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Editorial

Publishing reputed and reviewed articles in the NAEM Journal twice in a year is our routine work that flourish to the model of our punctuality and integrity of professional commitment. The 19th NAEM Journal is consisted of eight articles from diverse perspectives in academic discipline. The first article is on the Education of Qawmi Madrasa, perception of different stakeholders and practice of classrooms. The article examined the financial sources of its operation as well as its religious educational materials in various institutions. However, the article identified some sorts of strategies for the development of teaching-learning provisions at Qawmi Madrasa in Bangladesh. The second article is about the reflection of Listening and Speaking skills test on the teaching of these two skills at secondary level. The findings of the study reveal that the condition of teaching Listening and Speaking skills has improved to some extent after the introduction of test but it is not at the satisfactory level yet. The third article focuses on how the ideas and practices of 'New Public Management (NPM)' have affected management practices and procedures in the Faculty of Education, Monash University, Australia. Classroom assessment practices at urban secondary science classes is the 4th article which shows that teachers mainly rely on the traditional methods for assessing students learning achievement and suggests to change the current practices by using several assessment strategies. The 5th article deals with the functional level measuring system of children with autism. The study found that there is no standardized screening system for determining intelligence level of autistic children. The 6th article investigated the effectiveness of the English Language Courses (ELC) at five public Engineering universities in Bangladesh and found that the course is not very effective in raising student achievement. A case study on consequence of socio-economic status on education of sex-workers' children is placed as the 7th article in this volume. The article examined the socio-economic status and their livelihood and noted the problems of education of sex workers in Bangladesh due to their professional level of disrespects of the society. The last article is on the experiences of Team Based Learning (TBL) at NAEM training program which clarifies the significance of the TBL program and suggests to make it an effective measures by the concerned authority for vast development of TBL system in Bangladesh.

I would like to render my heartfelt thanks to my team and the contributors for their sincere help.

DR. 

(Professor Dr. Afroza Begum Yasmin)

Editor

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Perception of Different Stakeholders and Classroom Practice of Qawmi Madrasa Education

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Md. Ayet Ali***

Abstract

Qawmi madrasas represent a private system of madrasa education and teach religious subjects, and are financed via various non-state sources. It is not feasible to try to "impose" class-graduated terminology on their primary educational system as they mainly use a subject-based system rather than a grade-based system. To induce modernization, cash incentives were offered to madrasas as long as they registered and introduced additional classes on subjects such as Science, Mathematics, and English. This study aimed to examine the stakeholders' perception and current teaching learning practice of Qawmi Madrasa; and to identify the entry points for the development of teaching-learning provisions). The qualitative study takes an interpretive stance through semi-structured interviews, FGDs and observations. A common thread throughout almost all forms of qualitative research is flexible nature. Based on field experience convenience and quota sampling has been adopted. Stakeholders' believes that Qawmi madrasa provides high moral and ethical education. Parents expect their child will lead the prayer for salvation of their departed soul before burying and they always keep us with his prayer. Peer reading is the most dominant instructional strategy that is being used by madrasa teachers and corporal punishment is still allowed inside and outside the classroom. Qawmi madrasas do not take any state support, this study advocates some cope of government intervention in this sector.

1. Introduction

The schooling system in Bangladesh runs in two parallel streams: the private/public secular schools and the religious seminaries. In parallel to mainstream formal education, students can choose to study at madrasas, which offer Islamic religious education at primary, secondary and higher levels. Anecdotal evidence suggests that the majority of madrasas are allegedly run on the Deobandi line. Historically, these madrasas have relied on own assets and charities to finance day-to-day activities. This is because financial autonomy concerns five of the eight fundamental principles laid down by Maulana Muhammad Qasim at the founding of Deoband in 1867 (Ladbury 2004):

As long as the madrassah has no fixed source of income, it will, God willing, operate as desired. And if it gain any fixed source of income, like jagir holdings, factories, trading interests or pledges from nobles, then the madrassah will lose the fear and the hope which

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inspire submission to God and will lose His hidden help. Disputes will begin among the workers. In matters of income and buildings ... let there be a sort of deprivation. (Quoted in Metcalf 1978, 113 cited in Asadullah & Nazmul, 2009)

Qawmi Madrasas teach religious subjects, and are financed via various non-state sources (such as private charities or foreign private funding). Outside the primary/secondary sector, there are a large number of pre-primary Islamic education institutions that fall into one of two categories: Maktab (or Noorani Madrasas) and Furqania/Hafizia Madrasas (World Bank, 2013). Qawmi madrasas have different education boards. Befaul Madarisil Al-Arabiya Bangladesh is one of them. To induce modernization, cash incentives were offered to madrasas as long as they registered and introduced additional classes on subjects such as Science, Mathematics, and English. Qawmi Madrasas have started general education (Bangla, English, Math, Social Science and others) under different board up to class eight. They have separate curriculum, syllabus and textbook. In spite of existing system on general education, the learners of Qawmi Madrasa could not achieve their expected competency in general subjects especially at primary level. There are a lot of problems to ensure quality education and inter-active teaching learning on general subjects. This research explores the classroom environment, indentify the barriers, and find out the perception of different stakeholders towards of Qawmi Madrasa.

1.1 Statement of the Problem

Madrasa (Islamic faith schools) is the fastest growing education sector in Bangladesh (Asadullah & Nazmul, 2009). A large number of Qawmi Madrasas are situated in Bangladesh. From them a few numbers are prominent like Al-Jamiatul Ahlia Darul Ulum Muinul Islam (Hathazari Madrasa), Jamia Qurania Arabia Lalbagh etc. "Bangladesh Qawmi Madrasa Education Board" is the largest federation of Islamic seminaries in Bangladesh. Qawmi educational system practices originate from the traditional Muslim educational system of Bangladesh. At present, there are approximately four (4) million students in 65,000 Qawmi Madrasas in Bangladesh (Ahmed, 2005), whereas two (2) million students and approximately 9300 institutions in general madrasa system (World Bank, 2013). As of 2013, more than 20,000 Seminaries across the Peoples Republic of Bangladesh are affiliated with "Befaul Madaris" (BEFAQ). Whereas BENBEIS recently, conducted a research on Qawmi Mdrasa and The Daily Prothom Alo published a report on 22 May 2015 by Mustaq Ahmed based on that report. There are 14 thousand Qawmi Madrasa (12693 for male and 1209 for female) and 14 lac students (1058636 boys and 3, 39616 girls) are available in Bangladesh. The number of teachers is 73,731 (male 66902 and female 6829) in those Qawmi madrasas.

Deobandi School of thought is supposed to be the most powerful and dominated school of thought in Bangladesh. Earlier the authority of Qawmi madrasa considered that it was not fair to study Bangla, English, Math, Social Science and others subject in their stream. But gradually they have

changed their opinion, took decision to include general subjects in their revised curriculum up to class eight. Already some Qawmi Madrasa boards developed their own textbook considering Madrasa context. A small numbers of Madrasa preferred NCTB syllabus at primary and secondary level. Though the authority of Qawmi Madrasa started general subjects but they are facing a lot of problems. Qawmi Madrasa has no fixed up competency at primary level, no readiness program for primary, do not use teaching materials during class conduction, teachers are not trained up, huge problem in infrastructure, time allocation for general subjects is very poor, shortage of teachers etc. Under this circumstance it is important to identify the perception of different stakeholders and and explore the way out to develop the teaching learning provisions at primary level in Qawmi Madrasa.

1.2 Scope of the Study

Qawmi Madrasas are facing some real problems to ensure quality general education (especially Bangla, English and Math) at primary level. At first, these should be identified and find out the ways of over come from the barriers. Millions of children are attending Qawmi Madrasa now, so we cannot think for the further development or quality education avoiding this sector.

This study has been conducted only at primary level in Qawmi madrasa. The study could have strengthened by overcoming a few limitations. For instance, it is not possible to obtain a detailed picture of the whole Qawmi madrasa of Bangladesh. This study made an attempt to find out the teaching learning obstacle at primary level in Qawmi madrasa and the perception that carry different stakeholders related to Qawmi madrasa Education. This study could be more representative if we could collect data from a large scale i.e. more institutions and more divisions in Bangladesh. Covering a large number of sampling it does depend on a long time and enormous budget and man power. The research is being conducted in this way for saving time and avoiding huge budget.

1.3 Objective of the Study

Objectives if this study can be broken down into following specific objectives:

- a. To examine the different stakeholders' perception on Qawmi madrasa Education.
- b. To evaluate the current teaching learning practice of Qawmi Madrasa.
- c. To identify the entry points for the development of teaching-learning provisions.

2.0 Methodology

The study has been carry out by applying qualitative methods. Selecting a qualitative methodological approach is aligned with our epistemological stance, which has developed from an interpretivist philosophy, "knowledge of the world is intentionally constituted through a person's lived experience (Weber, 2004, p.IV). The study takes an interpretive stance through semi-

structured interviews and observations. A semi-structured interview questionnaire has been used to measure the perception on Qawmi madrasa at primary level, evaluate classroom practice and identify the entry points for the development of teaching-learning provisions for Qawmi madrasa. Quantitative techniques involve a classroom observation checklist. Before conduct the classroom observation a series of qualitative surveys have been undertaken: Key Persons Interview (KPI), Parents Interview, Focused Group Discussion (FGD) of Madrasa teachers and students. These are the methods use to collect primary data. Secondary sources include various publications related to the Qawmi Madrasa education system as well as the overall Madrasa educational system. News item, reports, articles and essays also are reviewed related in Madrasa Education. As we know, the Qawmi madrasa is a sophisticated place from the view of practices Islamic values, ethics and main principles. We were more careful about its background, values, principles, dignity and others. There were no minimum chance to make any question and apply any survey thus have to create any disgrace situation with madrasa personnel (Students, Teachers, Parents and others) and Madrasa related issues.

A common thread throughout almost all forms of qualitative research is flexible nature. Flexibility can be built into the research design itself by employing a theoretical sampling strategy in which a researcher adjusts the sampling procedures during the data collection process based on incoming data. Based on our field experience we adopted convenience and quota sampling.

3.0 Result and Discussion

Inductive thematic analysis is the most common qualitative data analysis method employed in the social, behavioral, and health sciences. The process of our data presentation and analysis consists of reading through textual data, identifying themes in the data, coding those themes, and then interpreting the structure and content of the themes. This part is mainly divided into three major sections. Section-one describes the perception of different stakeholders of Qawmi madrasa education; section-two investigates the classroom practices of the system; and section-three includes the entry points for development of teaching-learning provisions in Qawmi madrasa education.

3.1 Perception on Qawmi Madrasa

Perception of different stakeholders of Qawmi madrasa education measured by doing focus group (FGD) with teachers and students separately and by key informant interview-KII with madrasa leaders.

3.1.1 Students' Perception on Qawmi Madrasa

Almost all students enjoy to study in madrasa and they are grateful to Allah that they have getting a chance to learn the Quran, Hadith and others religious subjects. Majority of students (boys) want to be a famous and renowned Mawlana/Alem/Hujur. Most of students believe that to do something for teachers (Hujurs), Madrasa and mosque is more benefited duties for them; they will get return

in hereafter life. Most of students think that English and mathematics as harder than religious subjects. Children are afraid of when teacher come into classroom with sticks (cane) though he did not hit but all are very worried and bustling. Students claimed that they have short of teachers. Sometimes one teacher conducts two or more class at a time.

3.1.2 Teachers' Perception on Qawmi Madrasa

Teachers strongly believe that Qawmi madrasas are providing moral and ethical education to students and popular media have misconception about on Qawmi madrasa and related personnel. They believe that general education is necessary but there is no alternative of Qawmi madrasa education to prepare children as pure practicing Muslim. They are serving a social responsibility for poor and orphan students through providing food and accommodation facilities. Few parents send disobedient and hyperactive children to Madrasa. They think Qawmi teachers are getting in poor salary. This is rare in our society. They believe this sacrifice for gaining the satisfaction of almighty Allah. They could have taken intensive care for children and children have been more benefited because Qawmi madrasas are residential. They follow the approaches of Darul Ulum Deoband of India. This is a pioneer for Qawmi linked institutions. They acknowledged that there are huge Arabic subjects and most of the teachers emphasizes on those subjects. Most of Qawmi madrasas are facing financial, accommodation and infrastructural crisis. There is conflict between madrasa management committee and teachers. They trained the students in different type of works such as cleaning room, premises, mosques, toilets, bathroom and place for ablution; however most of participants claimed that children's home environments are not favor to a student. When students go to home during vacation then they are getting changed!

3.1.3 Parents' Perception on Qawmi Madrasa

Most of the parents want to prepare their child as an Islamic Scholars (Aleem-e-Deen). It is very easy to know the Islamic code of life by a disciple of Qawmi madrasa. Parents believe that Qawmi madrasa provides high moral education and students prepared themselves with moral character. Parents expect their child will lead the prayer for salvation of their departed soul before burying and he always keep us with his prayer. Most of the parents meditate that as they could not learn the Quran and Hadith so they want their child will learn and lead their life on the guidance of Islam.

3.1.4 Madrasa Leaders' Perception on Qawmi Madrasa

3.1.4.1 Reasons for choosing Qawmi madrasa

Most of the respondents bear a negative mindset towards govt. schools; surprisingly few are positive towards NGO run schools. Madrasas other than Qawmi focuses on both quam and other type of knowledge (Bangla, English, and Mathematics) as a preparation for daily life. Most of the madrasa

leaders recommend Noorani madrasa for children as it provides both general and religious education. Parents choice Qawmi madrasas because of its residential nature; childless parents make a vow (promise) to get admit their kids at Madrasa if Allah give them any one. Some parents convinced to send their child at Madrasa by sacrificing a period with Tableeg Jamat and hearing Jumma speech on benefiting of an Islamic Scholar. Qawmi madrasa focuses on Islamic subjects; however it is slightly extending its' focus on other type of knowledge (Bangla, English, Mathematics). Qawmi madrasa are sole agent of providing Farj Elem (Learning Islamic knowledge is obligatory for every Muslim). Qawmi madrasa education provides high standards of ethical education.

3.1.4.2 Qawmi Madrasa for Girls

Most of the Qawmi madrasas generally offer the course of Noorani, Hefj, Kitab (primary level) and junior secondary section. Few madrasas are found which offer higher standards courses up to Dawra (Masters of Qawmi Madrasa Board). Most of Female Madrasa offers the courses of Mizan (primary), Hedaya and Kafia (junior secondary) with Noorani and Hefj division. There is no higher level female madrasa in sampled areas. Most of female madrasa are residential. Generally, female teacher conducts the classes. Most of cases male teacher conducts the classes with maintain HIJAB at higher level. Teaching methods are same those are ongoing in (male) Qawmi madrasa. For security concern, most parents are not encouraged to send their girls at female madrasa that is why most of female madrasas are facing the crisis of learners.

