum

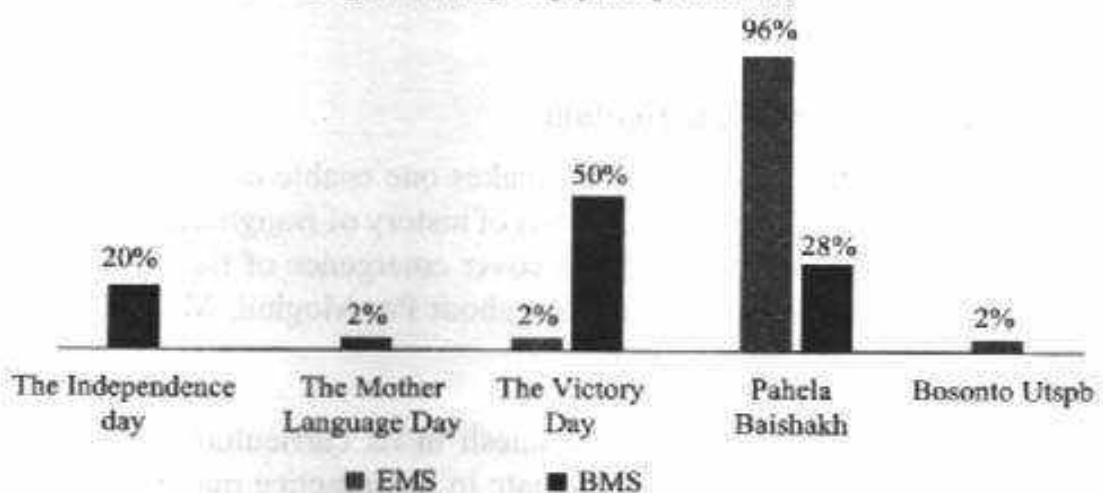


One of the major reasons for this is that BMSs curriculum covers these national days and festivals and teachers have to teach them as part of study. The situation of EMSs is quite poor and unexpected.

3.3 Mostly Enjoyed Cultural Event by Students

Inclusion of topics related to national days and festivals in EMSs varies from school to school. Some of the EMSs cover those topics and some don't. Students here have no part to play. They are like clay waiting for their masters to get shaped. This study has tried to link between what kind of events related to culture, history, and tradition both the curriculums include and what students mostly enjoy and practice at their schools in reality.

Fig. 3: Mostly Enjoyed by Students



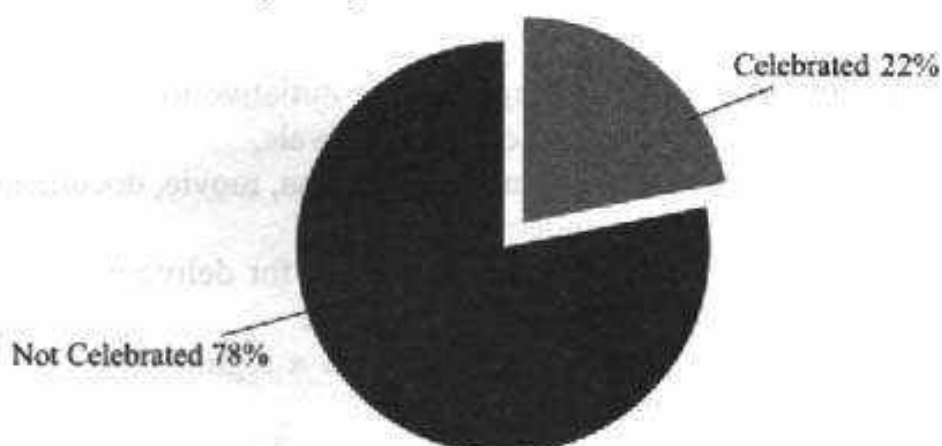
From Fig. 3, it becomes apparent that the students of EMSs do not participate and enjoy major national days and festivals at satisfactory level excluding Pahela Baishakh. On the other hand, the students of BMSs participate and enjoy most of the national days and festivals at their schools. This situation clearly indicates the inclusion of those

topics in BMSs curriculum and syllabus whereas the opposite situation is found in EMSs curriculum. Though some of the EMSs include these topics related to Bengali culture in its curriculum but these are not practiced properly which has already been mentioned.

3.4 Jayanti Celebration in EMSs

Besides national days and festivals, the country celebrates Rabindra and Nazrul Jayanti as a part of culture. All the students of BMSs, who were interviewed, celebrate Rabindra and Nazrul Jayanti at their school in every year. But only 22% of EMSs' students, who were interviewed, celebrate these Jayanti (See Figure 04).

Fig.4: Jayanti Celebration in EMSs



Most (78%) of the EMSs' students do not celebrate Jayanti. The reasons for not celebrating Jayanti are that they have no opportunity at school and no idea about it. EMSs' students who celebrate Jayanti are mostly inspired by their family and their schools arrange this program too. The role of educational institutions in inspiring students to practice and celebrate cultural events is really significant.

So far the study has tried to show the extent to which the curriculums of both mediums include Bangladesh's history, culture, and tradition and how students of both mediums practice and celebrate the cultural events, national days, and festivals at their school. It is quite apparent that the students of BMSs are ahead of students of EMSs in every aspect. Why is this? Why the students of EMSs do not participate in and practice Bengali culture to the satisfactory level? A guardian told me that different cultural elements are mixing with Bengali culture that might pose a threat for traditional one. This type of idea regarding threat to Bengali culture is also echoed by one teacher who said that "The country will face a serious crisis in near future with its cultural identity." The expert gave answer regarding why this is happening with students of BMSs. The expert said that "Absence of local traditional culture in the curriculum of English medium is the reason for such situation."

Recommendations

Considering the unexpected situation in EMSs and for the promotion of Bengali culture at all educational level, several recommendations can be offered after analyzing the data given by students, teachers, guardians and expert. The recommendation can be categorized into three levels, namely family level, school level, and government level.

Recommendation for family level includes

- i. encouraging children to read Bengali writer's literature,
- ii. inspiring children to celebrate traditional and cultural events and to visit book fair, national museums, and national monuments, and
- iii. encouraging children to watch patriotic movies like movies related to Liberation war.

Recommendation for school level includes

- i. the school authority should take appropriate initiative to arrange national days programs, various traditional, and cultural festivals,
- ii. Bengali tradition, history and culture based drama, movie, documentary, art-film can be arranged to show the students,
- iii. a position of Student Counselor can be created for delivering and maintaining norms, values and culture of Bengali nation, and
- iv. adequate orientations should be organized on a regular basis for both school management committee and teachers.

Recommendation for government level includes

- i. government should take appropriate policy to incorporate topics related to Bengali culture, history, norms and values into curriculum at all educational levels and
- ii. an effective monitoring system can be introduced at government level to track whether Bengali culture is being upheld appropriately by school authority.

Conclusion

The students of all mediums are the future of Bangladesh. They are also the bearer of Bengali culture and tradition. A country is nothing without its own culture and tradition. But in this age of globalization and market capitalism, it is really becoming tough for third world countries to preserve its own culture and tradition. But what worse for Bengali culture is when a section of people is excluded from and deprived of, whether intentionally or not, perceiving and practicing Bengali culture and tradition from the very beginning of their life, the time when they can easily be molded with Bengali culture for becoming a person with own distinct identity. A country cannot prosper leaving behind a group of people. A country needs everyone, every people, and every

citizen. Because of the lack of Bengali culture related topics in BMSs' curriculum, the students of EMSs are more prone to practice western culture and equally losing their very own culture and tradition. They are becoming the victim of cultural imperialism as Phillipson (1992) suggested and becoming Macaulay's (1835)'Indian in blood and color but British in taste and ideology' (Young, 1957). Standing at this situation, this study has found several way outs which will be helpful in promoting and upholding Bengali culture and tradition to primary and secondary education levels in the country.

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The first of these is the fact that the curriculum is not a neutral, objective list of facts to be transmitted. It is a selection of what is considered important and valuable for the individual and the society. This selection is influenced by a variety of factors, including the interests of the state, the needs of the economy, and the values of the culture. The curriculum is thus a reflection of the power relations in society and a means of reproducing or challenging them.

Curriculum as a Site of Power

The second of these is the fact that the curriculum is not a fixed, unchanging entity. It is a dynamic and evolving process that is shaped by the interactions of various stakeholders, including teachers, students, parents, and the state.

The third of these is the fact that the curriculum is not a mere list of content to be delivered. It is a process of learning and development that involves the active participation of the learner.

The fourth of these is the fact that the curriculum is not a neutral, objective list of facts to be transmitted. It is a selection of what is considered important and valuable for the individual and the society.

The fifth of these is the fact that the curriculum is not a fixed, unchanging entity. It is a dynamic and evolving process that is shaped by the interactions of various stakeholders, including teachers, students, parents, and the state.

The sixth of these is the fact that the curriculum is not a mere list of content to be delivered. It is a process of learning and development that involves the active participation of the learner.

The seventh of these is the fact that the curriculum is not a neutral, objective list of facts to be transmitted. It is a selection of what is considered important and valuable for the individual and the society.

The eighth of these is the fact that the curriculum is not a fixed, unchanging entity. It is a dynamic and evolving process that is shaped by the interactions of various stakeholders, including teachers, students, parents, and the state.

The ninth of these is the fact that the curriculum is not a mere list of content to be delivered. It is a process of learning and development that involves the active participation of the learner.

The tenth of these is the fact that the curriculum is not a neutral, objective list of facts to be transmitted. It is a selection of what is considered important and valuable for the individual and the society.

The eleventh of these is the fact that the curriculum is not a fixed, unchanging entity. It is a dynamic and evolving process that is shaped by the interactions of various stakeholders, including teachers, students, parents, and the state.

The twelfth of these is the fact that the curriculum is not a mere list of content to be delivered. It is a process of learning and development that involves the active participation of the learner.

The thirteenth of these is the fact that the curriculum is not a neutral, objective list of facts to be transmitted. It is a selection of what is considered important and valuable for the individual and the society.

The fourteenth of these is the fact that the curriculum is not a fixed, unchanging entity. It is a dynamic and evolving process that is shaped by the interactions of various stakeholders, including teachers, students, parents, and the state.

Gap Between Policy and Practice in Bangladesh English as a Foreign Language (EFL) Classroom

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Abstract

This article tries to provide the nature and effectiveness of English language teaching and learning in Bangladesh. Findings are reported from a study looking at the CLT (communicative language teaching) approach in schools and its limitations within Bangladesh context. The participants identified various challenges on the way to learn English language in Bangladesh secondary school classrooms. Bridging the gaps, this paper concludes that changes to CLT, and policies associated with its use, are needed to develop the students as global citizens. There is certainly a gap between strategies and goals in Bangladesh education especially when students are learning English language. Although Bangladesh is a monolingual country, English is compulsorily learnt and taught in the mainstream classrooms as a second language to meet the global needs. As English is taught as an essential subject for more than fourteen years of a student's educational life, nearly two decades ago, the Communicative Language Teaching (CLT) approach was introduced as a method to teach and learn English in Bangladesh. CLT is widely regarded as one of the best approaches for second or foreign language learning (TQI-SEP, 2006). However, surprisingly, public examination results and students' observable communication skills indicate that students perform poorly in English, with a higher failure rate than other subjects. This points to the challenges that both learners and teachers face in the mainstream classrooms, and these are explored in the following pages. It is important to find out what challenges those students and teachers have to cope with, and what strategies could make the learning effective in the classroom. Through the case study of four schools and a synthesis of the relevant literature, this article briefly presents the finding of a study that tended to spotlight the perspectives of the mainstream second language learners with teachers and parents in secondary education in Bangladesh. This investigation also focused on enhancing the features of CLT to better meet the needs of English language learners as second or foreign language at secondary school level.

Introduction

Education plays a most vital role in helping to provide opportunities for individuals to reach their full potential and school is at the centre of this process. A number of aspects impact on an individual student's attainment, on progress in particular classes, and

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engagement with learning. Some of these issues are of a personal nature, while some mirror social, cultural and economical causes that may create behavioural problems, as well as affecting students' learning both in and outside of the school (Macfarlane, 2007). In this learning process, language has a unique responsibility. Language is the most significant means for communication and concept building within the family, school and community. For many citizens living in this fast-growing multicultural world, an individual is considered to be disadvantaged if they are monolingual. Every country has to face the challenges of acknowledging multilingual and multicultural influences, particularly within education because of the external and internal goals of learning different languages (Cook, 2007). Literacy in particular, bears a "power status" and it is considered to be necessary for boosting economic, social and political openings for the individual and language assumes the key role in literacy learning (Datta, 2007, p.13). English is now considered to be the global medium for communication and business, and has become the most dominant language in the world. However, mainstream students learning English as a second language (EFL) face many challenges but there are enabling practices and supports that can make this learning more successful (Anderson, 2008; Lu & Berg, 2008; May, 2002; Safford & Costley, 2008; Sirota & Bailey, 2009).

Research in education has increasingly embraced the voice of students as a means to improve the effectiveness of teaching and learning (Rudduck, Chaplain, & Wallace, 1996). In the formal education system, students, teachers and parents form a triangular pattern (Macfarlane, 2007), and are each important to support the ongoing teaching and learning process. Lloyd-Smith & Tarr (2000) believe that student's views and beliefs in educational research are significant in decisions where learning is occurring. A differing view held by some consider children may be seen as inferiors or as possessions and therefore parents acting 'in locus parentis' roles could believe that they know what is best for them and so children's voices are not to be heard. Students are not passive recipients, nor are teachers' mere transmitters of knowledge anymore; however, at the same time parents are also integral in the learners' learning pathway (Macfarlane, 2007). So, it seems absolutely appropriate to consider input from each group to get maximum potential outcomes.

Learning a second language, especially in a monolingual context is very difficult, but growing numbers of ESL students worldwide suggests that research in this area is an important focus. The findings in the non-English speaking contexts consistently report that teaching and learning the English language in a foreign context is very complex and challenging (Anderson, 2008; Lu & Berg, 2008; May, 2002; Safford & Costley, 2008; Sirota & Bailey, 2009). Traditional literacy practices that only emphasise functional skills are now not sufficient to meet the learning needs of students from different backgrounds, particularly with new definitions of literacy in the 21st century.

The most crucial challenges for both learners and teachers often include apprehension about using the language—particularly in spoken communication, lack of vocabulary knowledge, learners' backgrounds, different learning preferences according to gender, culture and geographic setting, and non cooperation of learners (Anderson, 2008; Lu & Berg, 2008; May, 2002; Safford & Costley, 2008).

Moreover, Anderson (2008) argues that the students of other languages often get 'stigmatised' by the approaches used in the mainstream classrooms, and although the curriculum may advocate more flexible approaches, the classroom tasks often fail to take account of the perspectives and needs of bilingual learners. He also adds that there are some general attitudes about bilingual students noted by researchers such as Byram (1997), Tosi (1988), Brumfit (1999), Cummins (2001), Slattery (2004) and Lynch (2003) particularly, that communicative content-based approaches are the most effective in classrooms for teaching and learning a second language. An approach that focuses more on teaching skills than content, thereby incorporating the needs of the learners will ensure that learning is the central focus. It is also argued that links between home and community, and the interrelationship of cultures within diverse societies can make a valuable contribution in learning the target language (Anderson, 2008; Macfarlane, 2007).

It is well known that the size of a class that is the number of students in a classroom has a significant impact on the outcome of teaching and learning. There are well researched disadvantages of large classes including discipline, learning, attendance and the general isolation of students (Greer & Heaney, 2004; Herreid, 2006; McConnell, Steer & Owens, 2003). These factors occur as a result of the need to use traditional lecture methods in a large class. Two significant weaknesses are found in the traditional lecture based approach. First, student passivity may not be effective for learning. Second, it is very difficult to make lectures meet the learning need of students due to the complexity and quick exchange of information (Machemer & Crawford, 2007).

However, in this fast growing world it seems that large classes are an economic reality in many developing countries as they are cost-effective; and it is still considered a useful means to promote the learning goals of enhancing interaction and social collaboration within these contexts (Johnson & Johnson, 1994; Caprariis et al., 2001). Machemer and Crawford (2007) argue that it is essential for teachers to shift from a teacher-centred paradigm to a student-centred one. Therefore, teachers are no longer viewed as authoritarian knowledge givers but instead develop knowledge within a social context. Research confirms that active learning and cooperative learning are the most effective in large classes (Johnson & Johnson, 1994; Fink, 2003; Jungst et al., 2003). Active learning is 'learning by doing' and cooperative learning is 'doing with others.' Cooperative learning is one form of active learning. Research continues to illustrate

that active learning does not dispel the need for lectures, but creates opportunities for students to reveal, assess, explore, produce and correspond on the information offered (Fink, 2003). Although contradictory results on the effectiveness of both active and cooperative learning exists, it is also well documented that “lectures in large classes include using Think/Pair/Share, Just-In-Time Teaching, Peer Instruction, Concept Tests, computer based instruction, recitation sections, case study teaching” and more to make students active in the classroom for effective learning (Herreid, 2006, p. 44).

Moreover, there are alternative views that contradict the argument that learning could be hindered in a foreign context where English is not the mainstream language and students are from different backgrounds. It was widely believed that the mother tongue is a hindrance in learning a second language. But May (2002) argues for the acknowledgement of the first language and focuses on the need for a multilingual learning atmosphere. Supporting this, Anderson (2008) articulates that a student’s community language can play an important role in building confidence to learn second language. So it is very important to respect and incorporate the first language when teaching ESL learners (Savignon, 2003). It is also seen that teachers’ preconceptions about learners strongly influence the outcomes (Sirota and Bailey, 2009; Safford and Costley, 2008).

Although there are enormous challenges in second language teaching and learning with some alternative views, “mainstreaming language minority students from bilingual and ESL programs is an educational reality” (Carrasquillo and Rodriguez, 2002, p. 18).

CLT is one of the more recent developments for teaching and learning second languages in the mainstream classroom where English is not the mother tongue (TQI-SEP, 2006). CLT is based on the theoretical concept of communicative competence, which focuses only not on the accuracy, but also on fluency in communication (Savignon, 2003; TQI-SEP, 2006). Following the linguistic theory of Chomsky (Savignon, 2001), CLT focuses on ‘communicative competence’ which incorporates the grammatical, sociolinguistic, discourse and strategic use of the language in different contexts (Hasan and Akhand, 2009). To understand this concept, it is important to examine language and language learning. Language is a system of arbitrary vocal symbols that a community uses to communicate with each other (SEDP, 1999). The main purpose of a language is to make successful communication with others. If language learning fails to reach this goal then there is little point in learning that language. When learning any language, it is essential to remember that the goal is to communicate effectively with that language, particularly in the oral form.

There are four basic language skills, listening, speaking, reading and writing (TQI-SEP, 2006). Listening and speaking are primary skills; whereas reading and writing are secondary ones. On the other hand, listening and reading are recognised as receiving skills while speaking and writing are producing skills (Savignon, 1991). This is viewed in the figure 1 below:



Learning any language, involves this process. Like a chain reaction, one depends upon another. Without the development of the primary skills, those classified as secondary are more difficult to learn and have little purpose. This is supported by Emmit, Komesaroff and Pollock (2006) in their discussion on language acquisition. The content of CLT sequences activities according to this principle and emphasises the learners' communicative competence (SEDP, 1999).

Learning a language does not merely involve linguistic knowledge such as grammar, vocabulary or the language structure (TQI-SEP, 2006) but also the ability to apply that language effectively for communication. Language is learnt as a tool to communicate rather than an ornament to look at (SEDP, 1999). For example, only owning, or having knowledge about a bicycle does not fulfil its utility, if one does not know how to ride it. Similarly, linguistic knowledge on its own does not ensure successful communication unless it is used for a particular purpose. In this way, learning any language is unlike learning other content-based subjects. Consequently, CLT emphasises the learners' communicative competence with a focus on linguistic form, social context, interpretation and the function of the language in diverse situations (Savignon, 2003). Language use is therefore more important than mere knowledge of the language.

CLT is highly accepted and widely used in the non-English speaking countries as an approach to develop English as a second language (Mangubhai, Marland, Dashwood and Son, 2007; Sakura, 2001; Savignon, 2003; Thompson, 1996). Asian countries, Latin American countries and others where English is not the mother tongue, use CLT to teach and learn English as a second language (Hiep, 2007; Howard and Millar, 2009; Nishimura, 2000; Sakura, 2001; Sato and Kleinsasser, 1999; Savignon, 2003; Zhang, 1997). Furthermore, English-speaking countries such as the UK, USA and the

European Union also use this approach to teach ESL learners from diverse backgrounds (Anderson, 2008; Sirota and Bailey, 2009; Carlo et al., 2004; Hite & Evans, 2006; Safford and Costley, 2008; Savignon, 2003).

CLT focuses on the phenomenological perspective of 'learning by doing' and the notion that language learning not only depends on learning the grammatical rules but also the ability to use the language in real life situations for communication (Hymes, 1972). The key characteristics of CLT include an emphasis on the meaning of the language, incorporation of four basic language skills (speaking, listening, reading and writing), teaching grammar in context, enhancing learning by doing, and focusing on many language practice activities such as dialogue, role play, interviews, games, pair and group work (TQI-SEP, 2006; Hiep, 2007).

However, Savignon (2003) argues that in spite of the learning in CLT being contextualised, sometimes it is undermined in practice by focusing excessively on the achievements in learners' communicative competence. She states that in most cases this is not due to CLT itself as an approach, but it is the implementation and evaluation procedures that make it seem unsuccessful. To overcome these challenges, Japan has a reformed curriculum, Hong Kong and Costa Rica changed public examination systems and curriculum, Taiwan shifted into a bilingual environment with all road signs in English as well as Chinese and the European Union shifted its focus on learner autonomy in language education (Hiep, 2007; Howard & Millar, 2009; Nishimura, 2000; Sakura, 2001; Sato & Kleinsasser, 1999; Savignon, 2003; Zhang, 1997). So it can be said that although CLT is used widely in learning English as a second language, some modifications may be needed to accommodate the background of the learners in different contexts and to make it more learner centred.

In Bangladesh, the CLT approach has been used to teach and learn English as a second language for nearly two decades, but my personal experience as a teacher educator, and public examination results, have indicated that the outcome for students is not consistently positive (MoE, 2010). Hasan and Akhand (2009) articulate that a lack of classroom instructions and insufficient resources may result in CLT being a non-effective approach in the Bangladeshi context. However, there is continued debate that a blend of content-based approaches and CLT could minimise the challenges of teaching English in Bangladesh. In the same vein Nesa (2004) argues that very limited teaching/learning materials and implementation strategies create hindrances in the implementation of CLT in Bangladesh. She suggests that enhancing self-directed study, including more instructional materials, and furthering teacher training in CLT as well as supervision of CLT sessions could improve the achievement of students' English learning in Bangladesh. Although the Ministry of Education of Bangladesh already took actions to enhance continuous teacher training and provide more resources for ESL classrooms, the outcome is not yet satisfactory. This is reflected in the public examination results (TQI-SEP, 2006; MoE, 2010).

This investigation took place in a range of secondary schools in Bangladesh, a developing country (World Bank, 2003 cited in Imam, 2005). Like other developing countries, Bangladesh is also struggling to cope with challenges like poverty, financial crisis, internal strife, dissent and movements for autonomy, natural disaster and cultural hegemony on the part of former colonial countries (Said, 2003; Willinsky, 1998). Literacy is playing a most important part in helping to overcome these conditions. In education, schools and teachers are facing challenges to provide effective instruction to ensure that students participate effectively as global citizens (Andreotti and de Souza, 2008; Macfarlane, 2007).

2.0 Methodology

This study investigated current beliefs and practice of the CLT approach in Bangladesh, using a mixed methods research design. In-depth semi structured interviews with 20 students from class nine and ten (age 14-16) and four focus group interviews with English teachers (total 10) and parents (total 15) were conducted. These were held in four randomly selected secondary schools from two divisional cities in Bangladesh, one in the north and one in the south. The students were initially chosen from a group of boys and girls based on achievement rates in school exams and performances. Then oral (speaking) and written (reading & writing) achievement tests were conducted with these students to look for the effectiveness of the CLT approach in communication. Four English classes were also observed to gain a picture of the actual use of CLT in classrooms. Before entering schools, all ethical issues were addressed as required by the Educational Research Human Ethics Committee of the University of Canterbury.

3.0 Results of the Research Work

The comparison of data from the oral language (listening and speaking) skills compared to written (reading and writing) skills yielded findings which supported the assumption that students were doing better in developing written rather than oral skills.

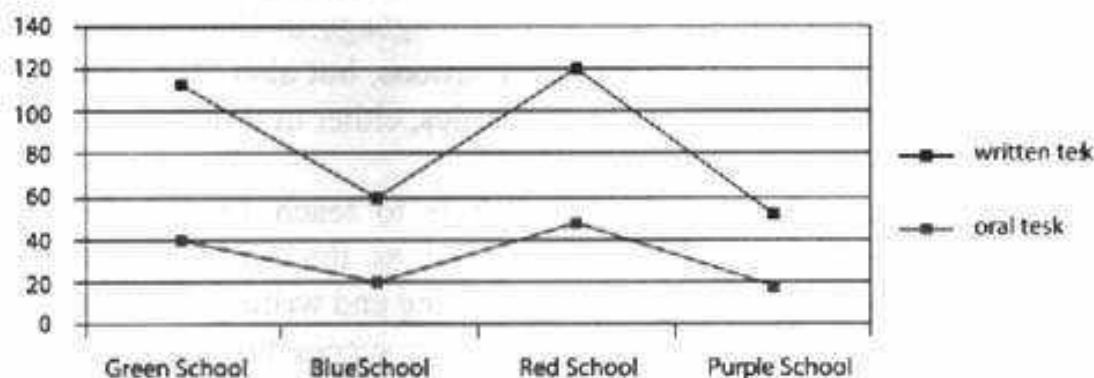


Fig. 2: Differences in Scores on Oral Tasks Compared to Written Tasks

This (Fig.-2) clearly indicated that the level of written achievement was nearly double that of oral achievement in each school. It also indicated that participants did well in written tasks, but scored low in oral communication. The quantitative data from different achievement tests were supposed to provide enough evidence to support the assumption that in Bangladesh students were doing better in achieving written (reading and writing) skills comparing oral (listening and speaking) skills. Only reading, writing and speaking tests were performed. A listening test was intentionally omitted because the students were not familiar with these types of tests in Bangladeshi classrooms and therefore had very little scope to practice listening tasks. Furthermore, speaking tests also involve a listening component. The overall mean scores from reading, writing and speaking tasks clearly supported the assumption. These scores are unable to be generalized across all Bangladeshi students due to the sample size and validity of the data but are included as some evidence to support the proposition that students in Bangladesh were not performing as well in developing oral competencies in comparison to written skills.

In addition, English classes were observed in order to substantiate student and teacher responses and to provide further data. English teachers were invited to demonstrate their normal practice in each of the four schools. Six teachers presented their sessions. An observation checklist was followed to investigate whether teachers were taking sessions following the CLT approach. It was observed that some teachers were trying to follow the sequences of the CLT approach and spoke English consistently, which was really encouraging. Students appeared engaged most of the time, and enjoyed active participation in the sessions. But some teachers' failure to follow the sequential stages of any activity and lack of preparation made their sessions largely ineffective. The interview findings affirmed the belief that learning the English language could provide better opportunities in life. All the participants in this study expressed similar views on this topic. This view is supported by Nesa (2004) who states, "English [is] the lingua franca of business, commerce, science, arts, literature of the whole world" (p. 8). Therefore learning English as a second language in Bangladesh is not only viewed as necessary for passing school examinations, but also seen as a pathway to higher study, and greater employment opportunities, either in Bangladesh or overseas.

As we know, the goal of the CLT approach is to teach English for successful communication with the rest of the world. But as the achievement test results demonstrated students are achieving better in reading and writing than in listening and speaking. This suggests that students fail to achieve successful communication in all the four language skills that are seen as necessary for effective communication (TQI-SEP, 2006). It can be concluded that the CLT approach is not working effectively to

develop students' communicative competence; and there is certainly a gap between achievements in written language compared to oral language in Bangladesh. However, Savignon (2003) argues that such failure does not mean that the CLT approach is ineffective, but rather that the problem lies in its interpretation or practice or inappropriate application. She also suggests that some modifications, according to specific learning contexts, could make CLT more learner-centred. This study tries to explore the possible causes behind this failure when Bangladesh classrooms were observed.

One such cause can be identified from students' reports that teachers were generally reluctant to use textbooks and teaching aids and did not adequately prepare for the lessons. The topics covered in the textbooks that did involve activities failed to attract both students and teachers. Beside this, students also said that teachers tended to focus more on the able students in the class and ignored others. As Sirota and Bailey (2009) argue, teachers' preconceptions about learners strongly influence learning outcomes.

The findings also confirmed that classes with large numbers of students were one of the major barriers in implementing CLT effectively and caused other related problems. Teachers argued that it was very difficult to manage student interactions in a class where there were sometimes more than 80 students in a session. From class observation, it was also seen that some students did not want to participate and caused disruption in the class.

The students noted that, there was a lack of opportunity to learn and to use English in everyday life. They also added that the duration of the lesson and the place of the session in the timetable caused negative effects on learning. In a different context (USA), Machemer and Crawford (2007) reported that students' passivity and teachers' lack of meeting students' needs resulted in ineffective learning. The Bangladesh teachers agreed that class duration and positioning in the timetable slowed down the learning and added that excessive class load (more than six different sessions a day) and large number of students in a class ultimately made it impossible to provide quality learning opportunities for the students. Teachers also contended that the unsuitable physical classroom environment made this more difficult. Furthermore, teachers of English teach in other curriculum subjects, thereby diminishing their own focus on English.

Although large classes are a problem, this is a major socio-economic reality in many developing countries such as Bangladesh. As mentioned previously, the participants of the study recommended a range of strategies that could improve the situation. They articulated that an increase in class time to 90 minutes, only four to five classes a day, and teacher assistants could be helpful. Two teachers in a session, with one teacher

assuming the role of teacher assistant, could improve facilitation to make the session more interactive and effective with the same teaching staff. Some attractive textbook topics and multimedia or audio-visual resources could also support this process to make practice more engaging in large classes.

The wide ranging syllabus and examination system were identified by all the participants as a significant barrier for successful practice of CLT. They thought the syllabus was too demanding to complete in time, and as a result they concentrated on finishing all the topics and overlooking the real learning: communicative competence. They also identified a gap between the syllabus and the examination system. The objectives of the syllabus are to focus on learning four language skills: listening, speaking, reading and writing, but the examination system only focussed on two language skills: reading and writing. Therefore students, teachers and even parents did not perceive value in practising listening and speaking in the English classroom. However, participants did believe that without practising and learning to apply all four language skills, it is impossible to become a successful communicator in the target language.

In this study, it was also found that the emphasis in the classroom was on teaching direct grammar, and vocabulary with 'Bangla' synonyms. Students identified these two aspects as key challenges in learning English. Vocabulary and grammar are the most common difficulties for language learners. Carlo et al. (2004) also assert that vocabulary is one key determinant of poor reading comprehension by ESL learners. There is a misconception among teachers that CLT means not teaching grammar (Thompson, 1996). But in reality, CLT may teach grammar in context more effectively than direct grammar teaching methods. Although there has been a debate over the last fifty years concerning direct grammar and grammarless learning and its effect on the learners of second language, only basic rather than in-depth grammatical knowledge is needed for most students. Internationally, the teaching-learning focus has moved away from teacher "covering" grammar to students "discovering" grammar (Thompson, 1996, p. 11). However, it was found that in the Bangladesh English language sessions, in-depth grammar was taught to all students, which may be the primary cause of apprehension about English language learning. A further contributing factor was that vocabulary was taught through Bangla translation and synonyms and not through contextualising the targeted word.

While teachers were trying to implement CLT appropriately in the English sessions in Bangladesh, it was a concern that they did not follow CLT guidelines appropriately. A dominance of teachers reading material aloud was also observed. While this encouraged listening skills, it did not challenge students to develop their own reading

skills (TQI-SEP, 2006). In the observation results, it was also apparent that one teacher was creatively following the stages of CLT in a session and that student enjoyed that session.

Teachers contend that a lack of continuous in-service professional development training for them is a large cause of the inappropriate and contradictory use of CLT in Bangladesh. They also added that more training is needed for class teachers with intensive monitoring by the teacher educators. A regular meeting among subject teacher educators discussing new initiatives could also be very helpful in addressing this problem. In addition, a positive relationship between home and school could prove to be an effective support for students' learning outcomes. Both parents and teachers play a critical role in the literacy development of their learners. It is a complementary process. Likewise, parents reported that when they showed their apprehension about using English with children, it automatically and negatively influenced students' achievements. So, the home and school relationship has a significant influence on students' literacy progression.

Moreover, students mentioned that there was little scope to practice English outside the classroom but occasionally, family members and friends helped to improve by talking English to them. Similarly, both teachers and parents agreed that the family has an important role to play to create English learning environments outside the classroom and emphasise the need to use English everywhere.

The interviews also indicated that attitudes towards passing the examinations were one of the key barriers to positive home and school relationships and also to the successful implementation of CLT in Bangladesh. The emphasis on examination results caused disruption to regular class activities and results in low achievement for some students. As Zhang (1997) reports, the pressure-laden public examinations and attitudes towards passing, disrupts CLT practice and English language learning in China, even though parents and teachers agree that effective learning is necessary for students to achieve better examination results.

In addition, the interviews suggested that many parents and teachers in Bangladesh held a negative attitude towards watching English media programmes which can improve students' knowledge and use of English. Therefore, a positive attitudinal change that guides students' learning is needed to improve the learning environment in the school. Parents also explained that a closer relationship with the school could be very helpful in creating more learning-friendly environments for students at home. As the New Zealand Ministry of Education (MOE, 2005) school strategy document reported, parents in New Zealand wanted greater involvement in their children's education and positive support from the school.

To increase parents' involvement in the school, teachers could invite parents into the English class as teacher assistants. This could help teachers to manage large classes while simultaneously improving parents' knowledge about English sessions. Both teachers and parents agreed that a roster of positively motivated parents could effectively assist in building an English friendly learning space for students.

Implications for Further Development

This investigation uncovered the challenges students face and the supports they have or would like to have, to make ESL learning effective in school life and beyond. The findings indicate that students are quite capable of expressing their thoughts on this topic, and that both teachers and parents provide valuable insights into ways to make CLT more effective. Participants highlight the complexity of factors that influence the effectiveness of the CLT approach in Bangladesh. These include: the importance of learning English for better life outcomes, challenges regarding the implementation of CLT in Bangladesh classrooms, and the importance for positive home-school relationships. From the preceding discussion, it can be seen that improvement of the effectiveness of CLT in Bangladesh involves a twofold approach. One is at the local level involving students, teachers and parents, and the other is at the national level involving policy makers.