3.1.4.3 Perception on Teaching-Learning Practices

- Highly teacher centered (Lecture);
- Noorani (Student centered two way teaching-learning) reported to be most effective teaching-learning method;
- Most of the respondents reported that drawing of any living creature is prohibited in Qawmi madrasa, however others have quest for teaching aids;
- Arabic language, Quran, Hadith and Fiqah get top priority;
- Madrasa teachers are not capable enough of teaching general subjects, however this picture as different in urban areas;
- Traditional instructional materials are available and being used occasionally; No use of supplementary teaching aids; however intervention introduced by a NGO reported as effective for teaching and learning;
- There are several boards such as Tanjeem board; Befaq board. Farsi Paheli, Mizan, Hedayetunnahu, Kafia etc. Examinations are usually held under those boards.

3.1.4.4 Preparation for Livelihood

There are sufficient job opening for Qawmi madrasa students. According to madrasa leaders Qawmi madrasa students do not need to be given opportunity in government services; they should

play their role in religious sectors. They also opined that Qawmi degree should be recognized by the government without giving any intervention in the system.

3.2 State of Teaching Learning Provision

Each Qawmi madrasa act like an autonomous institution. However; the classroom practice is almost same those institutions. Evidence is taken from Classroom Observation.

3.2.1 State of Classroom

Classroom observation checklist gathered information on physical status of the Qawmi madrasa classrooms. There are sufficient light and air in the classrooms, there is space in the classroom and sitting arrangement can be rearranged as sitting arrangement for the students are on floor. There is no student from ethnic minority group and only one (1) physically challenged student found in the observed classrooms.

3.2.2 Teacher Student Relationship

Teacher student relationship is the strong key factor for quality teaching learning. It is found that students are not allowed to ask any question, teacher used to scold students. Classroom environment reported as not to be cheerful and learning friendly.

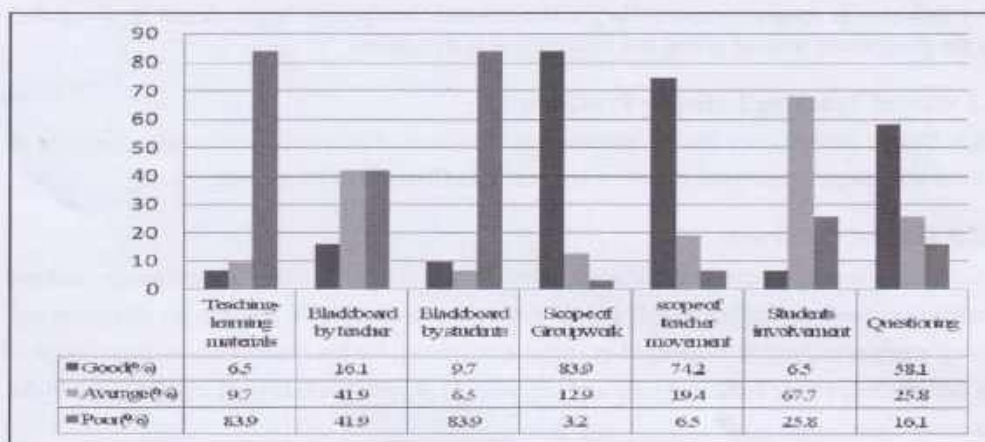
Table : Teacher student relationship in classroom

Area	Yes (%)	Average (%)	No (%)
Learning friendly	6.5	54.8	38.7
Cheerful environment	3.1	43.8	50
Students are allowed to ask		9.7	90.3
Teacher is not scolding	23.3		76.7
Communication is two way	19.4	61.3	19.4

From the table above; it is generalized that only in 8.76% cases teacher students relationship is good, in 52.03% cases prevailing relationship is not good for effective learning whether in 39.21% cases teaching learning relationship in classroom reported to be average.

3.2.3 Teaching-Learning Activities

There is no use of teaching aids and use of blackboard as instructional is quite evident. Teacher movement in classroom, questing as a teaching technique is being used frequently. Students' involvement in teaching learning is moderate. Peer reading is the most dominant instructional strategy that is being used by madrasa teachers.



Graph Teaching Learning Activities in Classroom

There is no significant difference (in 95% level of confidence) on the mean scores of current teaching learning practice of Qawmi madrasa among the selected districts.

3.3 Entry Points for Development of Teaching-Learning Provisions

3.3.1 Students' Perspective

- Should improve the quality of food which provided by Madrasa authority;
- Ensure/provide tiffin from madrasa;
- Child friendly/fear free class environment;
- Needed separate classroom for quality teaching;
- Ensure fans where electricity connection is available;
- Most of students demanded playing materials like football, Volleyball, cricket bats and stamp sets, rackets and net etc.

3.3.2 Teachers' Perspective

- All the teachers recommended to ensure subject based teachers' training especially for general teachers by boards and also arrange refresher's training;
- Most of respondents opinioned that madrasa authority should recruit sufficient quality teachers in both general and Arabic subjects;
- Separate classroom for quality teaching environment is required by teachers;
- Rearrange the time for general subjects (can be added after Maghreeb or Isha Prayer);
- Making relevant teaching aids available;
- Provide quality diet for children;
- Most of the teachers feel that there should be a scope of introducing mid-day meal for their students.

3.3.3 Madrasa Leaders' Perspective

- Most of the madrasa leaders opinioned that there is no necessity of curriculum modification;
- They strongly felt the urgency of teacher training. However there is provision for teacher training for madrasa teacher in their respective boards. There are two Noorani Boards one is in Dhaka and another one is in Chittagong. Teachers have to get self-financed training from those boards;
- General subjects should be allocated more class duration and should be taught in separate classes; As Qawmi madrasa are residential, there is scope to allocate more time in night classes;
- Develop physical facilities of classroom as well as of madrasa premises;
- Majority of respondents recommended enhancing onsite support and academic supervision by board (Qawmi board) officials on regular basis;
- Qawmi madrasas boards should provide subsidy for comparatively financially weak madrasas;
- Practical life oriented knowledge and skills should be included in Qawmi education. Murubbis should think about innovations on teaching-learning process especially for general subjects.

3.4 Discussion

Most of the stakeholders have quest of degree recognition while they are not interested in bringing any changes in their system. It is also evidence from popular press [...government's attempt to reshuffle the syllabus of Qawmi Madrasas in the name of accrediting Qawmi certificates would destroy Qawmi education, as no Islamic scholar would emerge if the current syllabus was to be changed...] (Mannan, 2013).

The employment opportunity for Qawmi madrasa graduates is limited because of the non-recognition by the Government. Private sector employers also are not that eager to employ Qawmi Madrasa graduates. Whether government or private, employers prefer Aliya graduates for their degree is recognized by the government. Qawmi graduates normally are employed as Khatibs, Imams, Muazzins of mosques, teachers in Maktabs and Qawmi madrasas. Madrasa leaders opinioned that Qawmi madrasa students' need not to be given opportunity in government services. They should play their role in religious sectors. Roughly the total number of mosques in the country lies between 250,000 to 300,000 where each of them requires at least two employees - the Imam and a Muazzin (Bangladesh Enterprise Institute, 2011). In addition, most urban mosques appoint a Khadem to service premises and facilities.

Madrasa has a lot of obstacles to create a child centered classroom and interactive teaching learning approach. Qawmi madrasas are predominantly residential where learning takes place throughout the day and is not necessarily limited to the classroom. In many cases, the same room

may be used for residential and teaching purposes. In a majority cases, Qawmi classrooms do not have desks and chairs - rather, students are seated on ground. They also found that besides not offering any Math or English, many Qawmis do not have Bengali (the national language) as a subject in grade 8 or its equivalent (Abdulla, Amr; Raisuddin, A.N.M.; Hussein, Suleiman., 2004). This goes back to the Urdu pedigree of the Deoband line.

State of teaching learning provision is average in terms of sufficient light and air in the classrooms, there is space in the classroom and sitting arrangement can be rearranged as sitting arrangement for the students are on floor. Teacher student relationship is the strong key factor for quality teaching learning. It is found that students are not encouraged to ask any question, teacher used to scold students. Classroom environment reported as not to be cheerful and learning friendly. There is no use of teaching aids and use of blackboard as instructional is quite evident. Teacher movement in classroom, questing as a teaching technique is being used frequently. Peer reading is the most dominant instructional strategy that is being used by madrasa teachers.

4.0 Recommendations

Some key recommendations arising out of the study are-

- Qwami madrasa teachers conduct classes without having prior training by madrasa authority and Boards. There is a need of ensuring basic training on class management, teaching methods, assessment and creating child friendly environment immediately.
- Most of madrasas have short of teachers especially for general subjects. Sometimes one teacher conducts one more classes at a time. Board authorities need to take initiatives for ensuring subject based training.
- Teacher recruitment system is very much informal. As a result teacher can resign without any notice and join other madrasa without any hesitation. On the other, committee can terminate teachers without any show-cause. It creates unexpected and unhappy situation and image crisis. There should be a standard procedure of teacher recruitment.
- There is a scope of government interventions; As Qawmi madrasas do not take any state support, so Govt. can take responsibilities of providing textbooks, basic training for teachers and dress for students.

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Introduction of Listening & Speaking Skills Test at Secondary Education in Bangladesh and its Reflection on Teaching

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Abstract

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

1. Background

The present world is called a 'global village' where the common language for communication for the dwellers of this village is English. So, with this transition, the demand for English is increasing and among the four language skills listening and speaking are the first and most important for successful communication. Listening is the first language mode acquired by the children that provides a foundation for all aspects of language and cognitive development and it plays a lifelong role in the process of learning and communication (Hyslop, 1982). Listening also paves the way for all other skills including speaking (Silberstein, 1994). Speaking and listening skills are crucial for practicing and embedding new vocabulary and language structure (Billah, Md., M, 2005). They also form the basis of social interaction, and are skills to be taught, as listening and turn taking do not come naturally to children, even in their first language (Rahman, 2009).

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However, unfortunately these skills tend to be ignored in our schools and colleges. In Bangladesh, English is taught as a compulsory subject as a foreign language from class one to twelve (Islam, 2010). Communicative Language Teaching (CLT) approach was introduced in the 90s in Bangladesh and communicative English textbooks were developed integrating four language skills like listening, speaking, reading and writing with a view to improving the quality of teaching and learning English (Rahman 2009). But teachers as well as students did not feel encouraged to teach and learn listening and speaking skills as these were not tested in the internal as well as public examinations. The curriculum has been changed and new textbooks and examination format have been developed once again in 2012. In the new curriculum it is stated that listening and speaking skills will be tested in the internal examinations and in future it will be introduced in the public exams (see National Curriculum 2012). Now it is very important to find out whether the schools feel interested in testing listening and speaking skills in the internal examinations as directed in the curriculum.

1.1. Problem Statement

In Bangladesh, though the learners are taught English as a compulsory subject for a long period of 12/13 years, communicative competence of our learners remains unsatisfactory, especially they are very poor at listening and speaking skills (Aker, 1999). Before CLT was introduced in the 1990s, English was taught as a content based subject that emphasized only reading and writing skills in teacher-centred classes following Grammar Translation Method (Haque, 1999). Khan (2005) and Yasmin (2008) commented that the communicative textbooks are good which highlighted the four language skills, and emphasize natural situations and activities. Then, in 2012 the curriculum and the textbooks along with the testing system have once again been changed suggesting Communicative Language Teaching (CLT) approach like the earlier one emphasizing all four language skills. In the new curriculum it is stated that listening and speaking skills will be tested in the internal examinations for classes 6 and 7 and 20% marks is allocated for this purpose. Therefore, this research focuses on the present condition of teaching listening and speaking skills at the secondary education in Bangladesh after the introduction of tests of these two skills.

1.2. Objectives

The overall objective of this study was to investigate the reflection of listening and speaking skills tests on teaching these two skills. The specific objectives of this research were as follows:

1. To assess the present status of teaching English listening and speaking skills after the introduction of the tests of these two skills
2. To find out whether listening and speaking skills are tested in the internal examinations at the secondary education in Bangladesh
3. To identify the problems of listening and speaking skills tests
4. To find out the possible solutions to the problems

1.3. Rationale of the Study

Communicative Language Teaching (CLT) approach has still not been practised fully and effectively, especially listening and speaking skills are totally ignored in the classroom for various reasons and the main reason of them was the absence of test of these two skills. Now, these two skills have been included in the internal tests from class-6-10. As this study intends to find out the impact of this test on teaching listening and speaking skills, it will help the policy makers to take next course of action based on the findings of this research. It will also help the people involved in teaching English to make their teaching and testing more effective following the recommendations of this research paper. Moreover, as testing listening and speaking skills is a new phenomenon and almost no research has been conducted in this area, this research will unfold areas of further research regarding English language teaching and testing in Bangladesh.

1.4. Scope of the Study

ELT is a broad area and many aspects like curriculum, syllabus, teaching materials, methodology, and training are related to it. It is not possible to bring all these things in one research, so this study has focused only on teaching and testing of listening and speaking skills. Listening and speaking skills are two important language skills without which true communication is not possible and so carrying on research on them is expected to help the teaching community a lot.

2. Review of related literature

English is a foreign language in our primary and secondary curriculum from class one to twelve and is taught as required subject (Haque, 1999; Rahman, 1999). Teaching approach in Bangladeshi English class, in both before and after the introduction of CLT, is teacher centred in which students are hardly involved in activities and listening and speaking activities are totally ignored (see Rahman, 1988; Haque, 1999; Yasmin, 2008).

Although CLT originated in the late 1960 and expanded in the 1970s (Dutta, 2006), it was introduced in Bangladesh in 1996 (Khan, 2005). One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more communicative view (Littlewood, 1981). Richards and Rogers (1986) claim that CLT marks the beginning of a major paradigm shift within language teaching in the twentieth century whose ramifications continue to be felt today.

With regard to the syllabus for secondary and higher secondary levels, the National Curriculum and Textbook Board, Bangladesh (1995) states, 'the English language syllabus aims to focus on the four skills of listening, speaking, reading and writing as learner-centred activities within communicative context (Haque and Baki, 2012). After long 16 years the curriculum has again been revised and the aim of the recently revised syllabus is the same as the previous ones (see

National Curriculum 2012). However, since listening and speaking skills are not tested in the public examinations, they are not emphasized in the classroom (see Haque et al, 1997 in Haque and Baki, 2012).

Teaching and testing are inter-related, one influences the other and in this regard Hughes (1989) says that the proper relationship between teaching and testing is that of partnership. Therefore, in order to foster positive backwash effects that will improve language education, test must integrate all parts of language competence (ibid.). A good test can be supportive of good teaching and exerts corrective influence on bad teaching (Hughes, 1989). Besides, one of the functions of test is to encourage students to learn something; for example, when students know they will be tested with a particular skills, they will be motivated to learn that skills to do better in the test and the visible progress they make in the test increases motivation of learning (Heaton, 1990).

3. Research Methodology

This study is descriptive as well as analytical in nature. The data collected for this study were both quantitative and qualitative in nature. For this research, data were collected from 480 students, 16 English teachers, and 16 head teachers from 16 urban and rural schools from four districts under three divisions of the country. Apart from this 16 English classes of grade 7 were observed with observation checklist to see the present scenario of teaching listening and speaking skills in the schools.

Four types of tools were used for data collection. These were two questionnaires for students and teachers, observation checklist and interview for head teachers. The questionnaire for the teacher contained both close-ended and open-ended questions where as student's questionnaire consisted of only close-ended questions. Semi-structured questions were used for interview. After the collection of data, they were analysed and interpreted. At first the data were compiled and tabulated. Then the tabulated information was summarized and interpreted separately using table and charts. Finally the data were analysed on the basis of the central research objectives. In the discussion parts the data obtained from different respondents have been calculated and made average to show the final result of the research.

4. Findings and Discussion

As all the variables used in the classroom observation, students' and teachers' questionnaires and head teachers' interview are not the same, only the major responses obtained about similar types of variables have been shown here.

Using English by the teachers for giving instruction, teaching new words and explanations or clarification is very important in CLT as it creates an English environment which helps the

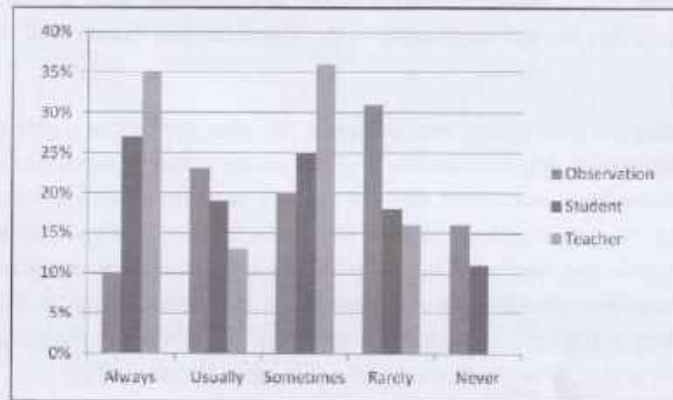


Figure 4.11: Using English in the classroom

students improve listening skills as well learn the language. Figure 4.11 shows the responses found from classroom observation, students' and teachers' questionnaires. From observation it is found that 10% teachers use English always and 23% usually, 20% sometimes, 31% rarely and 16% of them never use it while 27% students said teachers use it always, 19% usually, 25% sometimes 18% rarely and 11% teachers never use English in the class. On the other hand 35% teachers said they use English always, 13% usually, 36% sometimes and 16% rarely use it.

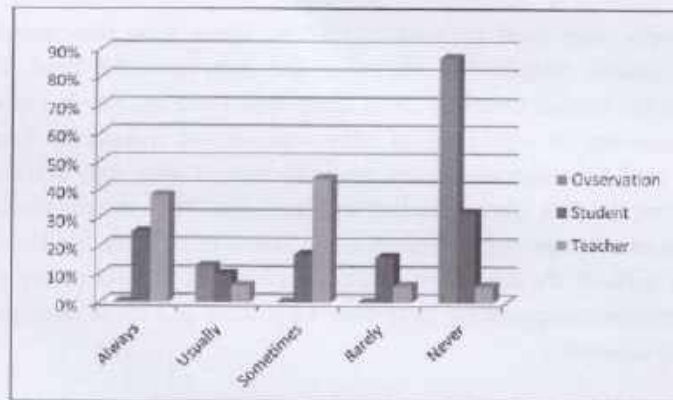


Figure 4.12: Doing listening activities

In case of teaching listening activities meant for students to practise listening skills directly and formally, 13% teachers teach listening activities usually, and 87% teachers do not teach these activities. It should be mentioned here that among the lessons observed only two lessons had listening activities in them. 25% students responded saying that their teachers teach listening activities always, 10% usually, 17% sometimes, 16% of them teach these activities rarely and 32%

said never. On the other hand 38% teachers said they teach listening activities always, 6% usually, 44% sometimes, 6% rarely and 6% never.

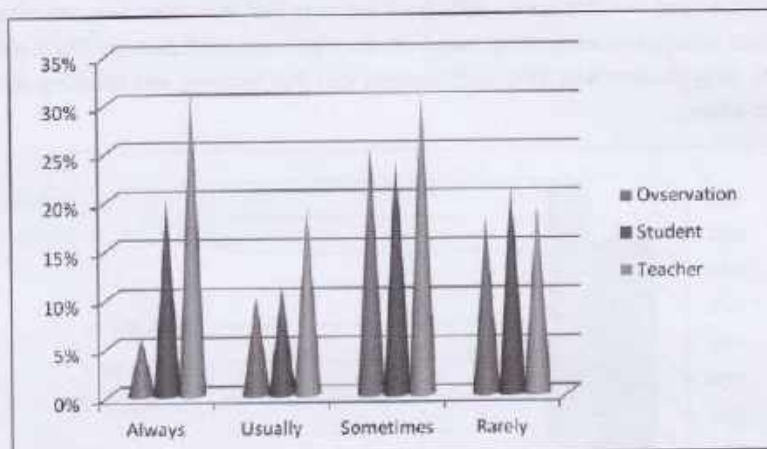


Figure 4.13: Doing speaking activities in pair and group

In every lesson in the textbook there are activities for practicing speaking skills in pair or group. In response to the question of doing these activities it is found from the observation that 6% teachers do these always, 10% usually, 25% sometimes, 18% rarely and 41% teachers never do these activities. 20% students said their teachers teach these activities always, 11% usually, 24% sometimes, 21% rarely and 24% never teach these activities. On the other hand 31% teachers said they do these activities always, 19% usually, 31% sometimes and 19% teachers said they do these rarely.

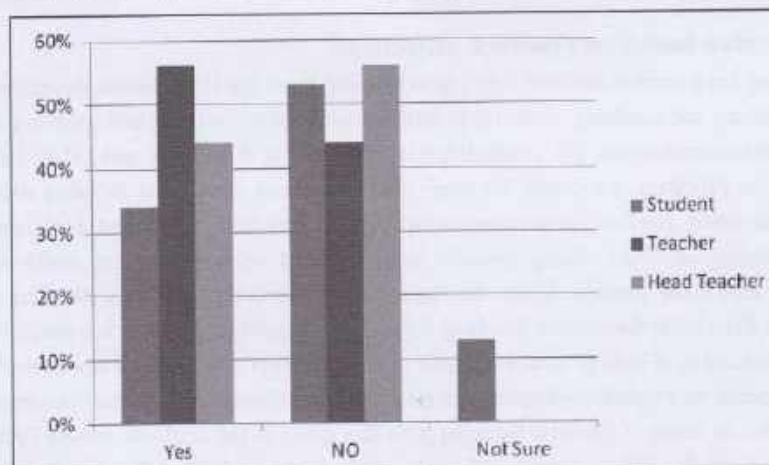


Figure 4.14: Test of listening and speaking skills in the internal exams

In response to the question whether listening and speaking skills tests are held in the internal examinations 34% students, 56% English teachers said that these tests are taken in their schools through class tests and monthly tests. 44% head teachers said that these tests are taken in their schools through continuous assessment based on the classroom performance. On the other hand 53% students, 44% teachers and 56% head teachers said that listening and speaking skills are not tested in their schools.

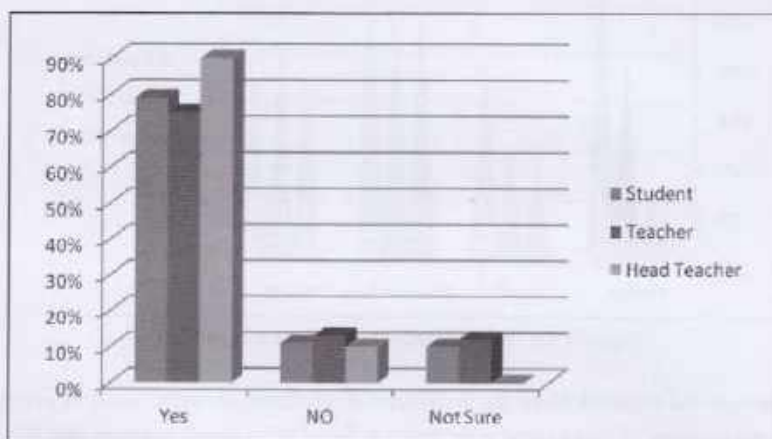


Figure 4.15: Introduction of listening and speaking skills tests in the public examinations

In reply to the question whether listening and speaking skills tests should be introduced in the public examinations 79% students, 75% teachers and 90% head teachers are for the inclusion of the tests in the public exams while 11% students, 13% teachers and 10% head teachers are against it.

4.1. Discussion based on research objectives

This study has been carried out with four objectives and these are (1) to assess the current state of teaching listening and speaking skills, (2) to find out the state of listening and speaking skills tests in the internal examinations, (3) to identify the problems of these tests and (4) to find out the solutions to the problems. To decide the result the components of teaching listening and speaking skills such as using English for giving instruction, teaching new words and explaining things, teaching listening activities, doing speaking activities and doing pair/group works have been summarised and made average. From the findings of observation, students, teachers and head teachers it is found that the state of teaching listening and speaking skills is not satisfactory even after the introduction of tests of these two skills as 58% teachers still use very few or no English in the class to create an English environment to give students exposure so that they can develop their listening skills. In terms of teaching listening activities given in the textbook around 70% teachers do not teach these for different reasons. In case of teaching speaking skills 68% teachers do not

teach speaking activities from EFT engaging students in pair and group. Though the current status is not that much satisfactory, it is slightly better than the era before the tests were introduced as then around 73% teachers did not use English in the class and 87% teachers did not engage students in pair and group for speaking practice (Roshid, 2008).

Regarding the second objective that is the state of listening and speaking skills tests in the internal exams it is found that 44% schools take these tests but in most of the cases these are taken informally through continuous assessment.

In response to the third objective it is found from the findings of teachers and head teachers that around 66% schools are not taking the tests because of the various problems which are the barriers to implement the decision and those who take the tests also face problems. The problems of listening and speaking skills tests are as follow :

- Students are weak in listening and speaking and so they are afraid of these tests;
- Most of the classes in our country are large and it is difficult to arrange tests for them;
- There is a lack of materials for testing listening and speaking skills;
- Many teachers have not got any training and even the trained teachers have no idea about testing listening and speaking skills as these were not dealt with in the training courses they attended;
- There is lack of equipments in the schools such as CD, CD player, or multimedia devices for taking these tests;
- Many students as well as teachers are not interested enough as these are not tested in the public examinations;
- There is a lack of clear instructions or guidelines from the concerned authority asking the schools to implement the decision of listening and speaking skills tests;
- There is lack of monitoring to oversee the implementation of the test in the field level.
- Teachers may be biased giving marks as happens in the case of science practical examinations;
- Teachers themselves are weak in English, especially in listening and speaking skills and so they are not confident enough to teach and test the two skills;
- It is time consuming to test speaking skills through one to one interview.

The fourth objective of this research is to find out the possible solutions to the problems of listening and speaking skills and the respondents have come out with the following suggestions to overcome the problems:

- Every school and English teacher should be given clear directions/instructions from the concerned authority about the tests;
- Every school should be provided with necessary equipments and materials for teaching and testing these two skills;
- Training should be arranged on how to conduct tests of these two skills;

- Schools should be monitored to ensure the implementation of listening and speaking skills tests;
- Listening and speaking skills practice should be ensured before the students are tested;
- The ratio between teacher and students should be reasonable;
- Subject based qualified teachers should be recruited.

The 'Backwash Effect' theory has been used in this study to see if the test has any positive or negative effect on teaching and from the findings it can be said that introduction of listening and speaking skills tests have influenced teaching these two skills to some extent. If we see the ratio of testing and teaching these two skills, it is closely similar to each other. Therefore, it may be said that these are taught in those schools where tests are taken. Another evidence is the difference of the result of this research with that conducted in 2008 before the tests were introduced. Based on the data of this research, the findings reveals that 42% teachers, on an average, use English in the class, and 32% teachers teach speaking activities given in the texts where as Roshid (2008) says that only 27% teachers use English in the class and 13% teachers teach speaking skills involving students in pair and group. Thus the result appears better than before; the reasons for this may be the tests.

5. Conclusion and recommendation

5.1. Summary of the findings

Though the findings of the research do not demonstrate a very positive scenario of teaching and testing of listening and speaking skills after the introduction of tests, the condition has been improved to some extent. It is seen that 42% teachers teach listening indirectly, 30% directly and 32% teachers teach speaking skills involving students in pair and group. In terms of testing these two skills 44% schools take the tests though these tests are taken mostly through continuous assessment not giving much importance on these. The rest 56% do not take the tests because of various problems mentioned in chapter-4 that hinder the implementation of the decision. Around 80% respondents think that the tests should be introduced in the public examinations which will motivate as well as compel the teachers and students to teach and learn these two skills.

5.2. Recommendation

The following recommendations are based on the findings of this research:

- Every individual school should be sent a formal letter of order to implement the tests in the internal examinations;
- A manual containing detailed guidelines about these tests should be prepared and sent to schools and posted in the websites of the Ministry of Education, NCTB, and Education Board etc;
- A decision should be made whether government or school itself will provide the schools with equipments like multimedia or/and CD player etc needed to practise and test these two skills and implemented as soon as possible;

- Government should recruit qualified teachers with English background -- for attracting such teachers; their salary-structure should be changed and upgraded;
- Government should take initiatives to train the untrained teachers and stop repetition of it by establishing a central coordination unit and maintaining database of the teachers;
- A day-long special training on listening and speaking skills tests should be arranged for the teachers---apart from this at least two sessions on listening and speaking skills tests can be included in the existing training courses run by different training institutes and projects like NAEM, BRAC, TQI-SEP etc;
- A bank of materials on listening and speaking skills can be produced and supplied to schools so that teachers can use them for testing as well as teaching if they want;
- Government should make it mandatory that every training institute and project will have their own 'Monitoring and Evaluation Unit' to monitor the implementation of the tests.