Desirable changes at a local level include:

- creating more opportunities to practise English, such as an English language corner or club in each school,
- motivating students to practise English in and outside the classroom,
- following the CLT approach systematically,
- using critical pedagogy alongside CLT,
- timetabling the English class before the lunch break,
- ensuring English subject teachers use English consistently,
- assigning English subject teachers to English teaching only,
- supplying more quality English learning resources,
- heightening parents' awareness of CLT practice,
- involving parent as assistants in classrooms and
- improving home and school relationships.

Better communication and cooperation from school management and a changed mind-set for interaction between teachers and parents could help to create a more attractive English learning setting for students without significant financial expenditure.

Desirable changes for policy makers and administrators include:

- reducing the size of the English curriculum to allow a greater focus on effective practice of all four language skills,
- changing the examination system to better reflect the content of the CLT approach,
- selecting and re-writing English textbook topics to meet the needs and interests of students and the curriculum including attention to critical literacy,
- focusing pedagogy not only on communicative competence but also on the development of critical thinking,
- increasing the duration of session time to 90 minutes per session,
- having only four to five sessions a day in the timetable,
- having two teachers in a session, one performing as a teacher assistant,
- using media programmes with English subtitles,
- allowing sufficient time for students to adjust to changes in the programme,
- monitoring by specialist teacher educators (in this case English) of school subject teachers to better ensure the successful implementation of CLT and
- holding periodical meetings among subject teacher educators to discuss new research on the CLT approach.

Although the study shows that there are many barriers to applying CLT in a Bangladeshi context, the participants of this study consider that the suggestions they made could make an impact on the practice of the CLT approach and therefore improve the use of English as a second language in Bangladesh. It is also believed that the objectives of the English sessions should include the familiarisation of students with different ways of learning and encourage intellectual development – including that of critical thinking; encourage students to be positive receivers of knowledge, be rational and examine their own roles and challenges in a fast growing world (Michigan State University, 2006 cited in Machemer and Crawford, 2007). A trustworthy relationship between students, teachers and parents that welcomes a 'relational pedagogy' (Kim, 2010, p. 16) is very much needed to generate a more effective learning environment for all groups (students, teachers and parents).

To conclude, teaching a lesson is not an aimless pursuit. As educators, all should remember that our primary goal is the student and their overall development; so all initiatives should reflect the needs of the learners.

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Challenges of Access and Continuation to Education : Transgender Society of Bangladesh

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Abstract

The qualitative study aimed to explore the challenges of access and continuation of education of transgender people in Bangladesh. Secondary data were collected through document survey while primary data were collected through interview, semi-structured interview with NGO officials, and teachers. Respondents were selected purposively both from Dhaka and Tangail. Findings showed that transgender does not carry any recognized honorable social status and people dislike them due to lack of education. All the respondents agreed about the importance of transgender education. Transgender students face no major challenges in getting access to education but they face challenges in case of continuation. Few parents of female students consider transgender students' access to education as a possible threat to their children. However, more than 90% transgender students cannot continue their education due to the different attitude towards transgender, negative peer pressure, lack of economic and mental support, discrimination in classroom and uncomfortable school environment.

Introduction

Transgender, often abbreviated to 'trans', may be used to describe any gender expression that falls outside the typical man or woman gender tick-boxes (LSIS, Undated). Transgender, is a broad term used to describe those whose gender, gender identity, or gender expression is in some sense different from or transgresses social norms for, their assigned birth sex. Transgender may include those who are identified as being transsexual, cross dressers, androgynous, bi-gender, no-gender or multi-gender, gender queer, and a growing number of people who are not identified as belonging to any gender category at all (Transgender 2nd round, undated & GLSEN, undated).

Each person is unique, so the needs of individual transgender student vary (U.S. Department of Education, 2016). Family Equality Council (2016) also reported that we should respect everyone, no matter what their gender is. We should not tease

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others about their gender. Recently Transgender has become a talked issue due to several reasons. A Transgender Bangladeshi has been able to change perception about them after catching two of the murder suspects who are accused for the killing of a blogger named Oashikur Rahman in Tejgaon area in the middle of a crowded street. The person who caught the murderers introduced her as Labannya Hijra (Manik and Barry, 2015).

Members of Bangladesh's transgender community and their supporters held a pride rally to mark one year anniversary since the government recognized them as a third gender in Dhaka, Bangladesh on November 10, 2013. The Bangladesh government officially recognized Transgender as a separate gender in order to secure their rights, enabling them to identify their gender as 'hijra' on all government documents, including passports (DAWN, 2014).

Recently Bangladesh Government has also decided to employ transgender people as Traffic Police. Not only in Bangladesh, it has become a prior demand of recent time, such Manabi Banerjee becomes the first ever Principal of a college in India (Ghosh, 2015). The government of Bangladesh is trying to ensure the rights of the Transgender people but they are not welcomed to join the education system. But underprivileged or not, every citizen of Bangladesh has the right to education and their access to education is their basic right.

Moreover, participation of Transgender people in different work sectors reflects their capability in different roles. Getting access to education could accelerate all these initiatives to prepare them more capable of contributing to the national level. This study intends to find out the real situation of access to education, challenges they face in continuing their education and what could be done to overcome those challenges.

1.1 Importance and Rationale of the Study

There would be no children out of school, but in proportion to the population of Bangladesh, opportunities for formal primary education are very limited though Bangladesh holds one of the largest primary education systems in the world (UNICEF, 2009). According to a recent study on out-of-school children published by UNICEF (2014), 27 million children between the ages 5 to 13 are out of school in Bangladesh, India, Pakistan and Sri Lanka. In Bangladesh, 5.6 Million primary and lower Secondary school-age children are not in school.

Underprivileged, transgender or not, every citizen of Bangladesh has the right to education. But our society doesn't put emphasis on it at all. It is a matter of regret

that our society almost ignores the transgender right of education (Subhrajit, 2014). Most of the teachers, students and parents don't think of it in any circumstances. As a result right to education of the Transgender people is not ensured at all. Recently these people are going to get some opportunities of mainstream contribution and Traffic Police is one of them. If their right to education is ensured then their contribution to our society would be more significant.

As a member of UN, Bangladesh had signed the agreement of Education for All (EFA). Ensuring education for all is also mentioned in universal primary education as one of the Millennium Development Goals. Ensuring education for all without any discrimination is also mentioned in constitutional provision number 17 and 27 (Ministry of education, 2010). So education as a right should be ensured without any disparity and Transgender people should not be left out of education. Their access to education is their basic human right.

This study intends to discover the current situation of the Transgender people in educational opportunity and the obstacles they face to get enrolled in the education system. Similarly, the concept of inclusive education also emphasizes the equal opportunity for all students in a classroom and Transgender children have to be an indifferent part. This study will contribute to establish the right of education for the Transgender people in this country.

1.2 Objectives of the Study and Research Questions

The following questions were followed during the study:

1. what is the current situation of transgender people of Bangladesh in access to education?
2. what challenges do they face in continuing their education?
3. how to minimize those challenges?

2.0 Methodology

The study is qualitative in approach and is exploratory by nature. Data were collected from Dhaka division of Bangladesh. Respondents from urban and rural were selected purposively both from Dhaka and Tangail district. The data could be generalized in Dhaka division of Bangladesh. Simultaneously it would help to provide a scenario of the whole country. As the researchers conducted this study in the qualitative style of research the sample of the study was small. The entire sample was selected through

purposive sampling and snowball sampling (Best, 2010; Gay, 2000, Creswell, 2009 & 2012). In few cases, snowball sampling was most effective to identify the transgender respondents. The sample consisted of two categories and they were:

Table 1: Sample and Sampling Techniques

Sample Category	Sample Size	Tools	Sampling Techniques
Transgender (Urban)	08	Semi-structured Interview schedule	Purposive sampling & Snow-ball Sampling
Transgender (Rural)	08	Semi-structured Interview schedule	Purposive sampling & Snow-ball Sampling
NGO Officials: 02 Head Teacher: 02 Teacher: 02	06	Semi-structured Interview schedule	Purposive sampling

The study used qualitative approach for both secondary and primary sources. The secondary data were collected through document survey, previous reports, articles, websites and news, while the primary data were collected through semi-structured interview schedule for different categories of respondents including transgender, NGO officials and Teacher. The data sources and the data collection methods are presented in the following table.

Table 2: Source and Methods of Data Collection

Sources of Data	Methods of Data Collection
Document Survey	Qualitative (Journal Articles, Books, Statistical Information and Websites)
Transgender People	Qualitative (Semi-structured Interview schedule + Audio Recording + Collecting Artifacts)
Expert	Qualitative (Semi-structured Interview schedule +Audio Recording)

This study includes diversified, detail and in-depth data to fulfill the objectives. As the study is qualitative, data collection tools were- Semi-structured interview schedule for transgender and Semi-structured Interview schedule for experts. The data were analyzed thematically and descriptively according to the responses of transgender, NGO officials, teachers and head teachers. To analyze the data, the process suggested by Marshal and Rossman (1999), where he advised to follow the sequences of organizing the data, developing the themes and then interpreting the data. All the data collected from interviews and questionnaires were grouped together and compared with each other towards finding the predefined research questions under different broad themes and sub-themes. According to the themes, data were discussed, analyzed and compared. Data were also triangulated among several respondents and variables to find the correlations between current situation and challenges. Comparing the responses

and finding correlation among the responses were conducted through analysis. Finally, peer debriefing (spall, 1988 & Cohen, et al., 2000) was done before finalizing the report.

2.1 Ethical Considerations and Possible Constraints

Ethical issues and dilemmas are not always easy to identify (Holland & Kilpatrick, 1991). This study adopted a code of practice such as informed consent; confidentiality and anonymity; freedom of participants; respect for socio-cultural norms related to transgender; and dealing with sensitive issues and cultural taboos (Black, 2002, Creswell 2008 and Mertens 2012). Confidentiality was assured to all participants. Collected data has been kept confidentially in order to protect the respondents from any kind of harm and distress. Names of transgender, teachers, head teachers and NGO officials have been disguised as anonymous and their names would not be mentioned without their further concern. Consent was obtained from all participants in writing. Finally, this study was carried out by following the guidelines of the British Educational Research Association (BERA, 2011) and the British Psychological Society (BPS, 1995). The sample size of the study was not large to represent the whole country for generalisation.

3.0 Analysis and Interpretation of Data

3.1 Idea about transgender and their education

Transgender is a well-known phenomenon in our society. But in our country transgender does not carry any recognized honorable social status due to lack of education & people usually dislike them because most of the time people meet them while they are collecting money on the street and in public places. Even though we are not very concerned about their rights, Govt. & NGOs have taken initiatives to change the situation by providing education and better earning opportunities. From the respondents, it was found that the transgender had an educational range from grade 4 to Masters Level. According to an expert, (NGO Official, Transgender), "Forty-five (45) years have passed but nobody ever thought about transgender education. Everyone is concerned about our HIV but not education. We are lagging behind because we lack education. I hope our next generation will be educated properly. That is why this kind of research is important."

3.2 Access to education for transgender

No major problem had been mentioned by the transgender, Head teachers and experts for getting access to education. One of the Head teachers stated that, "We can hardly identify which student is transgender or not as they have any significant difference in outlook in primary level. All of the students seem quite similar because it is not pos-

sible to recognize them separately. We are not concerned enough to sort them out. But at the secondary level, we can come to know about them when any incidences occur or conducted by anyone to them. In most of the cases, we can identify them after the occurrence as we don't have any specific database about them."

Another Head teacher opined, "One of the barriers is that parents of female students consider transgender students as a threat to their children. We have several objections regarding such case but we try to make them understand that they are not harmful or disturbing which is commonly thought of. Theoretically, they have equal opportunity to get the education in this area but due to our social obstacles, they lost their spirit of getting the education at any stage. They could be dropped out at any stage."

3.3 Dropout rate among transgender children

Schools don't have any specific information about their enrolment and dropout rate. But, transgender respondents and head teachers mentioned that dropout rate is more than 90%. Reasons which are responsible for their dropout are stated above:

- Different attitude of transgender make them look different in the class
- Physical and mental harassment
- Negative comment
- Lack of support from family, teachers, classmate & society
- Financial problem

One of the transgender told, "I studied up to class 5. I left the school when the classmates had started to comment negatively against me. It was hard for me to tolerate those comments."

Another stated that "I have studied up to class 10, but I didn't get the opportunity to sit for SSC exam. Because parents think education for me is only wastage of money." Different kinds of attitudes, physical or mental harassment, lack of sufficient economic support, discrimination are the main reasons of being dropped out.

Head teacher stated expressed "We don't tolerate any discouragement to continue their education. Still, they are part of our school. But most of the time they feel discomfort to continue their study as they are minor in the class. This happens because they might think differently from other students."

3.4 Opportunities and challenges to continue education

Most of the transgender don't know about what kind of opportunities are available for them to continue their education and event they don't know who will provide them

support. One of the transgender reported “I was provided with absolutely no facilities for continuing my study either from my family or from the government. I was ill-treated until class 10. I didn’t know how to continue my study. Almost everyone discouraged me.”

Another respondent told, “Facilities are not enough. I have heard about Begum Rokeya University that provides opportunities for the transgender but I am not sure about this.”

3.5 Attitude of teachers, classmates, friends & society of transgender towards them

Most of the cases attitudes towards transgender is negative which is very much harmful to them to continue their study. One of them reported, “Once I plucked my eyebrow and the classmates called me ‘half ladies’. Then I complained to my teacher but he replied that the other students were right and he scolded me. He also asked me to wear SalwarKamiz before coming to the next class.”

Another mentioned, “I had to face some problems during school. I had financial problems. Some students used to abuse me verbally and physically at the school. Teachers were also used to blame me. But at a higher level, most students realized about my situation. Even, some people teased me verbally while I am on the way to school. Teacher role could be more vital than any other member of the school to make the environment more supportive towards having better learning opportunities.” Transgender are treated differently because of their attitudes. Most of the cases the other students use abusive language. Building social awareness is important for them to be educated.

3.6 Transgender educational status and school experience

Transgender said that they didn’t feel comfortable in the schools, for which their experiences were not good most of the time. About school environment, one of the transgender told that, “Schools don’t like my behavior, that’s why I don’t feel comfortable to be in school. This is because most of his friends and teachers didn’t encourage him at all.”

According to the Expert (NGO Official, Transgender), “When I was in school, it was difficult for other students and teachers to treat me as a normal student. Teachers and other workers tried to abuse me. One of the teachers succeeded who asked me for the coaching without tuition fees. Education of students especially for a transgender is not possible to continue if this kind of abuse occurs.”

3.7 Opportunity of getting facilities needed for education

Transgender do not continue their study because of lack of proper guideline and support from the family, school and government. Sanitation, financial support and third gender option are the major issues regarding to transgender students in school. A transgender respondent stated that, "We need separate classroom if the schools have a number of transgender students. We can't decide about which toilet to use either male's or female's. That's why we need separate toilets in the schools."

Another transgender stated, "There is no option for third gender in the forms used in a school at the time of admission or any other purpose." Experts also stated, "They get 0% opportunities. Absolutely no educational opportunity is present in this area for transgender."

3.8 Importance of education for transgender

All of the respondents agreed about the necessity of transgender education without any doubt. One transgender says, "Education is essential for us as it promotes the possibility to get better job opportunities. Beside job, education can provide with changing our attitudes to positive."

One of the transgender NGO official said that, "Transgender are in the street because they are not educated. If we were educated, then would have behaved well with the people in the street and not begged for money. We disturb people because we are uneducated."

Another expert mentioned that, "Beside general education, technical and vocational education would be more helpful for them as it offers more job opportunities and self business. Like, cook embroidery & beauty parlor."

Head Teacher also stated that, "They should have the highest level of education. Technical and vocational education could be more appropriate for them as they have more possibility to be dropped out from any level."

So, transgender or not, everyone has equal right to education up to the highest level without any discrimination. Experts, transgender and head teachers believe that general education is not enough for improving the well-being of the transgender. So they need to have some technical and vocational education like cook, embroidery & beauty parlor which would provide them with a opportunity to enter the job market.

3.9 Role of education for protecting transgender from social stigma

Transgender expect that after the completion of education, they get good job and social status. One of them stated about the importance of education.

“Yes, of course! Right, education can teach about how to treat with the people and cope up in any situation. We can know how to behave in a mannered way. In a job I passed in the written exam but during viva I was declared disqualified as they think my behavior is not normal.”

Head teacher stated, “Not only education but also we have to be positive towards them to protect them from social stigma. Education is the most powerful weapon to save them from social stigma.”

One of the Experts (NGO Official, Transgender) posited, “Nobody cares about our education. People came to hear us only when we are tortured. Definitely, education enhances our ability. People could have considered our opinion if we have had education. Transgender people could get much focus if they are educated.”

One of them mentioned, “Because of being transgender we have to give more house rent than the usual. We need education not only for getting jobs but also for enlightening ourselves. Then we will not beg for money in the streets.”

3.10 Opinion about present education system

Education system is suitable for transgender as one of them told, “Our opportunities in education should be increased in the present education system. Vocational education would be more helpful for us than general education.” Another stated, “There is no problem with the current education system. This system is good. PSC, JSC, SSC, HSC etc helps to attain certificate after completing a certain level. As a result we have few certificates even we are drop out at any stage.”

Government can create more opportunity because most of the transgender agreed with this statement, “we want to contribute for our country but we are not provided with any kind of opportunities. Even we are not helped politically”.

One transgender said, “Ministry of Social Welfare provided us with a stipend of BDT 500 per month. But at this moment it is stopped and we are not getting it.”

Head Teacher contended, “Present education system is suitable for them but we need a proper statistics about transgender students. Government needs to develop a recent database before providing any kind of opportunities to the transgender society.”