5.3. Conclusion

Listening and speaking skills tests at secondary education in Bangladesh has been introduced with the expectation that it will enhance the teaching of these two skills. But this research reveals that around 60% schools are not implementing this decision for different reasons and those schools which are taking these tests doing it casually mostly through continuous assessment. This research also reveals that the ratio of testing and teaching of these two skills is almost similar. Therefore, it may be said that if the tests are taken formally and seriously by all schools, it could bring about positive changes in teaching and learning of listening and speaking skills.

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The Influence of "New Public Management" on Management Practices and Procedures in Higher Education

Manzu Man Ara, Med (Thesis)*

Abstract

In most industrialised countries, it is undeniable that the last two decades have been associated with a basic shift in the style of public sector management. Management practices and procedures in the sector are changing rapidly and the changes include new processes of governing, ostensibly to make the sector more effective.

This research identifies and examines how the ideas and practices of NPM have affected management practices and procedures in one of those educational institutions - the Faculty of Education, Monash University.

Qualitative methodology was used for the study and data was collected through document analysis and the conduct of semi-structured interviews with four senior managers in the faculty. This data was then triangulated to present a picture of how NPM manifests itself in the management of the Faculty.

The research concludes that while there is evidence in some areas - notably, an emphasis on accountability, performance targets, and marketisation - that the ideas and practices of NPM have been embraced wholeheartedly by the Faculty, equally, there are areas where NPM is applied flexibly or not at all. In effect, the study provides an excellent example of the hybridity and pragmatism associated by many writers with the implementation of NPM practices across countries and institutions.

KEY WORDS : *Management, Accountability, Performance, Marketisation, Customer-driven, disaggregation, Devolution, Financial Sustainability, Managerialism*

Introduction

"A higher education institution is not a shoe factory and therefore cannot be managed as a shoe factory." (Kogan, 1999, p.264)

We are living in a complex world and rapid changes in knowledge and practices are taking place for individuals, societies and organisations. The public sector is one of the major areas that are changing rapidly and the changes include new processes of governing, ostensibly to make the sector more effective. Many countries have instituted reforms within the public sector to reduce expenditure by increasing market mechanisms, more competition and having a customer philosophy. In particular, the last few decades have been marked by significant efforts to shift the traditional hierarchical relationship between public institutions and the state through the introduction of "market autonomy and management 'devolution' mechanisms" (Santiago & Carvalho, 2008, p.205). These market-focused approaches to management, which have been dubbed the "New Public Management" (NPM) (Ferlie et al., 1996; Hood, 1991; Hughes, 1994; Kaboolian, 1998) or simply "Managerialism" (Pollitt, 1993), have become increasingly more accepted and widespread throughout organisations, including educational institutions.

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This research aims to identify and examine how the ideas and practices of New Public Management (NPM) have affected management practices and procedures in the Faculty of Education, Monash University. Specifically, the research looks at the questions :

Is the management structure influenced by NPM?

Is there evidence of NPM practices and procedures in the way in which the Faculty addresses issues of:

- Accountability and performance
- Customer-driven practices
- The marketization of services
- Financial sustainability
- The manner in which staff are employed?

Methodology

For this research, and within the parameters of qualitative research, I have used a phenomenological approach that included the collection of data through semi-structured, open-ended, in-depth interviews and the analysis of selected documents from the Faculty. This study used scholarly (peer-reviewed) journals and books from the period of 1991 to 2008. Thus the paper considered a range of period.

This study focuses on examining and interpreting, in depth, the ideas, practices and procedures of New Public Management (NPM) in the Faculty of Education, Monash University. Given the interpretive and exploratory nature of this study, in that it would be examining the perceptions and experiences of human subjects, a qualitative approach was believed to be the most appropriate.

I carried out the study with senior managers within the Faculty of Education because they play a vital role in management practices. I interviewed 6 senior managers with open and close ended in depth questions.

Information about data collection :

Sample/Method	No/Range
In- depth interview	6 senior managers
Peer-reviewed Journals and books	1991-2008
Documents: Faculty of Education, Monash University	Most current documents from Monash University website and collected from the managers

Background

In most industrialised countries, the last two decades have been associated with a basic shift in the style of public sector management. This shift has been associated with a move away from a traditional administrative culture and structures of the public sector towards variants of the "New

Public Management" (NPM) model or corporate managerialism.

New public management (Ferlie et al., 1996; Hood, 1991; Hughes, 1994; Kaboolian, 1998) is referred to by different terms such as, managerialism (Pollitt, 1993), new managerialism, neoliberal managerialism (Peters et al., 2000), market-based public administration (Lan & Rosenbloom, 1992) and entrepreneurial government (Osborne & Gaebler, 1992). While various writers state that NPM can be called different things in different countries and each country may create its own version of NPM, its basic tenets tend to be identifiable across countries and organisations. These basic tenets appear in the form of a focus on disaggregation and devolution of decision-making and control; an emphasis on performance targets and performance indicators; a focus on accountability; customer-driven practices; marketization of services; a focus on self-reliance and financial sustainability and the employment of personnel on short-term contracts or sessional conditions (Barzelay, 2002, 1992; Boston, 1996; Cristensen & Læg Reid, 2002; Entwistle et al., 2000; Evans et al., 1996; Ferlie et al., 1996; Jenssen, 2002; Lane, 2000; Peters et al., 2000; Rhodes, 1991; Sahlin-Andersson, 2002; Samaraturunge, 1999; Scott, 1996; Weller, 1996).

The Development of NPM

New public management is a relatively new phenomenon in the public sector, however, its development has a significant history.

NPM was initiated in the UK in the 1980s and the UK played a pivotal role in the development of the NPM paradigm. The USA, Australia, New Zealand, Scandinavia and Continental Europe then started to adopt the idea (Christensen & Læg Reid, 2002; Lane, 2000; McLaughlin & Osborne, 2002; Nunberg, 1995). Some researchers argue that the UK could be considered to be the "birthplace" of NPM (McLaughlin & Osborne, 2002, p.1). In the 1980s, the management and organisation of:

The UK public services came under sustained top-down pressure for change. As a result the well-established organisational paradigms of the public corporation and of the large-scale, standardized, and professionalized Welfare State agency were challenged, as new organisational forms, roles and cultures emerged. (Ferlie et al., 1996, p.1)

This was labeled as the "new public management" and included not only structural changes but also addressed both roles and processes (Ferlie et al., 1996, p.1).

Hughes (1994) presents four reasons why traditional public management systems shifted to form new systems:

1. In the late 1970s, governments faced severe resources limitations and tax revenues were declining. Thus, public services were asked to provide better services within a limited budget and staffing.
2. In the late 1970s and 1980s the UK, Canada, New Zealand and Australia had their own views on how to change their public management systems and these ideas were very similar.

3. It provided a favorable situation for a reduction in the public sector and/or to make it more efficient.
4. There was a clear link between improving public sector management and restructuring economies.

In addition, Yeatman (1997) identifies the three different issues related to NPM and views NPM as being designed to address three issues of contemporary dynamics in a society:

1. Increased socio-cultural complexity;
2. Increased democratic expectations of government; and
3. Increased uncertainty.

Sahlin-Andersson (2002) points out that NPM reforms have been extensively focused on in Australia and New Zealand. Similarly, Carroll and Steane (2002) supported the idea that NPM had become "the dominant paradigm in Australia" (Carroll & Steane, 2002, p.208), and in Australia it is very "pragmatic" (Christensen & Læg Reid, 2007, p.21). In this context, to gain a better understanding of NPM, Australia is a good research target. However, Christensen and Læg Reid (2002, p.95) note that while Australia was involved with NPM from the beginning, its introduction advanced "more slowly" because of its cultural traditions and the political structure related to federalism and corporatism.

Practices And Procedures

"New Public Management seems like an empty canvass: you can paint on it whatever you like". (Ferlie et al., 1996, p.10)

Management Structure

Most participants stated that the Faculty has a Management Structure covering both professional academic staff and non-academic administrative staff. One participant reported that the structure for professional staff is a more formal traditional organisational structure and the non-academic staff structure follows a corporate arrangement.

Staff opinions about disaggregation and devolution were confusing and thus, it was not very easy to come to a conclusion about these issues. The participants were not really aware of any disaggregation of management, although two participants commented that some managerial functions were overlapping. Some staff stated that the Faculty is disaggregated and responsibilities devolved, however, they were a little confused and that is why one of them stated that the management responsibilities taken up by staff depend on the particular situation. Also, there was no direct indication in the selected documents that disaggregation and devolution are aims of the Faculty.

According to the participants, decisions are made at a higher level and the Executive Committee has control over the Faculty to ensure outcomes. The Dean's Executive makes a number of decisions and sometimes committees may recommend particular decisions to the executive authority. Thus, in the main, decisions are made by a higher level of authority.

The picture that emerges is that while the Faculty is aware of the impetus to devolve and disaggregate management functions, a more central controlling system is perceived as being preferable for the betterment of services to stakeholders. This would be very much in accordance with the views of Christensen and Lægveid (2001) who argue that NPM focuses on efficiency, and thus there will be a contradiction between moves to devolve authority and concerns about efficiency levels.

The Faculty does not slavishly follow the dictates of NPM in its approach to management but rather seems to be adopting the approach intimated by Ferlie et al. (1996, p.10) in the heading to this chapter; that is, painting the canvas however it likes. To that extent it illustrates the hybrid nature of the application of NPM, at least in regard to the way in which management is exercised.

Accountability and Performance

The Faculty has performance targets and performance indicators and moves towards meeting these is the method used to ensure accountability. There is a concern amongst senior staff that it is imperative to ensure standards are maintained and that the University (and hence, the Faculty) can maintain its position in the main group of eight Australian universities.

In addition, the Faculty needs to meet budget targets and a system of regular reporting on the achievement of performance targets is in place. In the Faculty's operational plan (Faculty of Education Operational Plan 2009-11), objectives of the Faculty regarding Research and Research Training, Education and Management are outlined. The view of management staff is that the Faculty is accountable to the University; however, the Faculty is also accountable to society.

The Faculty reports regularly, and there is also an Annual report for quality assurance and thus, the Faculty is accountable internally and externally. There are academic reviews within the Faculty for teaching, learning and assessment, research and research training and these are linked to the Centre for Higher Education Quality at the University. Students provide feedback on individual lecturer's teaching performance and on the implementation of units.

The importance ascribed to performance targets as a way of ensuring accountability and effectiveness is exemplified in the Faculty's approach. There is a clear notion of accountability to make the organisation more effective and to that extent the Faculty accords with the tenets of neo-liberalism and NPM in regard to accountability where there is "a greater emphasis on output controls ... linked to measured performance, and a stress on results rather than procedures" (Hood, 1991, pp.4-5).

Customer-driven Practices

While one of the major features of NPM is to, "enhance the responsiveness of public agencies to their clients and customers" (Boston et al., 1996, p.2), there appears to be a degree of ambivalence amongst interviewees regarding the focus that should be placed on the customer. This was illustrated by the response of one interviewee who noted that a university was not a dress shop.

Nevertheless, the Faculty is conscious of the needs of the students and organisations that it serves and has put practices in place to ensure that they meet those needs. At the same time, a significant amount of the services provided by the Faculty is directed towards ensuring financial sustainability of the Faculty.

Marketisation of Services

All of the interviewees emphasised the necessity for marketisation of the Faculty's services as a means of ensuring sustainability and the continuation of services. The Faculty has a Marketing Manager who deals specifically in the marketisation of services and this approach is clearly enunciated in Faculty and University documents. There is evidence of a growing dependency on funds raised through marketing and selling services and a concomitant increase in the number of international fee-paying students.

Entwistle et al. (2000, p.1569) emphasise that the marketisation of public services is one of the vital features of NPM and this is certainly reflected in current practices within the Faculty of Education.

Financial Sustainability

Participants reported that government funding to universities is reducing and the Faculty is looking for diversified income sources, such as offshore teaching in Singapore. Interviewee comments and documents show that the Faculty is very much concerned about financial sustainability and this is supported by the "Faculty of Education Operational Plan 2009-11" (Monash University, 2008d).

The documents show that the Faculty and the University have long-term plans to be financially self-sustainable and the Faculty is looking for long-term substantial funding to ensure this (Monash University, 2008d). Staff comments indicated a pragmatic attitude towards funding, recognizing on the one hand, that the Faculty does not look to make a profit from the sale of its services, while on the other, it needs enough money to survive in the present and future.

Staff Employment

Both Boston (1996, p.108) and Rhodes (1991, p.1) argue that a reliance on specified term (usually short) contracts is a characteristic of NPM. However, there is evidence from both the interviewees in the Faculty and documents that, to ensure quality of education and organisational management, the Faculty does not encourage sessional or short-term contracts. From the documents, the notion is supported that the Faculty advocates permanent staff. For example it is argued that, "We will need to find creative approaches to attracting and keeping staff" (Monash University, 2008d). The Faculty also gives a warning that it does not believe that sessional employment practices are good for universities.

Conclusion

The situation in the Faculty of Education appears to support the notion of Christensen and Lægreid (2002, p.95) that, "Australia started early on the NPM path but moved slowly" and thus there is

still no particular model for NPM practices. This is illustrated in the uptake of NPM practices by the management of the Faculty of Education, as shown in Table 5.1 below.

Table 5.1 Incorporation of NPM practices within the Faculty of Education

Features of NPM	Practices within the Faculty
Management Structure	Flexible, some devolution and disaggregation, central control still evident
Performance Targets & Indicators	Specific targets and indicators, formal, structured program of measurement of attainment, strong link to accountability
Accountability & Performance Management	Strong focus on accountability - internally and externally.
Customer-driven Practices	Customer supportive but awareness of limitations
Marketisation	Strong emphasis on marketisation
Financial Sustainability	Emphasis on self-reliance and financial sustainability, diverse funding
Employment Practices	Emphasis on ongoing employment

As can be seen from Table 5.1, while there is evidence in some areas - notably, the emphasis on accountability, performance targets, and marketisation - that the ideas and practices of NPM have been embraced wholeheartedly by the Faculty of Education, equally, there are areas where NPM is applied flexibly or not at all. For example, in a contradiction of what NPM advocates, the Faculty seems to place greater value on the employment of ongoing staff than on flexible options for employment.

If anything, the take-up of NPM within the management of the Faculty of Education is an exemplar of the hybrid nature of implementation of NPM and the "pragmatic" (Christensen & Læg Reid, 2007, p.21) nature of its use.