3.11 Education as an empowerment tool for transgender

Transgender students possess sufficient potential to get Higher Education even in abroad which can be noticed from the following statement by one of them, “Three of my friends have already gone to Germany for higher education as they have more formal education than me. Now they can interact with people only because of being educated. I could have earned more if I had such qualification.”

Education can help them to introduce themselves in the society in better way. One of them emphasized, “at least I could have introduced myself to the society in a better way. Or I could have applied for a job in minimum.”

Head Teacher stated, “if we compare between literate and illiterate transgender then we can realize the different level of earning. A literate person of any gender can lead a better life. They can contribute in every possible sector if they are enlightened with education. Thus they can contribute in their mainstreaming contribution.”

3.12 Education for creating a better future for the transgender

Education is working as an empowerment tool for transgender. The Expert (NGO Official, Transgender) stated, “I live a better life than the other transgender because I am educated and having a job. I am in the media, in the interviews and people are considering my opinion only because I am educated. Undoubtedly, education can provide better job, better living, better earning and finally a better future.”

Head teacher told, “One of our students who have completed graduation last year and s/he is working in an NGO, what I heard so far from his family. S/he also provides economic support to his/her family. This could not have been happen without education. This example could be encouragement for others to get more educational opportunities.”

3.13 Aspiration and Suggestions

Transgender wish to have more facilities which could support them to get access and continue their education. One transgender reported, “I wish our transgender community would get the equal facilities in the society like the others.” A transgender mentioned that,

- Transgender gets BDT 500 from the government monthly but no stipend for education is provided. We want stipend and quota for us.
- We must have quotas in getting jobs.
- Media should provide a more active role in promoting our equal rights and opportunities.

- School should have provided clinical support for us. Training in makeup, crafts making, garments could be helpful for us.

Head Teacher stated that, “We are always ready to play our role to make their education smoother. But we need training about this sensitive issue. So, our teachers, students, staffs can make the school environment more transgender friendly.”

One of the Experts (NGO Official, Transgender) stated, “At first teachers should be made aware about this. The role of teachers is much important to make the students cooperative towards transgender education. When all other students would become more helpful to a transgender student then s/he will feel much comfortable to continue his/ her study. A chapter about transgender could be included in the textbook. This will help the students to be aware of transgender. I wish to be a lecturer in the Gender Studies Department. In foreign countries especially in Europe, children are having open discussion with their parents about any kind of health related issues and any kind of queries. But we don't have it in our culture. And we have a culture of hiding from parents about any kind of abuse. We should have open discussion with our parents. Finally, we should have got the opportunity of education up to the highest level.”

Transgender are one of the neglected groups in the society but they have high aspiration about their future. They want more educational opportunities for creating their better future. Besides general education, they want more technical and vocational education.

Discussion

Idea about transgender and their education

Transgender are socially isolated from the mainstream society in Bangladesh. They do not carry any recognized honorable social status in Bangladesh due to lack of education, stated by all the respondents. Historically, there has been a disconnection present between gay individuals and the hijra community in Bangladesh, which is due to class, educational status, social standing, the language being used and visibility. However, this disconnection has diminished recently, giving sexual minority communities a stronger foundation, which in turn creates more hope (Bondyopadhyay and Ahmed, 2010).

But in recent time Govt. & NGOs have taken initiatives to change the situation. People are becoming aware of providing education to transgender people. Govt. & NGOs have taken initiatives to change the situation by providing education and better

earning opportunities. UNICEF provided assistance to the Government to ensure the recognition of and protection for the rights of transgender as a third gender. In 2013 the Government officially recognized transgender people (Hijras) as a third gender (UNICEF Annual Report-Bangladesh, 2013). This is considered to be the first step of providing educational rights to the transgender people. In Bangladesh, all the students, transgender or not, should get equal access to education.

Opportunities and challenges for getting access to and continue education

All the students, transgender or not, should be treated equally in access to education. Transgender does not face any problem getting admission in the school. Transgender students do not face any major challenges in getting access to education because in most of the cases they don't have any significant changes in their outlook while they are going to admit in primary education. In few cases, parents of female students consider transgender students' access to education as a possible threat to their children.

All the respondents have agreed without any doubt that educational opportunity is equal in terms of getting access. No major problem has been mentioned by the transgender, head teacher and experts for getting access to education. But one of the study findings shows a different situation. It states that they are one of the most marginalized groups in Bangladesh; with no access to basic education, health services or employment opportunities (Stenqvist, 2015).

One of the major challenges for transgender students to continue their education is being dropped out. The dropout rate is 90%, mentioned the transgender respondent and head teachers. Reasons which are responsible for their dropout are, different attitude of transgender make them look different in the class, negative comment, physical and mental harassment, lack of separate toilet, lack of support from Family, teachers, classmate & society and financial problem. Beemyn (2015) stated that many of the issues faced by the transgender people in higher education, including safety concerns, bathroom and healthcare access, and the proper gender designation on records, also confront transgender students and staff in secondary education. Transgender also stated that present education system is good but there is no stipend and quota for the transgender.

Due to their different attitude in the classes make them feel isolated from other students. Similarly, the 2013 National School Climate Survey found that 55.2% of LGBT students are verbally harassed because of their Gender expression (Kosciw, et al., 2014). They don't get any economic support and facilities to continue their

education. Most of the transgender don't know about what kind of opportunities are available for them to continue their education and even they don't know who will provide those supports. They have to maintain their education and living both on their own. Even, transgender student faces discrimination in the classroom. In some cases, teachers and students don't have a positive attitude towards them. Jaime M. Grant, *et al.* (2011), also told that 78% students who are transgender or gender nonconforming report receiving verbal harassment from their peers and 31% report receiving verbal harassment from teachers and school officials. Most of the schools don't have a suitable environment for the transgender students; sanitation facility is one of them. Dear Colleague Letter (2016) the guidance outlines that Title IX's prohibition of sex discrimination in education requires that transgender students must be allowed to use the bathroom and locker room in consistence with their gender identity.

To appreciate transgender students more warmly in the school, a chapter on transgender could be included in the textbook. Both teachers and the peers in the classroom would become friendlier towards transgender education. This will help the students to be concerned about transgender. Fourth Round of the Universal Periodic Review (2009) also emphasizes on lessons in the textbook about transgender education. Non-Normative gender and sexuality issues in the national educational curriculum have to be introduced to dispel prejudices against the lesbian, gay, bisexual, transgender, Hijra, Kothi and other such groups.

Impact of education on their lives

Education is working as an empowerment tool for the underprivileged group (Shohel& et al., 2012). All of the respondents agreed about the necessity of transgender education without any doubt. Education can help them to introduce themselves in the society in a better way. Family Equality Council (2016) reported that Gender is not just male or female. Some people are both, others are neither male nor female. It may be useful to your child to introduce the idea of "boy, girl, neither, or something else" as a regular way to talk about people. Respondents also stated that education can provide a better job, better living, better earning and finally a better future. For improving the lives of transgender, education can play an important role

Similarly, 16th Session of the Universal Periodic Review (2013) mentioned that mass awareness raising program and skill development project helps to change the negative views of people against the hijra community. Moreover, education can also promote better life style, better earning and better living as well as social empowerment.

Conclusion

Equal access to education for all is the prior demand in recent time. For improving the lives of transgender, education can play an important role. Education can change the attitudes and behavioral pattern of transgender. Especially, they need skill based and income generating education to earn after completing education. Researchers hope and firmly believe this study will contribute towards equal access to education without any discrimination, especially for the transgender people of Bangladesh. Simultaneously it will help to find the possible solutions to the challenges.

Recommendations

The following are some of the policy implications based on the specific findings of the study:

- i. The educational arrangement for transgender should be free and based on life skills and vocational trade so that they can earn. Technical and vocational education is more appropriate for them as they have high rate of possibilities to be dropped out. Cooking, sewing and beauty parlor are their favorite choice as profession.
- ii. Transgender students could be provided with separate classroom if there are a number of them in a school.
- iii. Strong steps should be taken to save transgender from any kind of abuse.
- iv. Safe accommodation should be arranged for the transgender where they will get proper environment for their study and living.
- v. Separate sanitation has to be there in the school for transgender students.
- vi. Government and non-Government organizations should provide financial support like scholarship and stipend to continue their education.
- vii. A chapter on transgender could be introduced in the textbook to make the students more cooperative with transgender students. This will help the students to be concerned about transgender.
- viii. Training should be provided to the teachers about transgender students towards integrated classroom and inclusive education.
- ix. Media should highlight some awareness building programs to promote inclusive education for transgender.

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A Study on Practicing Pedagogy in Implementation of Creative Questions at Secondary Level Education in Bangladesh

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Abstract

Up to the present time, the most prominent reform in secondary level education sector in Bangladesh is the implementation of creative question (CQ), can be said because almost all the students and all relative personnel involved in education system are shaken by the stimulation of creative question. But the time period of implementation and practices with or of creative question is not too big to make any strongly evidential concluding comments. That's why research and study are demanded for following up of the activities and outcomes of creative question. This study tried to focus on the scenario with some particular objectives. Data was collected from two sides; students' side and teachers' side who are immersed in the education system. These two sided data strengthened the reliability of findings. Focus Group Discussion with classroom teachers and interview with students were main searching tools for this study along with other possible subsidiary sources. Students of class IX-X (same ratio of boys and girls) in both city and rural areas and classroom teachers are selected as students of these classes are matured enough and classroom teachers are involved directly to give most reliable data. The research team aimed to find the practiced methods in classroom and the role of teachers to implement CQ and the changes secondary education after implementation of creative question Data was analyzed and compared and finally made the findings. The team finds that the most used and preferred method by the teachers in the classroom to implement CQ is Question and Answer (Q&A) method. The teachers role in implementing CQ is to make lesson plan considering the learning outcomes of the session and assess the students as the four skills of creative question. Teachers have role to make question preparing grid and maintaining percentage of questions regarding each skills. The research finds that the result of SSC has increased, tendency of memorization by students has decreased, increased the habit reading the whole book. Searching outside source for stem relating to the text topic by the teachers

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has also increased. The research also finds some barriers like large class size, multidimensional students and socio-economic condition of students as well as short training on CQ for teachers to implement CQ in the schools. The team made some recommendations to overcome the problems. The researchers hope that the findings and recommendation will help the Ministry of Education, Directorate of Secondary and Higher Education (DSHE), Board of Intermediate and Secondary Education (BISE) and the Schools as well as the teachers to make policy, develop management and improving teaching learning system in the schools for the development of our secondary education.

Introduction

This study was designed to sketch out the actual practices and activities from the field level of education system. As in our country all areas are not developed evenly and facilities found in different corners of the country are not same at all any reformation implementation suffers from uneven efforts. Moreover, to train or make aware of all teachers and guardians who are the main operation force of education system is very much tough job because the number of teachers and guardian is very large. Also, there are scopes of misunderstanding about creative question which may lead weakness for failure of this reform objective. Data found from this study may help to justify the implementation of CQ and to take steps forward for the expected success. For the betterment of our nation, education systems and policies are being reformed for hundreds of years, among which introduction of Creative Question (CQ) is unique. Simultaneously, it is a breakthrough in our traditional education system and that's why it is very much challenging.

Since 1995-96, the secondary level curriculum related authorities are emphasizing on the moderation of assessment methods what will lead our students to be strengthened in cognitive domain. Realizing all limitations of traditional method of assessment, our government decided to introduce CQ from the year 2008. Introduction of CQ can be considered as a brilliant landmark for the development of creativity of students. It increases thinking capability of them in the form of application, perception, analysis, synthesis and evaluation enabling them to be expected skillful human resources for the future with knowledge and innovation. It is strongly hoped, implementation of CQ will be able to abolish the traditional trends of blind memorization of texts without getting knowledge. This form of question setting according to CQ is strictly structured and particularly organized. That's why, all groups involved in education system are to be motivated and moralized to cop up the procedure specially the teachers must be trained. The government including national and international organizations is remarkably active in this issue. Teachers are being trained by National Academy of Educational

Management, NAEM and other teachers' training institutions. The government has formulated a modern and updated education policy concerning planning of educational programs especially for schools and teachers' requirements.

Secondary level education is the most important among three levels of education as students in this level are emotionally motivated because of adolescences. In other two levels primary and tertiary, students are too young and fully guided by guardians or matured enough to be self motivated. According to our education policy 2010, secondary level students are of class X-XII. At present the number of secondary students in Bangladesh is *7937235 (23.64% of the total students). Among them boys *3707943 (46.72%) and girls *4229292 (53.28%) students study in city and rural areas. The students of city area get comparatively better facilities for their education than the students of rural areas. Unexpected but reality is that girl students get less supports from family and society especially in rural areas. Teachers involved in secondary level are privately employed in maximum cases. Due to nepotism regionalism politicize and other factors teachers' quality is not justified in many cases. Moreover, due to unformatted employment such as ad hoc, temporary, part time, teachers cannot take part in formal training. In some cases also, teachers are not willing to take training specially teachers from distant and marginal areas. Sometimes, teachers are not aware enough about reforms as they are very much used to with the traditional activities. This situation can weaken the efforts given by the Government. So, proper study for reliable data is essential for further action of strengthening to attain targeted outcomes.

1.1 Statement of the Problem

A very highly educated person can never be a medical officer without having a medical degree but unfortunately, we recruit our teachers without justifying their knowledge in pedagogy. Moreover, after recruitment, it is not obligatory for all teachers to get pedagogical diploma or training. Eventually, no teacher is bound to show his/her pedagogical knowledge or skills in other words teaching skills for his/her development in career like promotion, salary increment and others. The most painful matter that some teachers get training on teaching but most of them cannot implement their acquired knowledge willingly or unwillingly. In most cases, another unfortunate thing is that teachers' own result and educational qualification is not up to the mark.

There are some specific pedagogical procedures of delivering lectures, arranging classrooms, keeping the students busy and active, contact and communications with students. Without these particular practices in teaching-learning cannot be fruitful or effective. At the same time we will be fail to implement CQ properly. Therefore, it is

no to be excess to say, our classroom teaching learning process is person dependent and in maximum cases this important process is not well defined methodological i.e. pedagogy is not followed properly. In accordance of these circumstances, we should investigate the actual practicing teaching learning approach whether it is pedagogical or not. That will enable us to decide what we should do for the improvement.

Pedagogy is a scientific approach for teaching which makes the process effective and not boring for students. This also makes teaching-learning easy and interesting for the students. Teaching learning methods must be attractive for the students and make the students keen to learn effectively which make a student knowledgeable and skilled human resource for the nation.

Since our independence, prior to 1990, no remarkable reforms are found in curriculum and Exam system or in assessment procedure in the secondary education level in Bangladesh. After then in a new political situation, some changes are undertaken into curriculum and Exam systems in secondary education level. Since 1995, national curriculum focused on some skills for the students to be gained such as knowledge, comprehension, application, comparison, analysis, synthesis and evaluation for building effective human resources. To achieve these, on priority base, teaching learning process as well as examination and evaluation system was taken under consideration to reform first. Through this, receiving capability, attending, responding, valuing of students is evaluated. Normal MCQ (multiple choice questions) narrative questions lead the students to memorize the texts. At the same time, the question pattern was such that a selected set of question answers was enough for the students to memorize and they could procure good marks in the exams. That's why in the most cases students were blind about a portion of the textbook. The teachers also guided them in that way. The most remarkable weakness was in evaluation and assessment in the exams as the question not well directive for a good answer. It was totally dependent upon the teachers' mentality and intention.

1.2 Importance and Rationale of the Study

The success and effectiveness of any system and process depends at a great extent on the methodological approach in implementation. So, the best and fittest method(s) of implementation must be chosen. The present practicing methods in classroom teaching learning process should be identified. At the same time, effectiveness shortcomings of practicing methods should be found out for corrections. There are various methods applied worldwide in classroom teaching learning process. We should identify the practicing teaching learning methods in our schools and be justified with pedagogical

aspect. Simultaneously, effectiveness and shortcomings must be identified for modification and correction which will lead us to implement CQ properly. Educating is very long term process through which different skills moral values are developed in a child gradually. So, proper methodological approach is very essential in this sensitive issue because improper methodological approach may cause demoralization of young learners.

Both pedagogically and scientifically, it is believed that CQ is very good system to develop creativity and inner qualities in student. It is also hoped that this system can strengthen a student in cognitive domain of pedagogy. This will lead the students to comprehend the contents of their texts and also enable them to apply their knowledge acquired from lessons in their practical life. On the basis of these realization, our government introduced CQ in the secondary education level to build a morally motivated and skilled nation. We cannot hope malfunctions of this process or lower effectiveness due to shortcomings in approach of implementation. So, proper investigation of methodological approach in the sense of pedagogy may help us to overcome barriers and to get maximum benefits of the process.

1.3 Objectives of the Study

The main objective of this study is to identify the actual (in field level) practicing methods of teaching learning process in classroom and to justify these in the point of view of pedagogy after implementation of CQ in the secondary level education in Bangladesh. This also emphasizes some other particular objectives.

1. To find out practiced methods relating pedagogy in classroom teaching learning activities.
2. To indentify the role of teachers in classroom to implement CQ.
3. To explore the changes in classroom teaching learning process after implementation of CQ.

1.4 Scope of the Study

As our intension is to make a good study on the practicing pedagogical methods in classroom teaching learning activities, whereas CQ is being implemented. Almost for a half of decade, CQ is implemented in SSC level that's why we will try to limit our focusing on the students of class ix-x. For the uniformity and totality we chose schools both in city and rural areas. Basically, students are being introduced and practiced with CQ by the classroom teachers. So, we will try to find what they do in the classrooms is pedagogically approved or not. The teachers are also guided and controlled by the head of the school. For this reason, classroom teachers and the head of schools are also our target groups. In the Implementation of CQ, NAEM, TTC, HSTTI and NCTB are

plying vital and key roles. So, these institutions are also included as target points in this research. We also included BEDU, Dhaka Education Board as it is concern with CQ.