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Classroom Assessment Practices in Urban Secondary Science Classes in Bangladesh

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Md. Serajul Islam**
Muhammad Salahuddin***

Abstract

Aiming to explore classroom assessment practices in Bangladesh, this study confined on some selected secondary science classrooms. A total of seven schools are selected purposively from seven divisional cities. The General Science class of Class Eight is selected purposively and observed in five consecutive days. The class teachers and students are also interviewed as respondents. This study shows that assessing student learning achievement and feedback are considered as the major objectives of classroom assessment, however, modifying teaching is totally ignored. Classroom feedback is 'right' or 'wrong' oriented followed by task-oriented and self-oriented in nature. Teachers mainly dominate the classroom assessment practices and basically relied on the traditional methods specifically on oral questioning for assessing students' classroom learning. The classroom questions are basically focused very specific or limited responses. Therefore, this study suggests to change the current practices by using several assessment strategies and focus on assessment for students' learning.

1. Introduction

Assessment is an integral and essential part of formal education. The basis of assessment is to measure whether the students achieve the objectives and learning outcomes of curriculum. Here, assessment system is used as indicator for students' competence for further education or for degree and work. Assessment, not only, measures learning competency or learning outcomes of pupil and assists to take decision about student learning (Nitko, 2004) but also help in student learning. Therefore, assessment is also a teaching learning approach (Stiggins, 1991).

The most important role of assessment is in promoting learning and monitoring students' progress. According to Angelo (1993), assessment is 'an ongoing process aimed at understanding and improving student learning'. It involves: making expectations explicit and public; setting appropriate criteria and high expectations for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

Among different types of assessment, classroom assessment is important one. Classroom assessment is an essential aspect of effective teaching and learning and it is an integral component of the teaching and learning process (Black and Wiliam, 1998). Assessment informs the teacher

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about what students think and about how they think. A teacher needs to know what the extent ability of individual student. And classroom assessment helps teachers to confirm what students already know and what they need to learn (Susuwale-Banda, 2005).

Stiggins (1991) states that teachers use assessments in their classrooms to serve at least three different categories of purposes: (a) as a means of informing decisions; (b) as teaching tools; and (c) as a classroom management or behavior control mechanism to keep students in line.

2. Rationale of the study

Current educational research supports that effective use of classroom assessment promotes student learning. Therefore, it is important to examine how teachers practice assessments inside the classroom. As a consequence, this inquiry investigates secondary science teachers' classroom assessment practice in Bangladesh.

The study results will be beneficial for secondary education sector in Bangladesh. As classroom assessment enhance students learning, the study will find out to what extent the current assessment practices are useful for student learning i.e. students are encouraged what type of learning; how much active they are. Secondary school teachers will be benefited from this study. As it will portray teachers' classroom assessment practices, they will comprehend what they do and actually what should do in classroom assessment. On the other hand, if there is lack of their perceptions i.e. they have misconceptions on classroom assessment patterns, they will overcome these thinking by gaining knowledge through this study. It is also hoped, this study will influence teachers to move authentic classroom assessment practices from traditional assessment system.

3. Statement of the Problem

Classroom assessment is the integral part of daily teaching-learning activities. The study focuses to investigate the classroom assessment which is being practiced currently in secondary science classrooms.

4. Research Questions

The major purpose of this research project is to explore the classroom assessment practices in urban secondary science classes. To achieve the purpose of this study, more specifically, intends to answer the following key questions:

- i. What are the purposes of assessing students in classroom?
- ii. What are the methods which are commonly using in urban secondary science classroom assessment?
- iii. What types of test items are used in science classroom by the teacher?

5. Methodology

This study mainly confines on naturalistic inquiry to elicit data related to teachers' classroom assessment practices of secondary schools. It is carried out based on interpretive mode following mixed method approach.

A total of seven (07) science classrooms of urban secondary school have been chosen purposively from seven divisional cities. The main data sources of the study are the classroom, students and teacher. For ensuring quality data 35 classrooms, 35 general science teacher and 175 students of the selected classroom have been selected following purposive sampling technique.

An observation checklist following 5-point Likert scale for classroom assessment procedure is used in selected classrooms. Moreover, field note approach for detailed description of the assessment tasks as well as any other significant evidence is employed. Two separate semi-structured interview schedules are used for interviewing teacher and students of the selected class. The qualitative data is presented based on the emerged and significant themes. Few quantitative approaches are deployed to draw attention to some qualitative data. Finally the data was analysed following mixed method approach.

6. Results

The results of this study are presented based on the major focuses of the identified research questions.

6.1 Purposes of Classroom Assessment

Teachers assess students' learning outcomes based on the discussed topics in all sessions. Making a connection between students' prior knowledge and new topics and providing feedback to students are greatly considered in 21 sessions. Teachers usually assess prior knowledge at the beginning of the lessons. Monitoring students' learning is observed only in 14 sessions which are mainly through individual works. For example, one teacher asked students to 'draw and label different parts of a typical flower' individually and then monitor one by one.

Teachers argue that at the beginning of lesson they assess students aiming to identify students' prior knowledge, understand students' perception regarding new lesson, and make connection with previous and new lessons, monitor students' learning and provide corrective measures. However, students argue that teachers assess their learning on previous lessons, measure their learning on present lessons and give them suggestions for corrections. They, moreover, notice that teachers rarely observe their activities in classroom except some individual or group works as s/he provides in classroom.

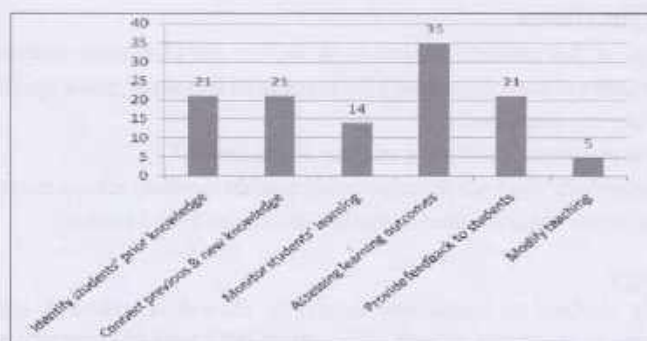


Figure 1: Purposes of Classroom Assessment

The main purpose for assessing at the end is to assess learning outcomes based on the discussed topics. In every class they use assess to identify learning outcomes based on the discussed topics. Although, teachers notice that they monitor student learning, it is hardly observed in only 14 sessions.

According to teachers, another important purpose for assessment is to provide feedback about their learning and support them to correct their mistakes. Usually, they provide feedback to students throughout the class whenever assessment occurs. However, it is observed that teachers use assessment for feedback in 21 sessions. Students also support the observed findings as they inform that teachers give corrections to them in some classes. Actually, teachers do not have much time to provide corrections to students as they assess them at the end of class periods. Unlikely, teachers do not have any intention to modify teaching based on classroom assessment. The students also support that teachers assess them and provide corrections but they teach in the same way as they teach in the earlier part of classroom activities.

In most cases teachers provide feedback through oral instructions and sometimes in written. Students also inform that feedback mainly given through oral instructions followed by written. They argue that they way of feedback depends on the nature of problem arise and supports needed to make the answers correct. However, teachers provide written instruction when procedural feedback is required based on the tasks.

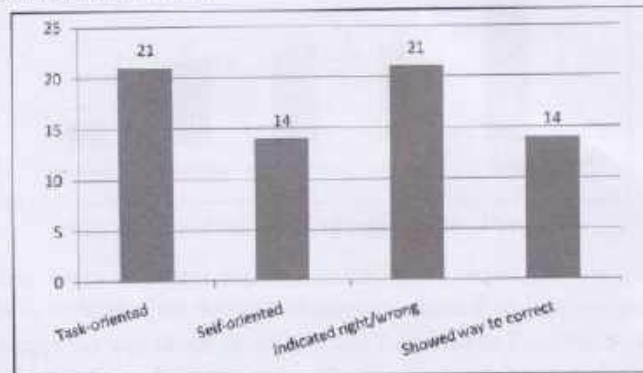


Figure 2: Type of Classroom Feedback

Feedback basically depends on the nature of tasks and individual student's need. It is also observed in classrooms that the nature of feedback, provided by the teachers during classroom teaching-learning activities, is basically right-wrong based followed by task and self oriented. It is highly observed in all classes that teachers give feedback which is allied with classroom tasks. While in 14 sessions, teachers provide self-oriented feedback and show the way to solve problem correctly. However, according to the students, teachers provide feedback, generally, to all students based on the mistakes and basically by indicating right or wrong.

6.2 Methods of Assessment

The teachers articulate during interview that the most common technique used by teacher in classroom assessment is questioning (orally). Sometimes, they assess through written works, individual problem solving, quizzes, and group works. Teachers also employ performance-based assessment strategies as a part of classroom assessment. Personal conversation and observation are rarely used for assessing in classroom.

Classroom observations also signify the same picture of classroom assessment practices. Data shows teachers' emphasize on oral questioning in classroom assessment. It is observed that teacher use oral questions everyday to assess students. They also assign written tests and individual works some sessions as part of assessment. Teachers rarely emphasize on group works and usually ignore the other methods like, performance-based assessment, observation, interview, quizzes etc.

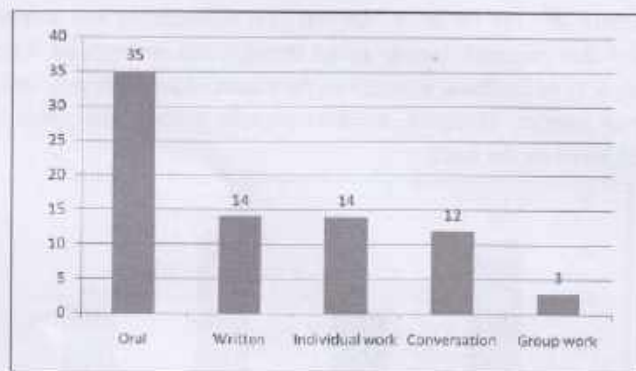


Figure 3: Assessment Methods used in Classroom

Data indicates that teachers highly dependent on oral questioning to assess students' learning and understanding at every part of lessons. Sometimes teachers use individual works, written works, and personal conversation. Teachers also employ group works but not regularly. According to teachers, the main reason of the most use of oral questioning as classroom assessment is the shortage of class duration as well as the large class size. Other assessment devices require more times of a class period. Comparatively more students can be assessed throughout oral questioning than others like written work, group work, quizzes etc.

6.3 Items used in Classroom

Teachers usually use the traditional assessment items for assessing students in every part of classroom teaching-learning activities. They mainly depend on the short-answer type questions to assess students' learning in classroom. According to them, they basically ask the short-answer type items requiring more specific responses at the beginning. Sometimes they use self prepared multiple choice questions or follow the multiple choice questions given in exercises of the

respective lessons. They also consider true/false, completion, and matching type items to assess students but not frequently.

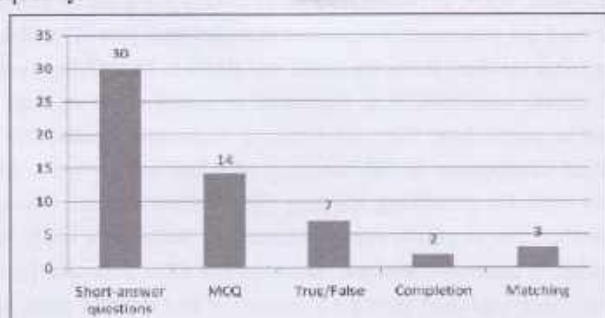


Figure 4: Test Items used in Classroom

Table 4 shows teachers' dependency on short-answer type items to know students' concepts, understanding, and learning outcomes in classroom assessment practices. It is observed that teachers emphasize on short-answer type items in classrooms. They always ask 'what', 'when', or 'which' type questions which require very specific answers. For example, they ask 'What is the scientific name of Man?', 'Which phylum does prawn belongs to?', 'Write the names of five known arthropods' and so on. They also use true/false and multiple choice items to assess students' performance only in some classes. However, teachers ignore essay items, matching and completion in classroom assessment. The basic reason for teachers' dependency on specific answer demanded questions is the insufficient class time as well as the large number of students. They prefer those items for assessing most students within the time limit.

7. Discussion

Classroom assessment is an essential component in effective classroom instructions. According to Black & William (1998), one of the outstanding characteristics of researches on assessment in recent years has been the shift in the focus of mind, towards larger concern in the connections between assessment and classroom learning. This shift has been attached with expectations that improvement in classroom assessment will make a strong contribution to the improvement of learning (Ahmed, 2012). This study focused on the classroom assessment practices to explore the three major aspects of it.

The study revealed that teacher use assessment in classroom activities in every parts of a lesson even for a few moments. However, according to Rahman & Ahmed (2009), the use of classroom assessment as a tool for learning is limited in the Bangladeshi classrooms. Ahmed (2012) furthermore explored that teacher rarely uses assessment for facilitating classroom learning. Classroom assessment needs to be part of a day-to-day teaching and learning. Most of the times teacher specified the time interval s/he assesses students, an indication that classroom assessment

came separate from teaching. It should not be seen as an add-on activity as was perceived by some school teachers (Kadyoma, 2004; in Susuwele-Banda, 2005). As a useful learning tool for student learning, teachers should use classroom assessment as an integral part of teaching learning process. The study discovered that teachers focus on direct test items to identifying students' prior learning and assessing the learning outcomes. It is important to assess what students have achieved but more important also to assess how they are learning (Susuwele-Banda, 2005). Assessment for learning is an integral component of the teaching and learning process, and it is one of the powerful educational tools for promoting learning (Assessment Reform Group, 1999). Brooks & Brooks (1999) contended that emphasis on assessment for learning is likely to improve students' achievement. Although, it measures students' achievement after a certain period of learning and gives numerical description regarding their performance, it also informs them up to what level they accomplished, how much they need to improve, and so on. Therefore it is concluded that assessment for learning takes care of assessment of learning (Susuwele-Banda, 2005).

It also revealed that teachers try to make a connection between students' prior and new knowledge. However, teachers do not use diagnostic assessment to ascertain the current level of understanding (or misunderstanding) that students possess about a concept prior to instruct. Diagnostic assessments reveal "where the students are now" so that teachers can plan appropriate pathways that will lead the students to deeper levels of understanding (Butler & McMunn, 2006). Such assessments are also useful in uncovering student misconceptions about science topics. Therefore, diagnostic assessments are powerful assessment tools that help teachers design instruction that meets students' needs.

Using assessment to monitor students' understanding of scientific concepts is very critical and teachers must organize their classrooms to promote active participation and to give students the freedom to explore ideas (Brooks & Brooks, 1999). This study revealed that teachers have limited ways and methods of assessing students. Teachers mainly use oral questioning to assess their students in classroom. Sometimes teachers give individual home work towards the end of lesson, the tasks are given to the students to study and consolidate what the teachers have just taught although these encourage memorization. Teachers need to use different strategies to monitor students' progress. The nature and format of assessment should be selected to suit the goals that are being assessed. Strategies such as written tasks, home works, quizzes, group work, peer work, assignment, probing questions, observation, clinical interview, and thinking aloud may help teachers to understand the learning processes that students engage in the process of developing learning. When teacher place meaningful assessment at the center of instruction, they give students' insights into their own thinking and growth, and students gain new perspectives on their potential to learn (Susuwele-Banda, 2005).