2.0 Methodology

2.1 Research Design

Methodology refers to the way of doing anything in a systematic way. The present study in course of conducting the research will follow a blend of methods, where survey method and content analysis will be the main method. Collected data will be analyzed quantitatively; though qualitative analysis also be needed. Data will be collected from primary sources. Some secondary will also be need. The others secondary sources including reports of the previous education commissions and committees; BANBEIS publications, education related government documents; research works different organizations, NAEM publications, reports and journals. Web sites of ministry of education and other education related organization were explored.

The population of respondents was segmented in four groups-

- i). Students of class ix-x (both boys and girls)
- ii). Classroom teachers teach in class ix-x (both male and female)

2.2 Population of the Study

In comparison to the total number of students in secondary level education in Bangladesh respondents the number of this study is too small due to the lake enough time and other inconveniences (BANBEIS 2012). That's why for uniformity and reliability of data collection the whole country was divided into four former divisions. Each division is categorized as city and rural areas. Schools are taken as government and private. Students and teachers were divided as male and female in each area. Respondents were chosen randomly for representative purpose.

2.3 Sampling for the Study

For selecting schools, we tried to cover the whole Bangladesh. That's why we divided the whole country into four grater divisions, Dhaka, Chittagong, Rajshahi and Khulna. Each divisional area was segmented as city and rural side. Representatively, we chose two schools from each city and rural side. From each school we selected six students of class ix-x randomly; special care was taken so that students from all groups such as science, arts and business studies were included. Four teachers both male and female were selected from each school. The choice of sample is given bellow.

Sampling procedures for the research work

Category of Schools		Division	Location	No. School	No. of Students	No. of Teacher
Govt. School	Girls	Dhaka	City	1	6	4
	Boys	Chittagong	City	1	6	4
	Co-edu.	Rajshahi	City	1	6	4
	Co-edu.	Khulna	City	1	6	4
Non. Govt. School	Girls	Dhaka	City	1	6	4
	Girls	Chittagong	City	1	6	4
	Girls	Rajshahi	Rural	1	6	4
	Girls	Khulna	Rural	1	6	4
Non. Govt. School	Boys	Dhaka	Rural	1	6	4
	Boys	Chittagong	Rural	1	6	4
	Boys	Rajshahi	City	1	6	4
	Boys	Khulna	City	1	6	4
Non. Govt. School	Co-edu.	Dhaka	Rural	1	6	4
	Co-edu.	Chittagong	Rural	1	6	4
	Co-edu.	Rajshahi	Rural	1	6	4
	Co-edu.	khulna	Rural	1	6	4

2.4 Source of Data and Method of Data Collection

Both primary and secondary data should be taken under consideration from different sources like records of schools, records from offices related to educational administration and activities (i.e. Ministry of education, DSHE, NCTB, Education boards, SESDP, NAEM, NCTB, TTC, HSTTI and BEDU-Dhaka education board.), references, journals, research papers, surveys, different news media and online based sources.

Structured and clear questionnaires may be distributed to selected teachers and head of schools. Interview schedules and FGD may be arranged among students, teachers, head of schools and personnel involved in different activities of quality improvement in education. Audio and video recordings may be taken for realizing the attitude and activities directly in possible cases.

2.5 Tools of Data Collection

Data was collected with the following tools and method

- Interview schedule for student
- FDG Questionnaires for teachers

2.6 Techniques of Data Presentation

Data and related references may be collected and sorted according to the frame work of the study and to be analyzed in view of the issue in concern. The data and references may be presented in tables graphs with explanations and predictions/speculations. Statistical tools and techniques may be used for analyzing and interpreting the data qualitatively and quantitatively with computer programs.

3.0 Data Analysis, Interpretation and Presentation

3.1 Teacher's Training Situation

The respondent teachers were asked about their training on classroom teaching-Learning. The responses are sum up by the pie charts bellow. The gathered data were categorized as city area and rural area. Finally an average of the city and rural were counted for the convenience to compare.

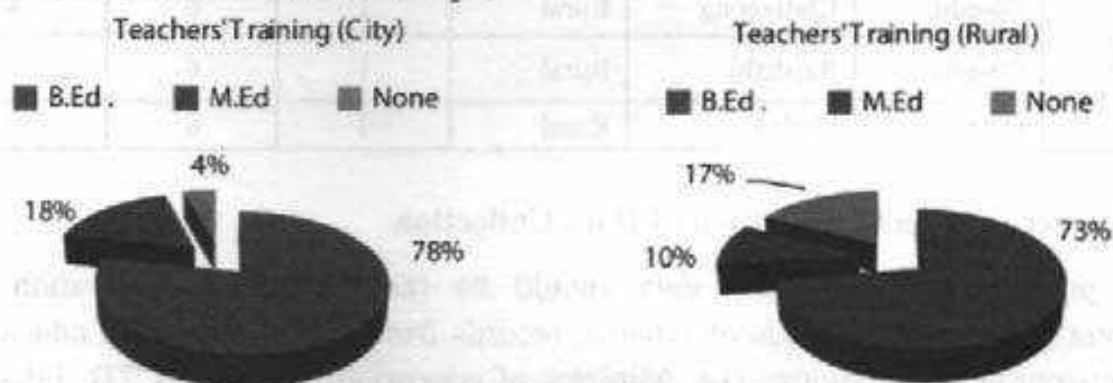


Fig.-1a: Teacher's Training (City area)

Fig.-1b: Teacher's Training (Rural area)

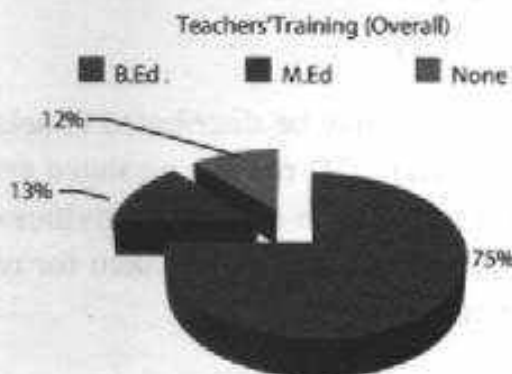


Fig.-1c: Teacher's Training (Overall)

In the city area most of the respondent teachers are trained (96%) either B.Ed. or M.Ed. Very few teachers were untrained (4%). At the same time, in rural area trained teachers are 83% and untrained teachers' percentage was 17%. The overall situation also reflects almost the same scenario (Trained 88% and untrained 12%) in teachers' training. This comparison tells us about the uniformity of teachers' pedagogical training situation in the whole country and it can be said that teachers in rural areas are up dated with achieving teaching-learning skills.

So, we can say that teachers' training situation is optimistic. Teachers are enriched with pedagogical knowledge in both city and rural areas. Both city and rural scenario indicates the same trend. The teachers without training are newly appointed or they are not regular in their job.

3.2 Teacher's practices in Teaching-Learning

In case of lesson preparation for Teaching-Learning in the classroom teachers in both city and rural areas have very good optimistic practices. This also implies the outcome of high training rate of teachers. But in the last three issues class size, infrastructure and barriers of achieving learning outcomes negative percentages were comparatively high and unexpected. In the overall comparison, data shows that teachers of rural areas are better in practice of lesson preparing for the class room teaching-learning process.

Table 2: Comparison of teachers' practices in Teaching-Learning in city and rural areas

Issues considered prior to lesson preparing	Yes	No	Yes	No
Get idea about learning outcomes	96	4	93	7
Study updates of the topic	96	4	93	7
Select Teaching methods	96	4	93	7
Identify the students' learning skill	87	13	93	7
Select method(s) of skill assessment	87	13	97	3
Select method(s) for feedback	96	4	97	3
Select method(s) for engaging students	97	3	92	8
Consider the class size	74	26	83	17
Consider Infrastructure of the class	74	26	86	14
Consider barriers of achieving learning outcomes	88	12	86	14

3.3 Teacher's prior considerations in selecting Teaching-Learning methods

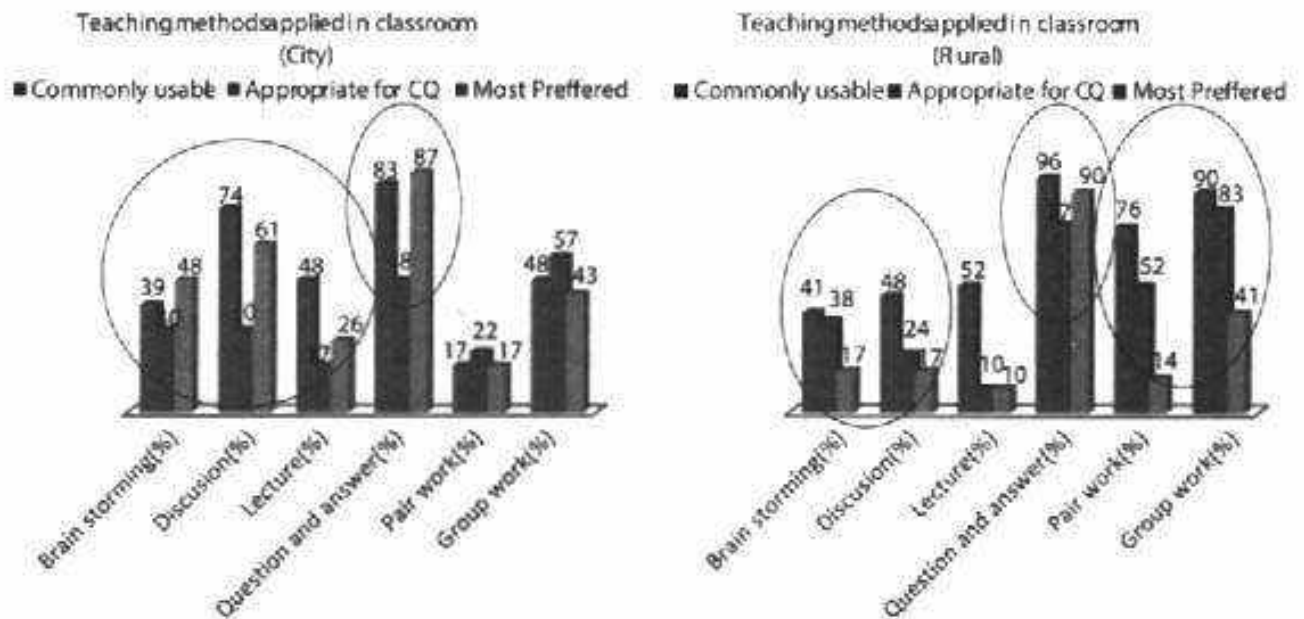


Fig. 2a: Teaching methods chosen by teachers in city.

Fig. 2b: Teaching methods chosen by teachers in rural area.

Respondent teachers were asked to choose one or more methods among six classroom teaching methods as commonly usable, appropriate for CQ and his/her most preferred. In both city and rural areas the data collected showed very confusing situation. The mentioned methods were Brain storming, Discussion, Lecture, Question and answer, Pair work and Group work. In the red circled part in figure on left, 83% respondents considered that Question and answer method is commonly usable, 48% appreciated the same method for Creative Question and 87% preferred this very method. But the response rate for commonly usable and most preferred should be same and more or less similar. On the other hand, in the blue circled part in figure on right, for pair work and group work, response rates for CQ are higher than that of most preferred rate. In the both cases, trends are different but not expected. In the first case, respondents mostly preferred but he/she was to make the students prepared for CQ. In the second case, pair work and group work are considered as appropriate for CQ but respondents did not preferred these methods. That means, students are not guided properly to make question answers for CQ and it can be said that combination of teaching methods used in classroom is well planed or organized. So, it is understood from the data that the choice of teaching methods for the classroom teaching are not selected with expected or pedagogical considerations. In the questionnaire, there was an open option to mention methods if he/she could choose other than mentioned methods. Most of them could not mention any method(s) as he/she uses in the classroom other than the mentioned methods.

3.4 Teachers' Prior Consideration in Selecting Teaching Methods

To choose teaching methods for classroom is very important factor for the efficiency of teaching. To choose methods for the students' age, socio-economic condition and merit of students is to be taken under consideration. The recorded responses about this issue are shown below.

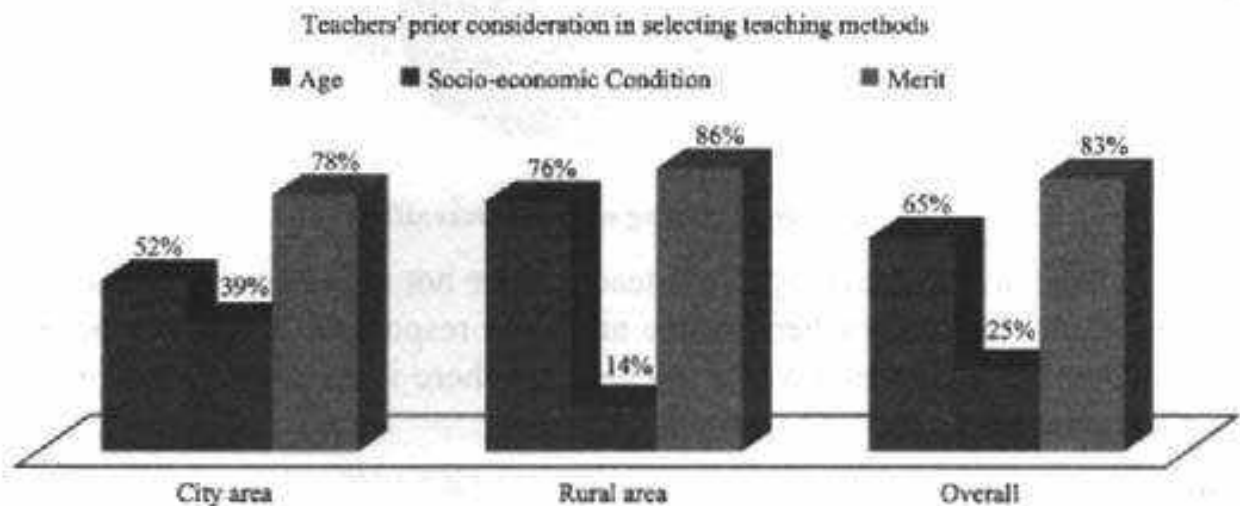


Fig. 3: Teachers' prior consideration in selecting teaching methods

The chart shows that Merit gets prime priority. Socio-economic condition gets least priority and this trend is same everywhere. But it should be hoped that all of these three issues should be considered with similar priority.

3.5 Teachers' Training on Creative Question

After implementation of Creative Question (CQ), teachers are trained in two forms as Master trainer and 3 day training. As this type of question pattern is newly implemented in our country teachers' training is very important for the proper implementation of CQ. The chart below shows the teachers' training on CQ.

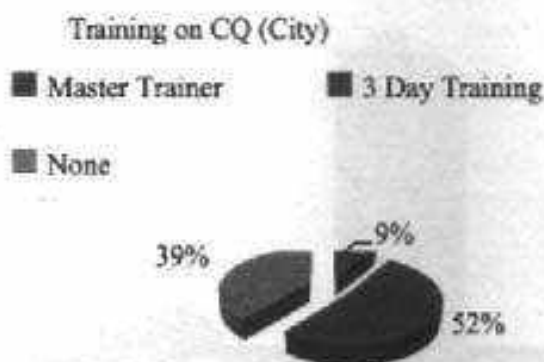


Fig. 4a: Training on CQ (City)

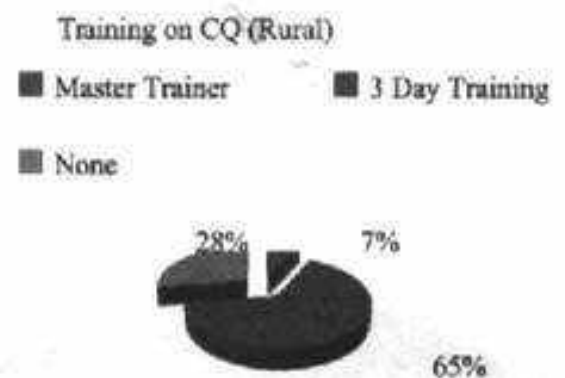


Fig. 4b: Training on CQ (Rural)



Fig. 4c: Training on CQ (Overall)

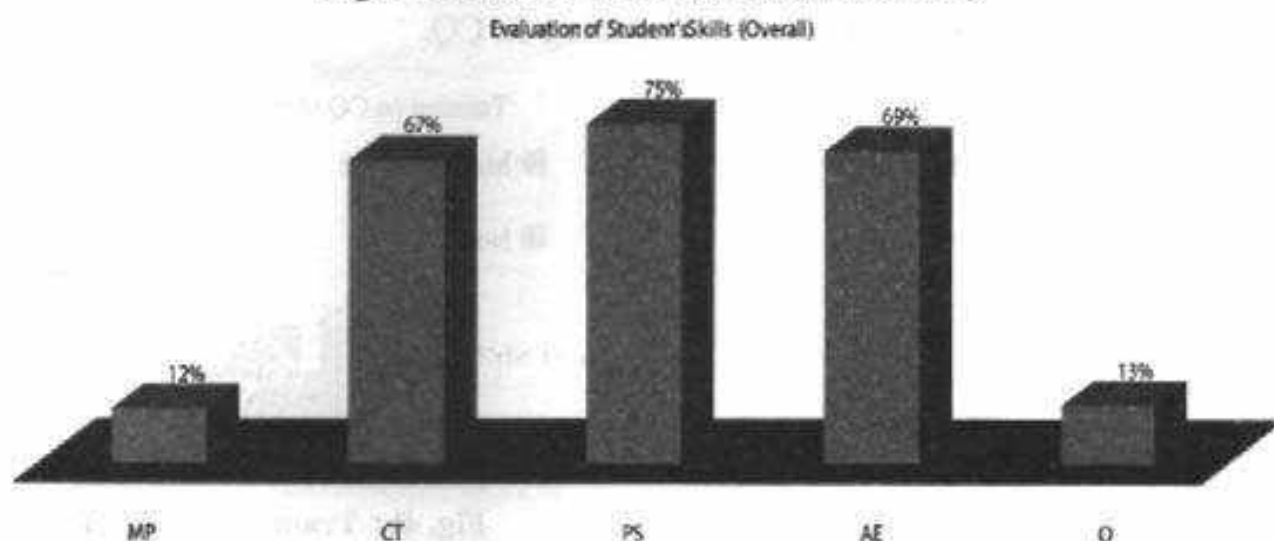
The data shows that on an average 33% teachers are not trained on CQ although it is very essential to train all teachers. There are some respondent teachers who are not regular, some of them are non MPO teachers. So there is no provision of providing training irregular and non MPO teachers.