Teachers rarely use assessment information to modify their teaching although this is an important purpose. The study also examined that no lesson progress really on the basis of students' performance.

Since the purpose of assessment is to help development of ideas, skills and attitudes and to use this information to transfer pupil's learning to next steps (Harlen & Winter, 2004). Therefore, progression of student learning depends on whether they achieve the learning goals or not.

Classroom feedback can be provided in many forms. According to Stiggins (1991) teachers mostly use some forms of feedback, such as, oral communication, nonverbal communication, written comments, performance ratings and test score. The study found that teachers provide feedback mainly through oral form. However, teachers ignore written form of feedback for the classes. The study also explored that although now-a-days right-wrong answer feedback followed by task-oriented and self-oriented feedback are provided in many classes, generally classroom feedback takes place in the form of letting students to know whether their answers are 'right' or 'wrong'. Right-wrong answer feedback focuses on product of students learning not learning process. Like grades and marks, right-wrong answer feedback switches learner's concentration 'how good I am' (Harlen & Winter, 2004) and then pupils look for the ways to obtain the remark 'you are right' rather than at the needs of their learning. But effective feedback inspires students 'how to do it better' (Harlen & Winter, 2004) and it focuses on learners' strengths and weaknesses therefore learning process. It is most effective when it points out strengths in the work as well as areas need improvement (Stiggins et al., 2004). Feedback should be timely, goal-oriented, task-oriented and explicit. It explores the existing learning in details as well as informs learners the ways to achieve goals by fostering learning stage. It should be about the particular qualities of his/her work, with advice on what he/she can do to improve, and should avoid comparisons with others (Black & Wiliam, 1998).

Classroom questioning is fully dominated by teacher. Teachers ask questions as their own choice while posing questions and selecting learners. The study found that open questions are more focused by teachers to evaluate student learning whereas close questions are hardly thrown in classroom. Effective questioning is also an important aspect of the impromptu interventions teacher conduct once the students are engaged in an activity (Black et al, 2004). When the purpose of questioning is to find out learners' ideas and how they are linking new experience to their existing mental frameworks based on prior knowledge, the questions should invite more than a one-word answer; they should encourage learners to say what they really think, not to guess what answer the teacher is looking for (Harlen & Winter, 2004).

Teachers strongly rely on oral questioning followed by written tasks, individual works and conversations. However, group work and other methods are ignored in classroom assessment practices. Assessment techniques are used largely to support one-on-one interactions with students rather than small group activity. Hunter, Mayenga, & Gambell (2006) notified that one of the major factor for less using of group activity is it consumes more class-time and which is threatening for the teacher to complete the course in time. Therefore, teachers can reschedule weekly common time for secondary students. During the time, the teachers can use common

assessment concerns as well as design and share the writing of less traditional items.

Study revealed that teachers do not use performance-based assessments even on an infrequent basis. Similarly, Cooney, Bell, Fisher-Cauble & Sanchez (1996) found that teachers remain hesitant to use performance-based assessments because they lack the confidence to implement this methodology as a fair assessment of student performance. Parsad, Lewis and Farris (in Ohlsen, 2007) found that only 37% felt very well prepared to use student performance-based assessments. The teacher reluctance to use performance-based assessments can often be traced back to previous experiences when execution of such assessments was unsuccessful or the results were inconclusive (Stiggins, 1991). These less than successful attempts appear to discourage teachers to use it in classrooms. Performance-based assessment also takes more time to complete. Therefore, it can affect content coverage which can be a serious concern for high school teachers in today's testing environment (Cooney et al., 1996).

While assessing students in classroom teachers prioritized the short-answer questions in all parts of classroom assessment. Except the short-answer questions teachers also relied on multiple-choice questions, true/false, and matching. Similarly, researchers explored that the mostly frequent used classroom test items are teacher-made essay questions, multiple-choice, true-false, matching, completion, and short-answer items (Hunter, Mayenga & Gambell, 2006; Ohlsen, 2007; Ahmed, 2012). They also explored that these traditional assessment items are often lower in realism and complexity of the tasks assessed, but require limited time to administer and can be scored quickly and objectively. However, Linn & Gronlund (2005) argued that traditional assessment presents a single, highly structured task that does not simulate performance in the real world.

8. Recommendations

Based on the findings of this study some recommendations have been made for improving classroom assessment practices. The recommendations are:

- Assessment for learning should be focused greatly in classroom rather assessment of learning. Teachers should use assessment for the modification of his/her teaching so that it would fulfil the students' needs.
- Through written tasks, alongside oral questioning, brainstorming, peer work, group work, learning by doing students should be encouraged to develop and show understanding of the key features of what they have learned.
- Teachers should employ different types of test items in the assessment process so that students can get the opportunity to show their learning in different ways. Teachers might employ alternative assessment techniques like peer-assessment and self-assessment to make classroom assessment productive.
- Feedback should be formulated so that it guides improvement in learning. Teacher should provide feedback in such way that identify what has been done well and what still needs improvement and give guidance on how to make that improvement.

9. Conclusion

The classroom assessment picture reflected in this study indicates strong continued reliance on traditional methods of assessing student learning: majorly tests and oral questioning. Despite the strong emphasis on shifting the focus of classroom assessment, teachers only occasionally use the alternative assessment techniques. However, teachers included multiple assessment methods throughout the class period thereby blending the traditional assessment strategies with some few alternative assessment practices. The assessment practices focuses only on the learning outcomes of students based on the classroom discussion. Although feedback emphasized in classroom, the ways and nature of feedback are not able to meet students' requirements regarding their learning gaps. Even sometimes these types of feedback become ineffective.

These findings can inform the classroom teachers as well as the school administrators who are involved in maintaining the quality of classroom practices so that they can make some changes in the present classroom assessment practices.

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Functional Level Measuring System of Children with Autism in Special schools of Rajshahi Division

Afroza Nazneen*

Abstract

The present study is an empirical investigation of functional level measuring system for autistic children in special schools of Rajshahi division. Five special schools of Rajshahi division were selected purposively. A behavioral checklist was used as data collection tool. Forty respondents of the schools and forty respondents of different districts and upazilas of Rajshahi division were also selected purposively. Even in the study, five Head Teachers of these schools were the respondents and an open ended question was used for them. The study was qualitative in nature. The study found that there was no standardized screening system for determining intelligence level of autistic children and other intellectually impairment children and most of the children are identified and labeled by doctors and pediatrics. The study also found that those who were acquiring special education their differences of functional level were below than never acquired special education autistic children.

Introduction

Autism is a fairly recent discovery in Bangladesh. Beginning of this decade autistic children are 40 screened and identified by the few trained parents of autistic child who learn the autism to deal with their child in western countries. After introducing of medical based diagnosis system in the country still many parents feel free to screen out their children. The trained parents are now operating the special schools. Medical based diagnosis system in Bangladesh has started to identify autistic children by the child development centre of Government child hospitals since 2001-2002. It was the only diagnosis centre for the first five years. Meanwhile 'National Economic Council' (ECNEC) the highest Government body has approved to introducing autism diagnosis system into the eight government medical college hospitals. Moreover private child hospital and child involve centre of Bangladesh protibondhi foundation has the service to identify the children with Autism. Government has taken initiatives to build up awareness about Autism throughout the country. (Hossain, 2012, p.2-6)

How quickly a child with autism learns things can be unpredictable. They may learn something much faster than other children, such as how to read long words, only to forget them completely later on. They may learn how to do something the hard way before they learn how to do it the easy way. Although, some regarded autistic children as potentially of normal intelligence, this view has been challenged by a number of investigators who consider most of these children to be intellectually impaired. About three- fourths of autistic children were intellectually impaired. (Prior and wherry, 1986, p.156-210). Autistic children are significantly impaired on memory task when compared with both normal und retarded children (Bennetto, Pennington et al., 1996,

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p.1816-35). The cognitive impairment in autistic children is reflected in greater impairment in adaptive behaviors than in intellectually impairment children without autism. Whether the frequency observed cognitive impairment in autism is the result of actual organic brain damage or of motivational deficits has not been clearly established (Carpentieri and Morgan 1996, p.611-620). The possibility have raised that the deficits result at least partly from motivational difference; they found that autistic children can learn and perform tasks at a higher level if motivation for a task is found and appropriate reinforcement is provided. (Koegel and Mentis, 1985, p.185-91)

It is important to note that, there are differences between general and special education study contents as the autistic children have different learning needs than others. Since, there is no unified I.Q test scale in Bangladesh so psychologists, doctors, pediatrics, counselors are obedient to apply usual standardized I.Q test scale i.e. Raven's Standardized Progressive Matrices, Alexander Pass Along Test, Wechsler Intelligence Scale (WISC-III), Standford- Binet Intelligence Scale etc. But, these scales are not suitable to develop for our country, when these scales apply on them that are not given correct results. As, they are not able to understand all instructions of these questions. They cannot response the answers of all questions of the scale properly. For solving this problem, a study had been done by Md. Saiful Islam Khan and his supervisor Dr. Anwarul Hasan Sufi namely "Problems and Prospects of the Mentally Retarded Persons in Auchpara Union of Baghmara Thana in Rajshahi District" (Khan, 2003.p.161).They tried to develop a behavioral checklist for measuring the functional level of these children. This checklist had been used for this study with the permission of the authors.

Objective

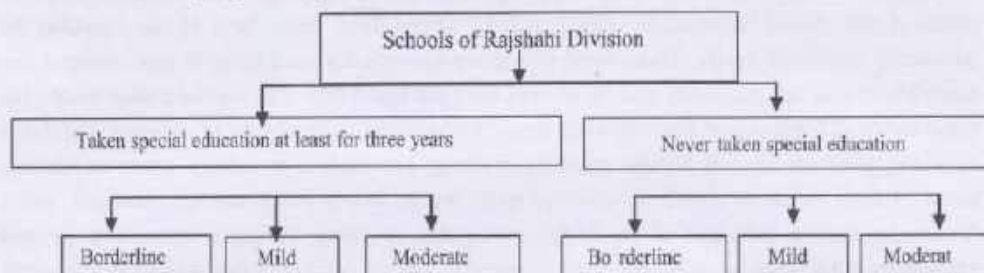
Though, Bangladesh does not have a unified standard Intelligence Quotient (I.Q) measuring system. So, very few schools required that they are following other developed I.Q measuring system. The study attempts to find out which types of I.Q test is used in special schools, how they labeled and assessed their functional levels between two groups those who are enrolled for receiving special education and never enrolled for receiving special education

Methodology

The study based on both primary and secondary data which have been collected from five special schools (V, W, X, Y and Z) of Rajshahi division. Three schools were within the Rajshahi City Corporation area, one school was in Sirajgang and the other one was in Bogra district. These schools were selected purposively. For the purpose of the study, the researcher selected two groups as respondents. One of them had taken special education at least for three years and the other one had never taken special education. Both groups were selected purposively. Then each group of children was divided as borderline, mild and moderate. Forty students of those five schools were the taken special education respondents and forty respondents of different districts and upazilas in Rajshahi division were the never taken special education respondents. The age limits of these children were six to eighteen and above eighteen. It is important to mention that, their mental age was below than chronological age. For this reason, I.Q (Intelligent Quotient) was below the normal

range or had lost intellectual balance or was damaged, partly or wholly. As a result, they could do maximum activities in proportionate to their age. For this reason, age factor got less priority in this research. The study was qualitative in nature and a behavioral checklist was used as data collection tool. Even five head teachers' of the schools were also the respondents in the study and an open ended question (which types of I.Q test is used in special schools, how they labeled and assessed their functional levels) was used for them. It is important to note that, children with autism are unable to answer the questions included in the data collection tool. So, respondents of the study were parents' of these autistic children.

In a nutshell, sampling techniques followed in the study is as bellow-



The number of respondents according to the group is shown in the following table-

Table 1: Categories of the respondents according to the group.

Categories of respondents	Total respondents	Total respondents of the study
Taken special education	40	85
Never taken special education	40	
Head Teachers	5	

After collecting the behavioral checklist, the researcher contacted them individually and fixed a date of interview according their availability explaining the purpose of the interview. When they gave time, the researcher arranged an interview individually and collected data. Before the session researcher built up a rapport with the respondents so that they can share information spontaneously. The medium of interview was Bengali.

Findings and Discussion

Used I.Q Test Scale for Children with Autism

The researcher found that one of the five schools has an I.Q test scale that was "Alexander Pass Along Test" but they cannot know how to use it. Other schools informed that they had no standardized screening system for determining intelligence level. All schools informed that most of the children are identified and labeled by doctors and pediatrics and they relied on the judgment of doctors. After admitting they kept the child under observation for two weeks. The teachers try to identify their capabilities, strengths and weakness. Considering their capabilities and also

talking with parents then teachers prepare how they teach them. All of the five schools Head Teachers emphasized on to developed a unified intelligence scale so that they can easily use it for all autistic children and other children with intellectually impairment. One of the schools informed that some Persons With Disability (PWD) organizations are working with National Forum of Organizations Working with the Disabled (NFOWD) to develop a standard screening scale and I.Q test scale.

Functional Levels of Autistic Children

For assessing the functional levels (borderline, mild and moderate) of these children the researcher has used a behavioral checklist. With the permission, this checklist has been collected from the thesis of Md. Saiful Islam Khan, (2003, p.161). Thirty three items have in the checklist for measuring functional levels. There were five given answers for each item. It was resolved that score 34-50 was the moderate, and 51-66 was the mild and 67-83 was the borderline level. The behavior checklist assessed the following areas: Toilet training, capability of dressing, capability of taking meal for oneself, sitting, standing, walking, punctuation & talking, sense of hearing, sense of sight, sense of smelling, sense of taste, tactile senses (cold, warmth, pressure, pain), realization, general structure of the body, intelligence, memory, curiosity, movement, general knowledge, total behavior at school, total behavior at home, social behavior, behavior at playing, behavior at road, behavior at guests arrival, behavior at relatives house, behavior in the market, behavior with teachers, behavior with parents, behavior with siblings, behavior with the known, behavior with the unknown and behavior with physicians. After collecting data and accumulating it the researcher analyzed the data and found that those who had never given special education maximum children of them were in moderate and mild but no one was in borderline.

Comparing Functional Level between Taken and Never Taken Special Education Groups

The comparison between two groups discussed here. These children were going to special school and these children were not going to special school, how many differences between them in developmental areas.