3.6 Evaluation of Skills of Students

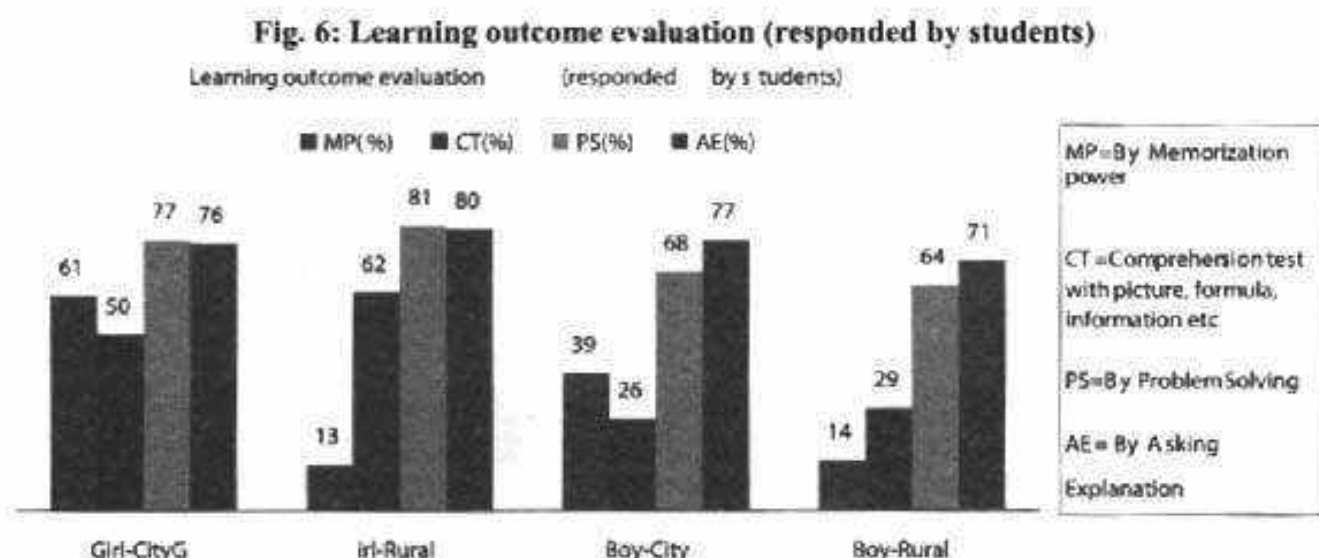
Table 3: Students' skill evaluation

The way to evaluate students' skill	City area	Rural area	Overall
By Memorization Power (MP)	9%	14%	12%
Comprehension test with picture, formula, information etc (CT)	52%	79%	67%
By problem solving (PS)	61%	86%	75%
By asking explanation (AE)	74%	66%	69%
Othres (O)	17%	10%	13%

Fig.-5: Evaluation of Student's Skills (Overall)



3.7 Learning Outcome Evaluation (Responded by Students)



Problem Solving and Asking Explanation are used to justify the skills of CQ in both city – rural and girls’ – boys’ schools.

3.8 Practice in Creative Question Design

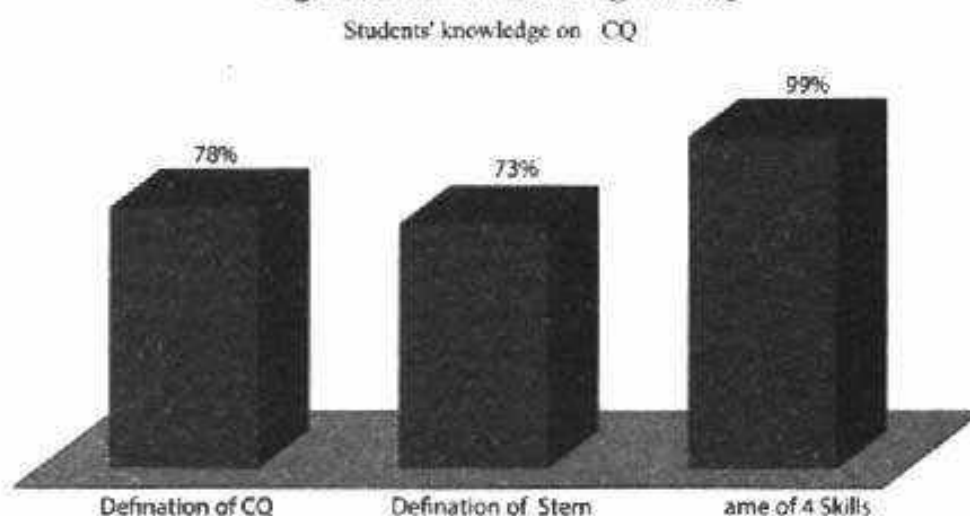
Table 4: Creative Question making process

Indicators	City area		Rural area	
	Yes	No	Yes	No
Make stem by own self	87%	13%	72%	28%
Maintain grid in all Exams	26%	74%	31%	69%
Give suggestions for Exams	4%	96%	17%	83%
Take Exams with purchased Questions	4%	96%	59%	41%
Make questions according to skill rate	65%	35%	31%	69%
Make sample checking of answer scripts	74%	26%	72%	28%
Checks answer script according to skills	83%	17%	90%	10%

A small number of teachers make grid which is very important to make the students to go through the whole text.

3.9 Students Knowledge in CQ

Students were asked about definition of CQ and stem and also asked to mention the name of four skills to be attained by them from the text. Almost all of them could mention names of four skills. The rate of correct answer about the definition of CQ and stem was satisfactory. So, it can be said that students were understood about CQ because the campaign on CQ among students were successful.

Fig. 7: Students' knowledge on CQ

3.10 Teachers' Activities Responded by Students

Students were asked about their teachers' activities in the classrooms. Students put tick marks on options given. The options were about discussion on learning outcomes, homework and suggestions (to leak out the questions) for exams. For more accuracy, respondent students were grouped in four categories such as boy-city, boy-rural, girl-city and girl-rural. Collected data are showed in the following table.

Table 5: Teachers activities in classroom responded by students

Teachers' activities responded by students	Girl-City		Girl-Rural		Boy-City		Boy-Rural	
	Yes%	No%	Yes%	No%	Yes%	No%	Yes%	No%
Discussion with learning outcomes	97	3	96	4	87	13	86	14
Homework with stern	94	6	84	16	81	19	93	7
Checking HW according to CQ	61	39	97	3	58	42	98	2
Give suggestions for Exams	17	83	26	74	29	71	4	96

Almost 90% teachers discuss on learning outcomes of the topic in the classrooms. To know the learning outcomes is very important for the students to be courageous about the topic or chapter. Similarly, teachers give homework to the students at the same rate in both city and rural areas. But the rate of checking homework according to CQ is very low. This indicates that students get not enough chance to work with making answers of CQ. The number of students in classroom is very large so it may be difficult for the teachers to check home works regularly.

3.11 Students' Comments about CQ

Students were asked to write about their consideration about CQ. As they were experienced of taking Examinations with CQ for three years minimum, their comments about CQ is very important. Their comments were tabulated and shown with the following pie-chart.

Students' comments about CQ

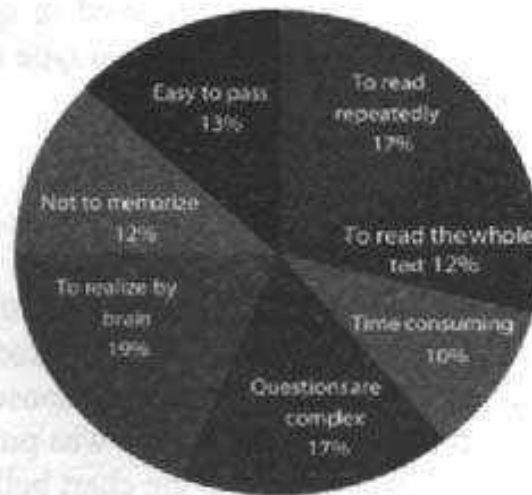


Fig. 8: Students comments about CQ

These data were collected with open option; there were no options or guide line for the students to comments about CQ. Comments were of too many kinds. Among all the comments most common and important were listed and tabulated. This pie chart gives some data which gives expected indicators of implementation of CQ. CQ was implemented to make the students familiar with texts comprehensively, to take the students out of memorization without proper understanding. This chart shows that the objectives of implementation of CQ is coming to light.

3.12 Distribution of Question Type

Teachers of different institutions are involved in CQ making for internal Examinations. In a complete question paper, there are different types of questions.

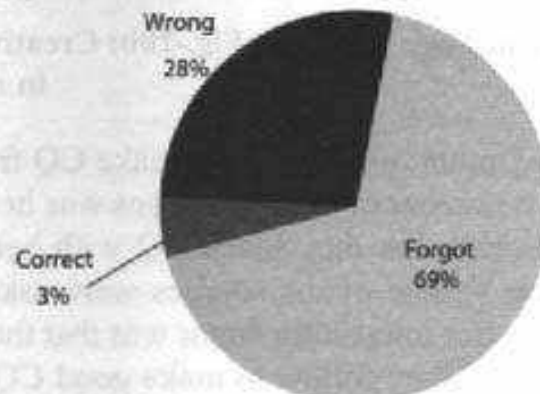


Fig. 9: Question type distribution

In case of CQ, there is a particular distribution of question type. Basically, there are four types of questions to assess four skills to be attained. Our respondents were asked to mention the question type distribution. The data collected shows that 69% of them forgot the distribution, 28% answered wrong only 3% mentioned correctly. From the FGD with teachers it was found that in many schools mainly senior or particular selected teachers are empowered to make questions for internal examinations. Comparatively young and newly appointed teachers are not involved in questions making. That's why many of them could not take in mind the question type distribution and question making techniques.

4.3h. Creative Question Making

Teachers of different institutions are responsible to make questions for internal Examinations for their respective subjects. As majority of the class room teachers are trained on Creative Question so it was expected that they could make creative questions as per direction of the board of education. We asked our respondent teachers about the aid/process of making CQ. We asked them to choose from some options (any one or more from the given options), an open option was put to mention his/her own aid or process. The data collected was shown in the chart bellow.

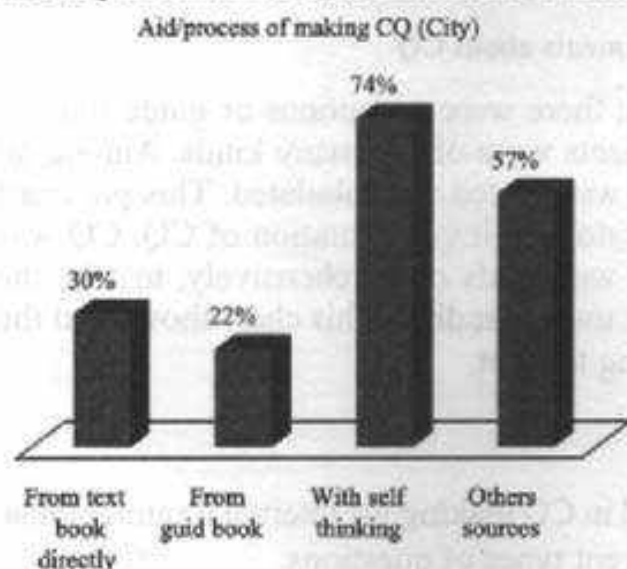


Fig-10a: Creative Question making aid in city

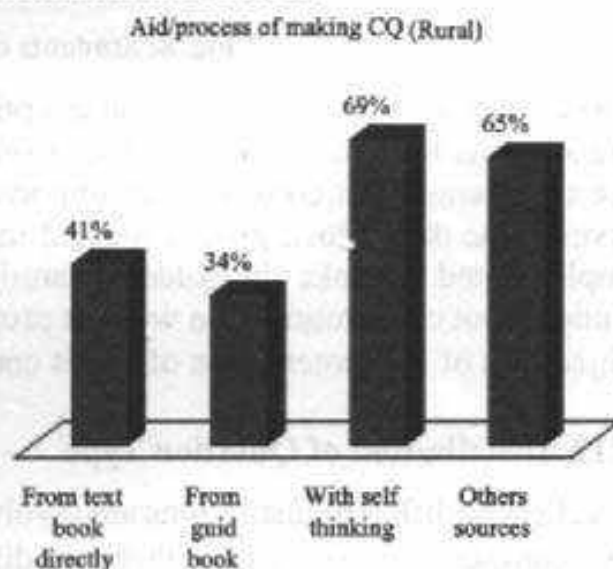


Fig.-10b: Creative Question makingaid in rural area

According to the chart maximum question setter make CQ from with the help of his/her self thinking. The least number of chosen options was help from guide book. The respondent teachers mentioned that they make CQ with help of other sources than mentioned in questionnaire (Name of the sources were asked to be mentioned.) at high rate (on average 61%). But interesting factor was that they could not mention the name of source/process which they follow to make good CQ as they were requested to mention that.

Correlation

As there are some positive indications but in the implementation level there are many unexpected indications. That's why we correlate statistically the years of experience of teachers and the score of expected answers.

Expected answers were marked with "1" and opposite answers are marked with "0". The correlation coefficient is " -0.25 ". It indicates that our teachers are not applying their expertise in the working field in practicing CQ.

Recommendations

- i. Intensive training on creative question should be ensured for the rest of the teachers. Training duration should be increased and more practical sessions should be incorporated in the training.
- ii. Practicing CQ by the trained teachers in schools should be justified and on which Refreshers Training on Creative Question should be provided.
- iii. To minimize misunderstanding and lack of understanding among teachers about creative questions specially in making CQ, maintaining grid and assessing exam papers, workshop or seminar should be organized locally (at Upazilla).
- iv. All teachers should be involved in making creative questions by turn so that all of them be experienced. Head teacher should take initiatives to ensure this.
- v. Teachers should be more conscious on pedagogy in selecting teaching methods.

Conclusion

A noticeable incompatibility is found in selecting teaching methods in classroom. As maximum teachers are trained it was expected that classroom teachers would be efficient in applying proper methods or combination of teaching methods to make the students good understanding. Due to lack of proper upgrading tendency of professionalism and institutional initiatives it may happen. Moreover, teachers are more concerned about students' merit than other important factors like age, socio-economic conditions. So, it can be said that teachers are not pedagogically well practiced though they were trained to do so. Very recently teachers were trained on CQ with different mode training like master trainer, 3 day training etc. on average 40% of the respondents were trained on CQ. Evaluation of students' skills is done with some pedagogical techniques such as comprehension test, problem solving action, asking explanation. This was found may be due to implementation of CQ. Similar data were found from the respondent students. So, these data strengthened one another.

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Quality Education at College Level Institutions: Bangladesh Perspective

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Dr. Md. Lokman Hossain²

Abstract

The quality of education in Bangladesh particularly at college level institutions is getting worse over the past few decades. Everyone has a perception of downward quality of education at primary, secondary and tertiary level education is considered as the backbone of a nation. In our country college is considered as a workshop where young generations get prepared to take a lead of the nation with a new vision and commitment. The present study has been conducted to assess the quality education at college level in Bangladesh. Efforts have been made to shed light on the physical standard as well as the social-cultural and political environment probability at some selected colleges in Cumilla. The findings of the study reveal the teachers-students ratio is not satisfactory in government colleges. On the other hand in Private Colleges teachers are available but admission of the students is less in number, inadequate infrastructural facilities, teachers involvement in private coaching, poor Performance of students in the exam; irregular attendance of teachers, students and head of the institutions; trained and expert teachers are insufficient and weak academy administration. This study will helpful to the policy makers, local governing bodies administration, those who have strong interest to do research regarding quality education and will be able to take possible measures accordingly.

Introduction

Bangladesh is a developing country. Her population is 160 million (world Population Report, UNFPA, 2004) and by her vast population has gained 7th position in the world, per capita income \$ 1550 (Economic Review, 2014) and position in human development Index (HDI) is 138 out of 177 countries of the world (UNDP Report, 2014). HDI of a country is measured by the standard of education, health, out living status. Literary rate of both male and female of Bangladesh is 73% in 2015. The main leading force in the socio-economic development of a country is its Human Resource (HR). Different countries of the world have risen to the apex only by developing their human resource. Less expansion of education is blamed to no advancement in human resource development (HRD) of Bangladesh. From a survey in USA it is found that

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30% skill of the labors is increased only by education and 42% production increases by the expansion of education (UNDP Report, 2014). So quality is vital thing. It is essential for economic development through increasing productivity of people, which allow them a greater role in economic life and gives them the opportunity to earn a better living.