Table 2: According to the group functional levels assessment of children with autism.

Functional levels of the respondents	Taken special education	Never taken special education
Borderline (67-83)	17	Nil
Mild (51-66)	13	12
Moderate (34-50)	10	28
Total number of respondents	40	40

The researcher found that those who were given special education 17 out of 40 children of them were in borderline, 13 were in mild and 10 were in moderate group. On the contrary, those who never received special education maximum children of them were in moderate (28), mild were in

12 and no one was in borderline. Their parents' assumption was if they took special education, they would be improved and functional level might be in borderline.

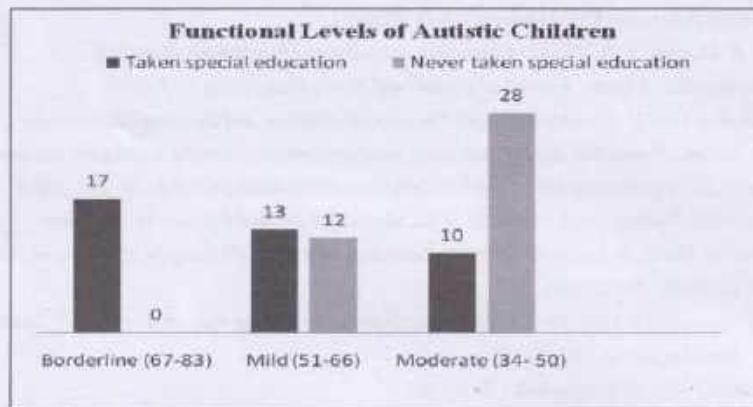


Figure 1: Assessing the functional levels of children with autism (Ref.Table-2)

The above figure 2 displays that those who are acquiring special education their differences of functional level are below. In contrast, those who never acquired special education their differences of functional level are high. As a whole, it can be said that special education is helpful for them and those who were receiving special education, they were improving gradually but improvement was very slow.

Conclusion

From the above discussion, it can be said that government should emphasis on a balanced, relevant and flexible (unified) curriculum which reflects both the special education and general education and that the requirements of the national curriculum and should develop a unified screening tool and intelligence (IQ) scale for children with autism and other disabilities, as early as possible. Government should take few steps and promote some facilities that all children with autism can be included in education. For being self dependent should be of much importance in vocational skills and for enhancing proficiency in life skills should be created more opportunity of them. They need our support on their way to grow up with full potentials and it is our social responsibility to stand by them. For this reason, we should try to make a friendly environment; which will provide them with the opportunity to live independently and respectfully. Since, in Bangladesh has much scope for research on children with autism.

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A Review of English Language Courses of Engineering Universities in Bangladesh

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Nazia Hussain**

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Abstract

The purpose of this paper is to unveil the findings of a research project that investigates the effectiveness of the English Language Courses (ELC) at five public engineering universities in Bangladesh. This study also investigates the difficulties in English language encountered by the undergraduate students of these universities. For this purpose a questionnaire survey was conducted with a view to knowing the perceptions of the English teachers and students of engineering universities in Bangladesh about the effectiveness of the ELC offered in these universities. The sample of this research project consists of a good number of teachers and undergraduate level students from 5 public engineering universities across the country. Quantitative and qualitative analyses were done for the closed-ended and open-ended responses respectively. The results show that the course is not very effective in raising student achievement; in fact, in the syllabus, there is too much content to be accomplished within the limited time. The study has confirmed that teaching techniques are inappropriate, and most of the universities lack teaching equipment; it also brings to our notice the utmost importance of pre-service and in-service training of the English language teachers of these universities. Above all, there is a large gap between intended curriculum and acquired curriculum; therefore, it is an important task to revise the curriculum.

1. Introduction

Established in 1961 the then East Pakistan Engineering and Technological University after the independence of Bangladesh in 1971 emerged as Bangladesh University of Engineering and Technology [www.buet.ac.bd] 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. Therefore, at present there are five public engineering universities in Bangladesh offering mainly engineering courses at undergraduate and graduate level. These are 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.uce.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.

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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. 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. But 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 some 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 enormous 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 :

Name of Degree Giving Departments	Name of Institutions									
	BUET		CUET		RUET		KUET		DUET	
	Theory Course (Credit)	Sessional course (Credit)	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)
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

1.1 Statement of the Problem

We know that engineering education has attracted a huge number of students these days and it is observed that many engineering students cannot show expected linguistic capability during their academic life or in the practical field. Though they are the brightest students of the country, they lag far behind in English language proficiency. Consequently, many students fail to understand the texts of engineering courses, cannot achieve foreign scholarships for higher education or cannot obtain foreign employment or become unable to show desired performance in the working life. So

this has been a serious threat for the society. If the universities fail to produce competent engineering graduates with sound English language skills the country is going to suffer finally. It can also be added here to state the importance of this language that "English plays a particularly hegemonic role in most postcolonial communities" (Baldauf, Kaplan, & Kamwangamalu, 2010).

1.2 Rationale

The five universities included in this paper for study are the leading public engineering universities of the country. Other universities, public or private, offering engineering courses can follow their model. So, to study the effectiveness of the English courses in these universities, a review of the courses has been a dire necessity. Again, student achievement needs to be evaluated to sort out the possible causes, effects and solutions of their lacking. English curriculum and syllabus need assessment immediately in order to address this menace. Also, issues like teaching-learning methods and materials, teachers' training etc. should be brought to discussions to find out the gaps and their potential way out. In order to hit the gray areas in this filed, 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)

1.3 Aims and Objectives

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;
2. to select appropriate textbooks or to compile one that serves the aim;
3. to find out what materials (core, additional) are used by teachers for teaching the courses;
4. to establish methods / procedures used by teachers in the classroom;
5. to ascertain what training teachers have received to teach these English courses;
6. to establish the suitability of the exit tests;
7. to make suggestions / recommendations to improve these courses.

1.4 Limitations of the Study

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 had been supplemented with oral interviews and classroom observations that could have given more detail information and clear picture of the existing courses of these universities.

2.0 Research Methodology

This study is both exploratory and descriptive. 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 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 at 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

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, student attendance, student 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, teachers, assignments, examination and suggestion for the course etc. Below are some of the main findings:

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 student responses on this issue :

Table - 1

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). Student 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.

Table - 2

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

Most students considered the course 'useful' (Table - 3) and their comments showed interesting awareness of the role of English in education and the Bangladesh society.

Table - 3

Question	Choices	Answer	Percentage (%)
Do you find the course useful / meaningful?	Yes	237	79
	No	7	2.33
	Partially	56	18.66

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 comment at all by students which probably suggest students' unawareness 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 crucial as they want to continue to learn more in this area. Again, students seem to have an unconscious perception that English is more than learning 'grammar'. Students, however, express their reluctance to have 'grammar' taught as a part of skill development, which may suggest that students are unaware that 'grammar' could be taught as an integral part of skill development.

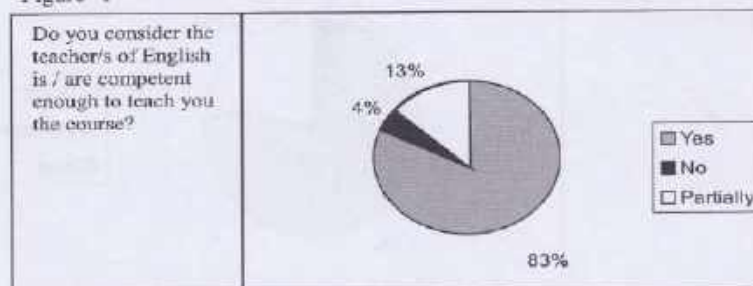
The students find the book / books useful for the course (Table - 4). Some students, however, are of the view that other than using different books for different skills development, one particular book which includes all the skills can be used and that would be more useful and effective.

Table - 4

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 (Figure - 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'.

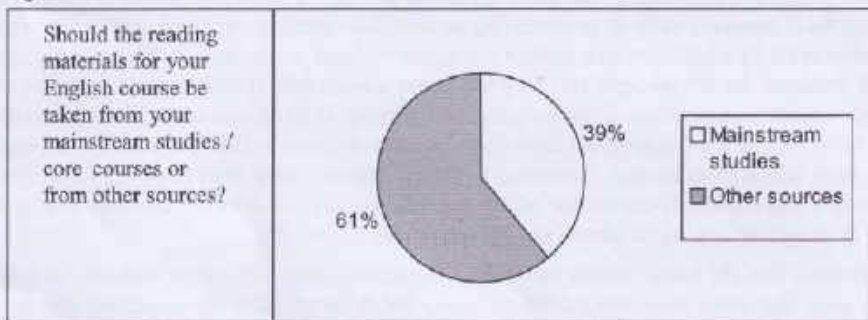
Figure -1



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, are of the view that their class size is not large and on many occasions teachers even pay 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). But rest of the participants expressed their satisfaction over the reading materials used for the course.

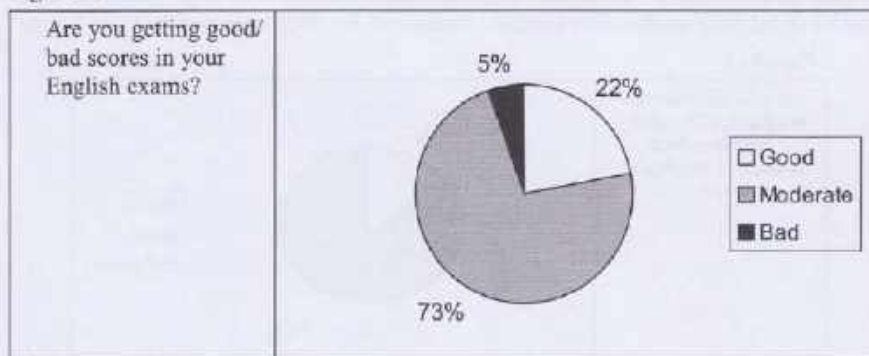
Figure - 2



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 are of the view that they get 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.

Figure - 3



Most comments covered points made earlier, however, there are some new points which are as follows :

- emphasizing on speaking skill and testing it (except BUET students who attend English sessional course)
- Introducing audio material (except BUET students who attend English sessional course)
- Regular class and homework assignments
- Teachers should make their lectures interesting
- The writing tasks done for the English classes are not very helpful for their mainstream courses

Propositions Received from Teachers' Questionnaire Survey :

The teacher questionnaires 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 have not attended any teacher training course prior to joining or after joining in teaching. Few of the teachers have attended some teacher training program but 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 are of the view that the course is not long enough. While all teachers expressed the view that the syllabus was useful their later comments indicate 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 state 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.

The teachers form difference of opinion over the issue of students 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 implication for the course in general and for the syllabus design in particular. Besides, most of the teachers considered writing to be the most important skill that

the course aims to improve. and they are 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, are divided in their opinion.

Convergence, Divergence and Beyond :

Both the teachers and students of all these universities have very positive views about the English courses and express that the courses have been fairly successful. However, the teachers are aware at the considerable room for improvement. Moreover, all the teachers and students of these universities feel that the English courses should be offered in more than one academic term.

Students feel that L1 and L2 - both should be used for class lecture and classroom activities. On the other hand most teachers are 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.

Students have considered 'speaking' as the most important skill but 'writing' is the most important skill for the teachers. Neither the students nor the teachers have 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 have suggested compiling an English textbook that would include all the English skills. All teachers were also of the general opinion that the syllabus proved to be very useful. 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 may be recommended that perhaps the current syllabus does not meet students' needs fully.

The exit tests for the theory courses in all these universities are pretty similar and the teachers considered that the tests are fairly successful in assessing students' knowledge of English. Nevertheless, it had flaws which hopefully can be avoided in the future.

Teachers state that they have attended a series of workshops and they equate workshops with teacher training courses. In fact newly recruited teachers for these English courses have received no training at all. A couple of senior teachers have stated that they attended some teacher training courses but have not given specific information. Therefore, teacher training should be considered as a very important factor to improve the teaching qualities of these universities. Teacher training programme 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 have a potentially significant impact for a number of areas given below:

- English course should be offered to at least two academic terms where the theory courses will run simultaneously with the English sessional courses.
- The syllabuses for the courses should be revised and developed.
- Audio materials for listening exercises should be introduced in all these universities.
- New 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 as well as she can" (Harold B Allen ed., 1965).
- The methodology of the course has to be reexamined. Teachers should focus on effective methodology appropriate for a skill development course (i.e. teachers interacting with students and students with each other rather than only traditional lecturing).
- Assessment and marking procedures should be clearly laid out.
- Evaluation should be integral part of the syllabus.
- Evaluation should be ongoing and an integral part of the course.
- 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.
- There should be frequent discussion meetings amongst English teachers of a particular university on course policy and assessment issues like feedback, class work, homework assignments, students' progress and tests etc.
- There should be cooperation and coordination amongst all the departments and those who have a vested interest in the English courses in helping the students to develop their communicative and academic skills in English.
- There might be a "Central English Resource centre" under the University Grants Commission. 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. (Sclim, Mahboob, 149)
- 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 are paucities, trying to improve students' English language skills. This paper has detected the limitations of English courses currently offered. It is our firm belief that if the suggestions drawn in this paper are translated into action 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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Effect of Socio-Economic status on Education of Sex-workers' Children: Six Case Studies

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Abstract

The study is conducted to find out the influences of socio-economic status on education of sex-worker's children. A total of 24 participants were selected purposively to collect data. Observation schedule, questionnaire and in-depth interview were used for data collection. The study found that students' family faced economic problem and socially deprived. Students' mothers are sole decision maker in their education and there is no one to help them for study at home. However, girls faced harassment in school and community due to mothers' profession whether boys did not found any indifference from school. Moreover, the community context is not helpful for study. Finally, the positive issue is that the students and their mother are satisfied to school, teachers and safe home

Background of the study :

Sex workers are being considered as one of most disadvantaged and neglected communities in Bangladesh. In reality sex workers are physically visible but socially hidden population to our society. Their children are denied their basic human rights such as housing, health and education (Shohel, 2013).

Mother's profession is the most influencing factor which hampered sex worker's children's education due to low socio-economic status. Children living in brothels have excessively limited access to education in Bangladesh (UNICEF, 2009). Moreover, the growing up process of sex workers' children is a complex one in terms of its construction and role relation along with the socio-economic and cultural aspects (Billah, 2012; Adhikari, 2012). In most of the cases, children's mothers are the sole decision maker for their education. Mothers face continuous ignorance, discrimination and denial from the education provider and the relevant stakeholders (Raju & Bon, 2013). In this circumstance, the study explored the effect of socio-economic status on sex workers' children education. The children of Sex worker are growing up in an unsafe social environment and most of them are stigmatized from birth. The children living in an around the brothel environment are susceptible being attracted into sex worker profession (Raju & Bon, 2013).