The article 26 of the Universal Declaration on human rights recognizes education as one of the fundamental human rights of after food, shelter and water. In 2000 participants from 164 countries pledged at the world education forum in Dakar to provide education for all because it is a catalyst for human development. Never doubt the power of quality education which improves the quality of life by enhancing the ability of house holds to manage health problems improve nutrition and child care and plan for the future now it has come to the realization of policy makers that we are being deprived globally in many fields will be successful if the policy planners consider the recommendations of research findings on quality education at college level institutions.

1.1 Statement of the Problem

Most of the people of Bangladesh are illiterate only 50% out of school going aged child complete 8th class and in secondary level almost 50% students admit in different colleges. Student's quality and infrastructure of college is not same all over Bangladesh. Many Non-government and government colleges have been established after independence of Bangladesh but quality of education could not ensured at college level institutions. It was observed that many problems remained at college level education. So, it is essential to uniform and common education system for ensuring quality education. Urban students are doing well as their colleges are good teachers and college contract hour is much higher than the rural areas. Quality education is still a matter of question especially in the rural colleges. Politicization in teachers and recruitment is one of the major reasons for loss of quality education. A member of parliament plays many roles in the whole management process of an educational institution, which encourages politicization. Students' politics is a barrier for quality education.

Some problems were also observed at college level institutions. These are (i) Poor course organization and planning, (ii) Poor teaching mechanism, (iii) Lecture style and techniques including being too wooden or long winded, (iv) Poor testing and examination procedures, (v) negative mannerism, (vi) Monotonic voice (vii) Poor use of class time, (viii) Intellectual arrogance, (ix) Being unhelpful and (x) Confusing grading process.

So the study on the quality education at college level will improve our educating system and develop human resource. This has led us to explore some important findings on the above mentioned issues. Thus the title of the proposed research has been undertaken on Quality Education at college level : Bangladesh Perspective.

1.2 Rationale of the Study

In a changing competitive world most of the countries in the world move radically to develop their manpower through proper education. As a result they can improve the life style of their nations. Quality education is a vital thing. It is essential for economic development through increasing productivity of people which allows them a greater role in economic life and gives the opportunity to earn a better living. Unfortunately we the people of Bangladesh cannot bring any change as per our need and expectation. Now a day the concept of quality education is a much talked issue in our educational arena. It is needless to say that the standard of our education is deteriorating day by day at college level. Therefore, the concentration of quality education at college level is the main objective of the present study.

1.2 Objectives of the Study

On the basis of the research problem the general objective of the study is to concentrate on the quality education at college level institutions in Bangladesh.

However, the specific objectives of the present study are as follows:

1. To identify the present physical conditions existed at the college level in Bangladesh;
2. To identify the teachers students ratio in the classroom;
3. To find out the socio-political and cultural environment at college level institutions and
4. To analyze the administrative aspects of the colleges related to the quality education.

2.0 Methodology

This study was undertaken to assess the quality education at college level institutions. The present study is a descriptive and has made in pursuing primary data. The researchers conducted visits for data collection from the respondents to make the data reliable and rational. The data sources were the head of the institutions, classteachers, students, guardians and members of the Governing Bodies of college level educational institutes under the greater Cumilla.

The institutions were selected through multistage random sampling. To determine

the population of the study was covered 20 higher secondary level institutions was covered. Although the students enrolled at higher secondary level are the populations of the study, the population like number of education institutes, their heads, teachers and students are numerous. So, scientific methods were adapted for sampling. The multistage random sampling policy has been adapted. In the first step, 01 district has been selected randomly out of 11 districts under Chittagong Division. In second step, from the district 08 public college and 12 non-governments institutions have been selected purposively. A total of 40% government colleges were selected purposively from the study area. A total of 20 principal, 100 teachers, 100 students, 40 guardians, 40 governing bodies' members were included under sampling from selected institutions. The following three types of research instruments were employed for the present research work, such as (i) Questionnaire; (ii) Interview Schedule and (iii) Check List. The research instruments were developed by the research team. Tools of data collection were finalized and tested before going to the field through a small group of respondents. Moreover, the prepared tools were examined by the research committee in a seminar.

The researchers analyzed the related documents at institutional level, used the check list, interviewed the respondents and distributed questionnaires among the respondents where necessary. The respondents filled up the questionnaires by themselves; teachers and students were selected arbitrarily. The researchers went to the institution heads, teachers, students, guardians, members of governing bodies to collect their views verbally and their comments were recorded. Available data were edited and processed manually. Simple measures like average, percentage, etc. have been used in data processing. Data were interpreted logically and presented through tabulated and graphical form in the text.

3.0 Data Analysis, Interpretation and Presentation

It is assumed that the quality of education in a college is largely influenced by its physical, political and socio-cultural environment. In this study quality education means the education that allows a student to increase the productivity in their economic life which helps them the opportunity to earn a better living. In this study quality education measured by the following indicators. (1) Physical environment of the institutions. (2) Expert principal and teachers. (3) Teachers and students ratio. (4) Results of the students and (5) Consciousness of the guardians.

The data collected from the respondents and presented in tabular form and descriptive way. The data were processed manually and simple statistics such as frequency distribution and mean etc.

3.1 Information of the Colleges

The table shows that the infrastructural facilities and manpower of the institutes as well as the logistics are not satisfactory. The enrollment of learners is high in comparison to the accommodation capacity. Moreover the Teacher-Student-Support service ratio is not compatible for proper processing or management in ensuring quality education (Table 1).

Table- 1: Information about the infrastructure, teachers' strength and other logistics of the visited colleges

Name of the institutes in the study area	Building	Class Room	Library	Books	Teachers	Subjects	Staff	Learners
Nowab Faizunnessa Govt. College	06	15	01	2500	45	18	23	690
Anandapur Degree College	02	10	01	3000	16	32	08	248
Barura Shahid Smrity College	02	11	01	4000	23	13	10	484
Alekjan Memorial College	08	16	-	-	17	15	05	151
Debidwar S.A. Govt. College	07	10	01	3400	33	14	16	336
Alhaj Jobeda Khatun Mohilla College	03	16	01	5835	33	15	13	835
Bijoypur Mohila College	02	08	01	2050	06	07	07	74
Cumilla Cantonment College	03	08	01	800	18	15	05	350
Laksham Model College	01	04	01	1154	09	11	06	900
Cumilla Mohila College	04	22	01	9119	54	13	40	1645
Cumilla Govt. College	06	05	01	3905	36	23	07	2500
Mohilla College Cumilla	03	06	01	800	16	15	07	346
Abul Kalam Majumders Mohilla College	02	06	01	2700	15	17	07	135
Ibne Taimia School and College	04	15	01	950	18	16	07	558
Comilla Victoria Govt. College	12	120	02	72,000	145	21	125	16000
Ispahani Public School and College.	02	14	01	6000	27	17	10	1200
Lalmai College, Cumilla	10	18	01	1861	48	30	20	845
Daudkandi Kabi Nazrul Govt. College	03	08	01	1720	16	15	07	337
Munshi Fazlul Haq Govt. College	03	11	01	872	23	13	10	521
Khondoker Mosharaoff Hossain College	03	15	01	945	29	14	18	1123

Table 1 revealed that Cumilla Victoria Govt. College, Ibne Taimia School & College, Barura Shahid Smrity College, Govt. Womens College, Ajit Goha College, BRAD Model College, Cumilla Govt. College, Dabidar S.A. College, Alhaj Jobeda Khatun Mohila College, Bajoypur Mohila College, Cantonment College, Nowab Faizunnessa Govt. College, Lalmai College, Anandapur Degree College has insufficient class rooms in comparison to students enrolled. On the other hand Teacher and Student ratio in government colleges are very high rather than non-government colleges. In Cumilla Victoria College the Teacher and Student Ratio is 1 : 110 where as in non-government

colleges is teachers and student ratio is ratio 1:15. Moreover, the physical and Library facilities and teachers strength are not compatible in relation to the enrolment of the number of students (table 1).

3.2 Barriers for good Management

In response to the question to the respondent principals they mentioned some barriers which impede to ensure quality education. The remarkable ones are as - shortage of skilled teachers (85%); Lack of well furnished classrooms and substandard teaching – learning materials (75%); lack of proper supervision and monitoring from the ministry (70%); inadequate number of science teachers (65%), etc (Table 2). The highest number teachers (86%) opined that student politics is the main barrier for ensuring quality education and the important rich factor for making congenial education environment. A total of 68% students mentioned that shortage of skilled teachers at college level institutions is the main factor (Table 2).

Table- 2: Barriers for ensuring quality education and good results

Barriers	Principals (n = 20)		Classteachers (n = 100)		Students (n =100)	
	F	%	F	%	F	%
Shortage of skilled teachers at college level institutions	17	85	46	46	68	68
Financial Problems in managing equipped science laboratories	11	55	59	59	25	25
Lack of well furnished classrooms and appropriate teaching –learning materials	15	75	72	72	35	35
Lack of ICT teachers & accessories in conducting multimedia classroom	16	80	70	70	46	46
Student politics hampers the congenial teaching-learning environment	09	45	86	86	31	31
Inadequate number of science teachers	13	65	32	32	52	52
Lack of subject based trained teachers	10	50	30	30	32	32
Support service are not sufficient	08	40	83	83	21	21
Most of the time students remain absent in the classes	17	85	76	76	75	75
Students are reluctant to appear in the tutorial	07	35	81	81	23	23
Teachers are involved in politics	08	40	59	59	48	48
Lack of proper supervision and monitoring from the higher authority	14	70	68	68	59	59
In most cases guardians are not properly look after their wards	12	60	42	42	13	13

3.3 Opinion on Educational Standard

According the respondents the overall performance of these institutes is shown in the table 3. Most of the respondent head of the institutions and class teachers are satisfied with their performance. They have mentioned that considering the facilities available

in the institutions the results in terms of passing rate in the public examinations in different years are satisfactory (60% and 55.00% respectively).

Table- 3: Performance of institutions in line with results and level of satisfaction

Types of answer	Head of the Institutes (n = 20)		Class teachers (n = 100)	
	Number's of Respondent	Percentage	Number's of Respondent	Percentage
Satisfactory	12	60	55	55.00
Fairly satisfactory	6	30	31	31.00
Average	02	10	11	11.00
Not satisfactory	00	00	03	3.00

3.4 Methods and Techniques are followed by teachers in the classroom

According to the respondents teachers and students the following methods and techniques are followed in the classroom as teaching-learning materials and techniques. Overall comments from the respondent teachers are very much favorable to the class teachers (46%). On the other hand the most of the respondent students mentioned that teachers are confined to lecture method (38%), they also pointed out that teachers are very much reluctant to spend adequate time and efforts to the classroom in the college campus (Table 4).

Table- 4: Methods are followed by teachers in the classroom

Teaching –Learning Process	Respondents Teachers (n = 100)		Respondents Students (n = 100)	
	Number's	Percentage	Number's	Percentage
Class lecture, Text book and Tutorials	31	31%	19	19%
Class Lecture, Question-Answers, assignment giving, group discussions, Poster Presentations, Projects preparation	46	46%	13	13%
Class lecture, Peer works, text Books followed, presentations and guide	10	10%	16	16%
Class lecture	05	05%	38	38%
Text Book	03	03%	12	12%
Guides and Text Books	05	05%	02	02%

3.5 Strategies to be taken to ensure quality education by the opinion of respondents

According to the respondents there are many external and internal barriers which impede to ensure quality in education arena. In this study the respondents mentioned multifaceted barriers which are the influencing factors for quality education. The respondent principals mentioned that student politics in every institution is a major barrier to ensure quality education. Inadequacy of good teachers is also the factor

for this reason. In this study we have found that student politics is one of the most significant barriers in ensuring quality education and it affects the student's results and prevents in maintaining good governance. In this section we have found most of the student says that student politics hampers this educational environment and the respondent's percentage was 39%. The students also mentioned the unavailability of skilled, scholar, trained and subjective teachers for their colleges and the percentage was 65% (Table 5).

Table -5: Strategies to be adopted for ensuring Quality education

Opinion	Principal (n = 20)	Teachers (n = 100)	Students (n = 100)	Guardian (n = 40)	Members of GoB (n =40)
Introduce weekly and monthly examination, separate examination hall and arrangement of regular class	60%	26%	50%	57.50%	20.00%
Number of motivated skilled teachers and their facilities should be increased	50%	56%	65%	40.00%	60.00%
Well furnished classroom, library and laboratory facilities should be provided and co-curricular activates should be strengthen	85%	24%	50%	42.50%	65.00%
Parents-Teachers-Students regular meeting should be arranged to create congenial environment	65%	24%	39%	70.00%	80.00%
Student politics, teachers tuition, coaching practices should be prohibited	50%	26%	39%	65.00%	90.00%
Guide Books should be banned in the market places	90%	82%	23	55.00%	62.50%
Student attendance should be strictly controlled	80%	50%	40%	77.50%	47.50%
Teachers- Students relationship should be friendly and reciprocal	85%	45%	56%	67.50%	55.00%
Regular monitoring and supervision from the higher authority should be imposed.	90%	56%	23%	47.50%	57.50%

Discussion

Quality education is a buzz issue in the present period of time for the upliftment of the whole society that produces talented students, excellent faculty members and appropriate facilities. The study reveals that most of the time of the year at every government and non-government colleges are engaged for examinations. The colleges either remain close or teaching practices hampers due to those examinations all the year round. The existing created post not sufficient in both govt. and non govt. colleges and do not possess proper class practices. In this contest where subject teacher are in great shortage it cannot be expected that the quality of teaching can be achieved. It was observed that some colleges there are no co-curricular activities and sufficient classroom facilities. Most of colleges' classes are conducted following traditional lecture method. Student politics is one of the main barriers for quality education. It hampers the educational environment and cordial relationship between teachers and students. It also observed that irregularities of principal and teacher are the barrier of quality education. In library there is a huge shortage of reading books. Most of the students are dissatisfied for their library facilities.

Recommendations

- i. More sections could be opened in the same class in case of increased member of students enrolled in one section.
- ii. Scheduled classes should be conducted in perusing different methods of teaching-learning techniques for better understanding and joyful to the students for ensuring maximum attendance in the classes.
- iii. Classes and exams should be started and finished in time and student's regular attendance should be ensured.
- iv. Congenial relationship among the teacher-student-guardian should be ensured.
- v. Teacher's attitude should be more professional, that is why regular monitoring and supervision needs to be initiated.
- vi. Increasing physical facilities of student both is the college campus and surroundings like cafeteria, photo copy facilities, stationeries, common room, sports facilities, equipment in the labs., and all sorts of facilitation in classroom.
- vii. Prohibiting the political procession in the college campus in the class hours.
- viii. Increase member of class test and tutorial exams so that teacher student's communication will develop.
- ix. Examination script should be checked and marked quickly and preened to the students to learn from their error.

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Evaluating English Language Courses of Engineering Universities in Bangladesh : Insiders' Perceptions

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Abstract

The aim of this paper is to unveil the findings of a research work that investigated the effectiveness of the English Language Courses (ELC) of five public engineering universities in Bangladesh. This study also investigated difficulties relating to English language encountered by the undergraduate students of these universities. For this purpose, a questionnaire survey was conducted with a view to become aware of the perceptions of the English Teachers and the students about the effectiveness of the ELC offered in these universities. The sample of this study consists of a good number of teachers and undergraduate level students of these universities. Qualitative and quantitative analyses were conducted for the closed-ended and open-ended responses respectively. The findings show that the courses are not highly effective in achieving the course goals; in fact, in the syllabi, there are plenty of contents to be covered within a limited timeframe. The findings also indicate that teaching techniques are not always appropriate and most of the universities lack in up-to-date teaching equipment. The results also provide information on placing utmost importance on pre-service and in-service training for the English Language Teachers of these universities. Above all, there is a gap between the intended curriculum and the acquired curriculum; therefore, it is an important task to revise the curricula.

Introduction

East Pakistan Engineering and Technological University established in 1961, after the independence of Bangladesh in 1971 emerged as Bangladesh University of Engineering and Technology (BUET) and it was the only engineering university in Bangladesh until 2003. Other engineering universities in Bangladesh came into being with the government declaration of turning the former four institutes of technology into universities in 2003. These five public engineering universities in Bangladesh offering mainly engineering courses at undergraduate and graduate level.¹ These are

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Bangladesh University of Engineering and Technology (BUET), Chittagong University of Engineering and Technology (CUET), Rajshahi University of Engineering and Technology (RUET), Khulna University of Engineering and Technology (KUET) and Dhaka University of Engineering and Technology (DUET) [www.ugc.gov.bd]. All these public engineering universities offer English courses at undergraduate level. Except few most of the degree giving departments of these universities offer compulsory English courses. The main purpose of the English courses is to help the students cope up with the courses only offered in English and to improve their English skills.

1.1 Existing english courses in these engineering universities

The English courses across these universities are more or less same. Most of these universities offer either a 2credit / contact hour or a 3credit / contact hour course for quite a few years.

Name of Degree Giving Departments	Name of Institutions									
	BUET		CUET		RUET		KUET		DUET	
	Theory Course ¹ (Credit Hour)	Sessional course ² (Credit Hour)	Theory Course (Credit Hour)	Sessional course (Credit Hour)	Theory Course (Credit Hour)	Sessional course (Credit Hour)	Theory Course (Credit Hour)	Sessional course (Credit Hour)	Theory Course (Credit Hour)	Sessional course (Credit Hour)
EEE	3	1.5	3		2		2	0.75	1.5	
CSE	3	1.5	3				3	0.75	1.5	
Ch.E	2	1.5								
URP	2	1.5								
NAME	2	1.5								
IPE		1.5			1		3	1.5		
MME	3									
CE	2		2		2		2	0.75	1.5	
WRE	2									
ME	3		2		1		3		3	0.75
Arch	2									
ECE					2		3	0.75		
TE									3	0.75

¹ There are some other public universities and also a good number private university is also offering engineering courses at undergraduate level. However, their contribution in the engineering profession is still not as significant compared to these five public engineering universities.

² Theory Course – duration of each class is one hour.

³ Sessional Course - duration of each class is three hours.

But in all these universities the contents of a 2 credit English syllabus is similar to a 3 credit English syllabus. The duration of these courses in all these universities is one academic term which variably is comprised of 13 weeks or 14 weeks. However, with the advent of Communicative Language Teaching (CLT) in Bangladesh some of these universities in few of their departments are trying to implement skill based English teaching methodologies. The skill based exercise oriented classes are called "English sessional" classes and the duration of these classes is 3 hours. Among these universities only BUET is offering full-fledged English sessional classes for most of its departments. KUET and DUET has started offering English sessional courses but without audio-visual tools. So it is understandable that despite some differences the English courses in all these universities have similarities and it is not difficult to draw some generalized conclusions about these courses. English courses offered by each of these universities are shown below:

1.2 Statement of the Problem

It is widely acknowledged that currently engineering disciplines have attracted a large number of students and it is observed that many engineering students cannot show expected linguistic competency during their academic life or in the practical fields. Though they are the brightest students of the country, they cannot demonstrate very good proficiency in different skills of English language. Consequently, many students fail to understand the texts of engineering courses cannot avail prestigious international scholarships for higher studies, cannot make them very competitive in the job market and unable to show the satisfactory performances as expected by their employers. Therefore, this has been a serious concern pertaining to producing quality graduates from engineering universities. If the universities are unable to provide competent engineering graduates for the job market with high level of English proficiency, it may have severe adverse effects. It is pertinent to mention here that while underscoring the importance of English for engineering students in Bangladesh, the authors of this article are critically aware of the hegemonic role of English in most of the postcolonial communities (Baldauf, Kaplan, & Kamwangamalu, 2010).

1.3 Rationale of the Study

The five universities included in this paper for study are the leading public engineering universities of Bangladesh. Therefore, evaluating the effectiveness of the English courses in these universities is very important. Again, students' achievement needs to be evaluated to sort out the possible causes, effects and solutions pertaining to English proficiency. Also, issues like teaching-learning methods, teaching materials used for these courses and teachers' training should also be reviewed to find out the gaps and their potential way out. In order to hit the gray areas in this field, this research will be helpful for the stakeholders for decision making. Bangladesh, as a developing country,

has to keep in mind that “English has been referred to as the language of globalization with a strong emphasis on the fact that English is linked to technology and hence to notions of development and modernization” (Block & Cameron, 2002).

Due to time and resource constraints the sample size had to be kept small. Therefore, the opinions of the students do not represent a sizeable portion of those in the five engineering universities. Again, if the questionnaires were supplemented with oral interviews and classroom observations, they could obtain more detailed information and clearer picture of the existing courses of these universities.

1.4 Objectives of the Study

The aim of the review is to provide valid recommendations for the future directions of the courses. The evaluation aims and objectives are as follows:

1. to assess the suitability of the syllabuses in meeting the present and future needs of the students (Khan, 2000) ;
2. to find out what materials are used by teachers for teaching the courses;
3. to establish methods/procedures used by teachers in the classroom;
4. to ascertain what training teachers have received to teach these;
5. to establish the suitability of the exit tests (Khan, 2000);

2.0 Methodology

This study employed mainly qualitative methods, however, quantitative analysis also partially aided to obtain the research objectives. The research is based on a triangulation of source and method and collection of data mainly from two informants. Two sets of questionnaires, one for the students and the other for the teachers were used for evaluation. The questionnaire included both closed-ended and open-ended questions, and was distributed nearly among all the English teachers and on random basis among the students working and studying in these universities. Nearly all the English teachers working in these universities (8 out of 9) responded. On the other hand the student participants were selected on a random basis. The table below shows the number of students (from different universities) who participated in the study:

Name of Institution	Number of Students	Percentage (%)
BUET	100	11.42
CUET	50	11.9
RUET	50	11.9
KUET	50	9.6
DUET	50	11.36

3.0 Results and Discussion

3.1 Inferences Drawn from Students' Questionnaire Survey

The findings of the student questionnaire range over a wide range of issues concerned with the English courses of these universities. For example, students' attendance, students' preparation, duration of the course, skills development, grammar and use of L1/L2. In addition, students' opinions were also elicited on the usefulness of the courses in general, teaching materials, assignments, examination and suggestion for the course etc. Some of the main findings are shown below:

It is noteworthy that whether the course is a 2.0 credit/contact hour or a 3.0 credit / contact hour or even a 1.5 credit sessional course, a large number of students felt that the duration of the courses was not long enough. The following table (Table-1) shows the breakdown of students' responses on this issue:

Table – 1: Breakdown of students responses

Question	Choices	Answer	Percentage (%)
Do you think that the duration of the English course is long enough?	Yes	18	6
	No	282	94

The majority of the students in the course were of the opinion that it would help if instructions were given in both 'Bangla' and English (Table -2). Students' responses to the 'use of Bangla' in the classroom are not surprising as it is understandable that the use of L1 (Bangla) will facilitate comprehension (He & Zhang, 2010; Macro & Lee, 2013; Park, 2013).

Table – 2: Breakdown of students responses

Question	Choices	Answer	Percentage (%)
What should be the medium of instruction for the English course?	Bangla (L1)	22	7.33
	English (L2) Both	62	20.66
	Both	216	72

Most students considered the course 'useful' (Table-3) and their comments showed interesting awareness about the role of English in education and its impact on the society at large.

Table – 3: Breakdown of students responses

Question	Choices	Answer	Percentage (%)
Do you find the course useful / meaningful?	Yes	237	79
	No	7	2.33
	Partilly	56	11.66

While asked about the importance of different skills, students' perceptions of the skills reveal that students recognize 'speaking' as the most important among the skills and would like more time to develop their 'speaking skill'. It is interesting to note that 'listening' was not considered worthy of comments by the students which probably suggest students' lack of awareness of how skills are inter-linked. Students did not perceive that they had learnt a great deal in 'reading' and very few of them wanted emphasis on 'reading'. Students perceived 'writing' to be a very important communication skill as they want to continue to learn more in this area. Again, students seemed to have a perception that English is more than learning 'grammar'. Students, however, expressed their reluctance to have 'grammar' taught as a part of skills development, which may suggest that students are unaware of the fact that 'grammar' could be taught as an integral part of skills development.

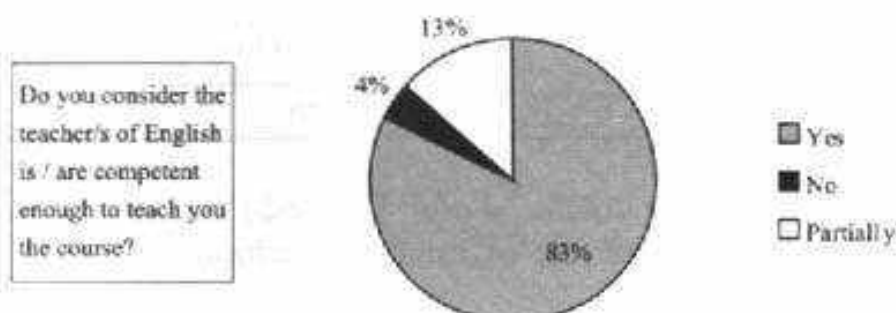
Students find the book / books useful for the course (Table-4). Some students, however, are of the view that other than using different books for different skills development, one particular book which includes all the skills can be used and that would be more useful and effective (Nunan, 1988).

Table – 4: Breakdown of students responses

Question	Choices	Answer	Percentage (%)
Is / are the textbook/s used for the course useful?	Yes	284	94.66
	No	-	
	Partially	16	5.33

Responses revealed that most students considered their English teacher/s to be competent enough to teach the course (Fig-1). While asked to explain their answer, they wrote that though they are positive about their teachers, few students considered the class 'uninteresting' and 'boring'.

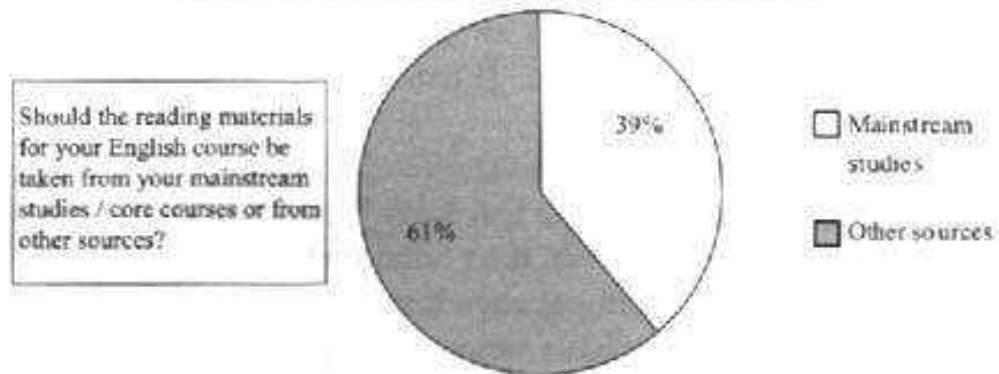
Fig.-1. Teaching Performance measurement



The students of theory classes opined that the class size is too large and they scarcely get a chance even to make a query about a point discussed in the class that they do not understand. The students of sessional classes, however, were of the view that their class size is not large and on many occasions teachers even paid attention to individual students.

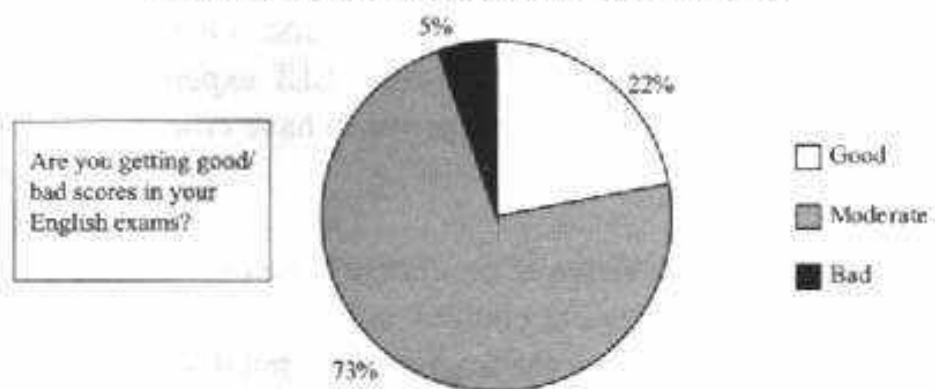
Many students (almost 40%) felt that other than using fictional and non-fictional reading materials, they would have been more benefited if for this course those reading materials were taken from their mainstream courses (Figure-2) (Hamid, 1999). But rest of the participants expressed their satisfaction over the reading materials used for the course.

Fig. 2: Measurement of teaching performance



Only the students of BUET those who attended English sessional classes opined that they got sufficient opportunity for participating in oral activities. The students of KUET and DUET attending sessional classes expressed their dissatisfaction over participating in oral activities only in very few classes. Contrarily, the students of CUET and RUET do not take part in any kind of oral activities. Most students were of the view that they got moderate score in the English courses (Figure-3). The students thought the English teachers as a principle do not confer good grades to the students.

Fig. 3: Measurement of teaching performance



Most comments covered points made earlier, however, there are some other important issues worthy of inclusion:

- emphasizing on speaking skill and testing it (except BUET students who attended English sessional course)
- Introducing audio material (except BUET students who attended English sessional course)

- Regular class and homework assignments
- Teachers should make their lectures interesting
- The writing tasks assigned for the English classes are not very helpful for their mainstream courses

3.2 Propositions Received from Teachers' Questionnaire Survey:

The teacher questionnaire covered similar issues covered in the student questionnaire. Some additional issues were also covered. The main findings are described below:

Most of the teachers working at these universities did not attend any teacher training course prior to joining or after joining in teaching. Few of the teachers have attended some teacher training program; however, their duration is not long enough. Teachers at these universities teaching either without attending any teacher training course or with inadequate teacher training courses have serious implications for the courses.

All the teachers who responded to the questionnaire were of the view that the course is not long enough. While all teachers expressed the view that the syllabus was useful, their later comments indicated that on many occasions the syllabus did not prove to be useful. The teachers seem to be contradicting themselves by their responses and teachers responses may suggest that the syllabus needs to be modified and improved with clear specifications.

Teachers stated the books they use for the English course are useful. They, however, felt certain paucity in the books they use for the course. One teacher suggested that compiling a textbook with support and help from ELT experts of home and abroad meant for these engineering students might prove to have crucial implications for the courses in these universities.

All the teachers expressed their views of the course to be useful since the course helps the students to comply with their core courses and it also helps them to be proficient in different skills of English. Most of the teachers also felt that English (L2) should be the medium of instruction for the English course. They, however, opined that Bangla (L1) should be used in case of interpreting any important term or terminology Macaro & Lee, 2013.

The teachers formed difference of opinion over the issue why students are undertaking the English course. Out of 8 teachers, four of them considered that the course is undertaken for improving students' general English skills together with helping the

students to cope with their mainstream study where English is used as the medium of instruction and assessment. Two of them opined that the students take the course for improving the English skills and two of them thought they take the course to cope with their mainstream courses which are instructed in English. Teachers divided in their opinion over this issue have implications for the course in general and for the syllabus design in particular (Nunan, 1988). Besides, most of the teachers considered writing to be the most important skill that the course aims to improve and they were of the view that the exit test is a good test with its limitations.

Most of the teachers mentioned that students get moderate scores in the exit test and explained that most of the students get Grade B+ (65% - 69% marks). In an answer to the question of reason for such results, the teachers, however, were divided in their opinion.

Both the teachers and students of all these universities held positive views about the English courses and expressed the view that the courses were fairly successful. However, the teachers were aware that there is considerable room for improvement. Moreover, all the teachers and students of these universities felt that the English courses should be offered in more than one academic term.

Students felt that L1 and L2 – both should be used for class lecture and classroom activities. On the other hand, most teachers were of the opinion that only English should be used for classroom instructions. It is however, felt that students will feel more comfortable and grasp easily if the teachers occasionally use Bangla for interpreting different terms and terminologies, otherwise English should be the medium of instruction for all kinds of classroom activities because this will help the students improve their listening and speaking (Macaro & Lee, 2013).

Students considered 'speaking' to be the most important skill, however, 'writing' was perceived as the most important skill by the teachers. Neither the students nor the teachers expressed their opinion that all the language skills are complementary to each other. Again, Students and teachers' views on the current textbooks are not very satisfactory. Teachers suggested compiling an English textbook that would include all the English skills. All the teachers also formed the view that the syllabus proved to be useful to many extent. However, in their written comments, they mentioned negative points about the syllabus. They felt that the syllabus was not structured and neglected important aspects of 'grammar', speaking skills were ignored (at CUET and RUET) or received little importance (at BUET, KUET, DUET). From the above points, it can be assumed that perhaps the current syllabi do not fully meet the students' needs.

The exit tests for the theory courses in all these universities are similar and the teachers considered that the tests are fairly successful in assessing students' proficiency in English language. Nevertheless, it had flaws which they wanted to overcome in the future.

Teachers stated that they attended a series of workshops and they equated workshops with teacher training courses. In fact, newly recruited teachers for these English courses received no training at all. A few senior teachers stated that they attended some teacher training courses but did not provide detailed information about the trainings. Therefore, teacher training should be considered as a very important factor to improve the teaching qualities of these universities. Teacher training program has to be arranged for the teachers especially for the newly recruited teachers by experienced teachers and ELT professionals.

Recommendations

The findings of the study may have some potential impacts on a number of areas mentioned below:

- i. English course should be offered to at least two academic terms where the theory courses will run simultaneously with the English sessional courses.
- ii. The syllabi for the courses should be revised and updated.
- iii. Audio materials for listening exercises should be introduced in all these universities.
- iv. Novice teachers need to be trained. A specially designed in-service teacher training course should be offered to newly recruited teachers. As a guideline for teaching English as a second language, the teacher should master the language (Harold B Allen ed., 1965).
- v. The methodology of the course has to be re-examined. Assessment and marking procedures should be clearly laid out. Evaluation should be an integral part of the syllabus.
- vi. Steps should be taken to compile a textbook especially meant for the engineering students that would cover all the English language skills with help and support from ELT experts.
- vii. There should be frequent discussion meetings among teachers of a particular university on course policy and assessment issues like feedback, class work, homework assignments, students' progress and tests etc.
- viii. There might be a "Central English Resource centre" under the UGC. It is expected that the centre will help all national universities of the country to streamline

English Language teaching. Its responsibilities among others will include- syllabus designing, material development, testing, teacher training etc. (Selim & Mahboob,149).

- ix. Finally, there should be an English Language Centre in each of these engineering universities to ensure the smooth functioning of the English courses.

Conclusion

The English courses offered in these universities, despite their paucities, trying to improve students' English language skills. This paper has detected the limitations of the English courses currently offered. It is our firm belief that if the suggestions drawn in this paper are translated into reality the English courses of these universities will be more effective and the students of these universities will pass out with better English language skills.

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