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Beard et al., (2010) stated that Research on the situation of the children of sex workers is extremely limited. There is no research regarding the effect of socio-economic status on sex workers' children education in the context of Bangladesh. Therefore, to understand the socio economic context, challenges and barriers of getting educational facilities for sex workers children, this study could be a guideline.

Research Questions :

To understand the socio economic status of sex worker's children on education the study explored following research questions:

- a) What is the parent's socio-economic status of sex-worker's children?
- b) How is the educational condition of students?
- c) To what extent does socio-economic condition effect on their educational process?

Methodology :

Six cases studies on sex worker's children (5 to 18 years old) studied through qualitative approach. The study was conducted in Daulatdia Ghat Brothel. Research participants were 6 children (3 boys and 3 girls) belonging to 6 different sex workers' family and their houses, 6 sex workers and 6 class teachers of these children. The sample of 6 cases had been selected purposively by using snowball sampling method. Data was analyzed on thematic approach and presented through different themes.

Table-1: Sampling number and data collection method on the basis of data sources.

Sources of data	Sampling number	Method of data collection
Home environment of the children	6	Qualitative semi structured observation (Written notes + Photographs)
Sex workers' family	6	Questionnaire (Written notes)
Sex worker	6	In-depth Interview (Audio recording)
Children (Girls +Boys)	6 (3+3)	In-depth Interview (Audio recording)
Class Teachers	6	In-depth Interview (Audio recording)

Findings of the Study :

Parents Socio Economic Status

Parents Educational Background- Most of the parents are illiterate. Some of them studied up to Grade V. Only one's mother completed H.S.C and father studied up to S.S.C level. The one and only reason behind hampering mothers' education is family financial problem.

Parents' profession- Students' mothers are involved with sex business in Daulotdia brothel. There are two types of their sex business in the brothel: 1. Bariwali and 2. Bharatia. Half of the students

mothers are Bariwali and remaining of them are Bharatia.

According to students' mother, some of the students (2 out of 5) fathers are the ex-customer of their mothers. One student's father is the representative of local Government, most of their fathers (3 out of 5) are businessmen (i.e.: construction business, cloth business and drug trade) and one of their fathers is driver.

Family Income-Most of their (4 out of 6) family income in an average are 4000-14000 BDT. Some of their (2 out of 6) family income in an average are 49000-60000 BDT.

Students' Home Environment-

Most of the student's family (4 out of 6) has separate house outside the brothel. In their house, they have access to fresh drinking water and well sanitation facility.

Some of them (2 out of 6) live inside the brothel. But they have separate rooms in a tin shed building for their living with lower living condition. The students have a separate study space with chair and table.

Some of the students' (2 out of 4) live in the Safe home. Female student live in the KKS (Karmojibi Kallayan Samity) safe home and she stated that,

"There are separate chair, table and bed for all in safe home. 3-5 girls lived in each room. The environment of that place is also healthy."

Male student lives in safe residence of PIACT (Program for the Introduction & Adaptation of Contraceptive Technology) Bangladesh. He stated that,

"In PIACT, I got a nice environment to study. There is chair, table etc. for individual students."

Students' Educational Status

Students' Education -Half of the students (2 girls and 1 boy) are studying at primary level in KKS Primary School which is situated in the same area and facilitated by Save the Children.

Remaining of them (2 boys and 1 girl) are studying at secondary level (Grade VII, IX and X) in Daulatdia Model High School.

Students' relationship with classmate and friend- Almost all of them (5 out of 6) have good relationship with all of their classmates. Male students pass most of their time with classmates and friends. Mainly girls face problems to maintain relationship with classmate and friends due to classmates' tendency to behave differently with them for being the daughter of sex worker.

Students' academic achievement-According to teacher, students are very attentive and regular to study. Almost all of the students (5 out of 6), their mother and class teachers are satisfied with their result and class performance. Only one student has some weakness on English subject.

Students who are studying at secondary level are involved with co-curricular activities (such as cricket match, football match, handball and long jump competition). Moreover, female student learnt dance well and performed dances in different cultural programs of school.

Future plan-The students' and their mother have future planning for the students. Some of them (2 out of 6) want to be doctor, one of them wants to be businessman and others (3 out of 6) want to do good job and then help their mother. Another student dreams to be a cricketer.

Whether Girls' mothers are mainly interested to get marry their child after completing their college level. They tensed about their children's future for the bad environment of the area. One of the mothers told,

"I want my child will complete college level. After completing her school or college level I will give her marry because I am afraid about my child future. The environment of this area is not good. I don't like to see her as a sex worker. "

The influences of socio-economic status on education of sex-worker's children

Influence of parents' education-Most of the students did not get any help to complete their home work from parents. Only one student whose mother has completed H.S.C can help her for study.

Influence of parents' profession-Girls faced some challenges or bad occurrences to continue study due to mothers' professional identity. Usually, they have to tolerate bad comments from community people and classmates. Even, teachers behaved differently with grown up girl student and their mother. But boys did not face any different attitude from teachers.

Moreover, Girl student's mother was suggested by authority not to go safe home regularly to meet her children as she is a sex worker.

Influence of family income-Students' educational expenditure depends on family income. Students with better economic condition can continue study without any problem. Students with low family income need to depend on scholarship of school and free private tuition of MMS (MuktiMahillaSamity). However, their mothers try to fulfill their entire requirement for the study.

Influence of community and surrounding-Students do not get any support from the community for study. Moreover, some of them (2 out of 6) feel disturbed due to the context of community.

One of the students mentioned,

"There is drug (heroin, cocaine) shop and wine shop beside my house. It makes the surrounding environment noisy and terrible. It sometimes hampers my study."

Influence of school, safe home and teachers-Students and their mother showed great satisfaction

about the school, teachers and safe home. Mothers did not face any challenges to admit their children in school because birth certificate was not required there.

Teachers are very cordial and co-operative. They help them with any problem regarding study during school time. They behave well with sex worker children like other students. Students can take support from MMS private tutor if needed as there is no one to give support at home.

Boys did not feel any indifference from teachers as they come from brothel. But female student found that sometimes teachers behaved differently with them and became biased. Most of the times, they were punished without any reasonable cause. Teachers arranged meetings with parents but one of the girl's mother faced embarrassing situation for her profession.

Conclusion :

This study is the reflection of sex workers and their children's miserable socio economic condition which has direct effect on their education. They are victim of poverty and social insecurity. If their present situation is continued then the fate of this group of people will never be changed. According to the Child Right Convention (CRC), every child has the right to be educated and children's right have legal, political, social, cultural, economic, demographic and environmental dimension. This group of people should be accepted normally in the main stream society and their fundamental rights especially education should be emphasized by the state. Otherwise their children will be the victim of sex trade cycle like them.

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Experience of Team-Based Learning Process in Various Courses at NAEM

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Abstract

Team-based learning process is one of the most successful student centered approach in teaching and learning process, particularly in occidental countries. The attempt of this article is to acquire an empirical experience by demonstrate some model tests in class-based participants in NAEM. The TBL process is purely ideal education skills that have been basically imported from Western concept. Western experiences implies that the secondary students are in teenagers, thus their age rarely permit to concentrate their mind in the lecture based teaching in a specific time schedule in front of a teacher. However, the objectives of this study are to identify the expertise of team-based learning in different courses at NAEM, to explore and measure the success of the team-based learning and to find out its' implication in secondary level in future.

This research work was followed by purposive sampling techniques and target population was the participants or teacher trainee of four courses at NAEM those completed the courses during this year. This research pursued mixed (qualitative and quantitative) approaches and survey method on the basis of questionnaire-based test items essentially a total of four tests four (04) as well as four (04) Focus Group Discussion (FGD) were analyzed. Required primary data were collected through questionnaire based test items. It is found that the outcome of team test (questionnaire based test items) is higher than individual test. From FDG analysis essentially proves that maximum participants were encouraged and they took part in the Team-Based Learning (TBL) experientments wholeheartedly accepted during the session. Findings of the study revealed that output is suited to the fulfillment of the objectives.

Key words: Team-Based Learning Method (TBLM), Lecture-Based Learning Method (LBLM), Team Test (TT), Individual Test(IT).

1.0. Introduction

In Bangladesh, the classroom instructors or teachers generally follow Lecture Based Learning Method (LBLM) which is known as a teachers'-centered approach in their educational institutions. It is observed that the developed countries have shifted learning approach from teacher- centered to student centered learning method. It has been found that many developing countries have also taken initiatives to adopt student-centered learning approach for meeting learning demands of the students. Student-centered learning method like Team Based Learning Method (TBLM) has positive impact in learning outcomes than other approaches. In TBLM, students work in groups.

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tutor one another and learn to depend on one another rather than depending exclusively on the authority of the teacher. Students learn to construct knowledge as it depending exclusively on the authority of the teacher and in the academic disciplines and they learn the craft of independence. Furthermore, teaching competencies for team-based learning need to expand to include strategies for guiding and encouraging students to articulate their understanding of the course content (Lane, 2008).

Team based learning permits the learner active learning. So, active learning allows the learner to determine what the learners want to learn; they will engage themselves in learning and learn actively. The learner will construct their learning, while the learners sit in group in the class. They get opportunity to discover themselves and explore new information to brainstorm the topic or about the contents. In a while, the learners are able to solve their problems. Thus, the learner constructs their knowledge through TBL.

The Government of Bangladesh has given emphasized for the development of education sector. For educational development, there is need to improve the quality of the teachers. Consequently, for teachers' improvement their knowledge, skills and attitude should be improves as well. For the reason, knowledge, attitude as well as skills are the components of active learning among the learners through teaching by the teachers in education institutions (Bloom, 1961). There are two types of learning approaches- teachers' centered approach and students' centered approach in learning. Learner centered" is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (McCombs and Whisler, 1997; cited in Ahmed, 2013).

In Bangladesh, in many cases teachers'-centered learning is found to be practiced in different educational institutions. In teacher centered learning, teachers mostly used traditional lecture based method. On the other hand, team based-learning implies as a students' centered approach which enhanced more cooperative, open-minded or candid reciprocal exchange of knowledge. Mostly, LBLM may give the teachers to communicate in a large classroom; however, this approach makes the students passive learning in the class. In contrast, interactive methods like Team Based Learning Method (TBLM), allows the trainers to influence participants when they are actively working with the materials where trainer works as facilitator. Through the Lecture based Learning Method (LBLM) mostly used and gives the teachers facilities large- class communication- yet it places the students in a passive rather than active.

1.1. Statement of Research Problem

We know that the teachers of Bangladesh mostly apply teacher- centered approach like teacher based learning method. But the lecture does not lead to maximum achievement in certain type of learning. Our participants' learning do not achieved successfully through lecture method.

The learners can develop their learning well only through discussion among them. Moreover, the formal lecture alone is generally not appropriate for presenting material for a comprehension knowledge and understanding. The lecture method does not allow learners to participate in their

classroom. The lecture may not have much scope to provide comprehensive content understanding.

Students' low achievement by the LBLM and its weaknesses consecutively lead to the producing low quality manpower in our education system. It is not only that it also affects the productivity from the low quality manpower. Thus, students' low achievement ultimately affects the overall socio-economic development of a country. We invest huge resources for educating our citizens each financial year. Therefore, low learning achievement affects the educational quality as well as the intellectual growth of young community which also leads to the huge loss of talent and resources of the country. It is also revealed from educational literature that no educational institution or university of Bangladesh had been placed in superior position in world education ranking as the surveys in the past years conducted by a number of ranking organizations. If we want to improve our education quality we should think the educational processes like learning methods also. So, research in the field of learning methods for optimizing the students' achievement is very much essential and need of the time. In such circumstances, it is imperative to examine the achievement of our students learning by lecture based method or team based learning method to identify the right type of learning method. Researchers believe that solution of this problem can ensure high achievement in students' learning.

It is also observed that, in Bangladesh it does not seem to be much research study so as to explore the practice of team-learning in education and training. In fact all levels in education requiring modern method to improve the teaching learning environment and students' achievement. For this reason, by this study explored the effect of team based learning method in education and training and the selected topic is Experience of Team Learning Process in Various Courses at NAEM.

1.2. Aim and Objectives of the Study :

The aim of this study is to explain the experience of team learning process in various courses, conducted in NAEM. Thus, this study is finally aimed to derive an appropriate way-out for the best fit educational procedures on TBL method. Hence, the specific objectives of this study are as follows:

- to identify the expertise of team-based learning in different courses at NAEM;
- to explore and measure the success of the team-based learning and,

2. Review of Related Literature

The related literature also show the way of instructions and procedure for further research of the problem. Team Learning is a well-defined instructional strategy developed over 20/30 years/ two decades. Team learning brings together theoretically and empirically grounded strategies for ensuring the effectiveness small groups working independently in classes with high student faculty ratios without losing the benefits of faculty-led, small groups with lower ratios. As an instructional method, team learning consists of repeating sequences of three phases (Hunt, et al, 2002, p133).

In phase 1, learners study independently outside of class to master identified objectives. In phase 2, individual learners complete a multiple-choice examination (a Readiness Assessment Test or RAT) to test their readiness to apply phase 1 knowledge. After individual learners have submitted

their answer to a RAT, teams of six to seven learners then retake the same RAT and turn in their consensus answers. In Phase 3, the same teams complete identical in-class assignments in parallel; these assignments are designed to promote collaboration among students within a team, require use of Phase 1 and Phase 2 knowledge and identify learning deficiencies. At designated time, all learning teams simultaneously share their answer with the entire class for easy comparison and immediate feedback. They stimulate an energetic total-class discussion with teams defending their answer and the instructor helping to consolidate and focus teach (Hunt, et al, 2002, p133).

TBL is another technique of student centred learning and teaching which was originally developed by Larry Michaelsen to facilitate active learning in large class. He first tried TBL, at the University of Oklahoma Business School when his classes went from 40 to 120 and he was surprised to see its effectiveness. TBL is now routinely used in large classes (up to 400, but more typically 120-150 Students with a single facilitator) and is even possible in difficult classroom spaces (i.e. tiered lecture theatres). Bottom line is - give students something compelling enough to work on and they will ignore the limitations of the room.

Group work is a cooperative activity: four students, perhaps with a topic, are doing a role-play or solving a problem. On the other hand, pair work has many of the same advantages. The moment students get into pairs and start working on a problem or talking about something, many more of them will be doing the activity than if the teacher was working with the whole class. Student-centered learning has positive impact in learning outcomes than other approaches. In student centered learning, students work in groups, tutor one another, and learn to depend on one another rather than depending exclusively on the authority of the teacher. Students learn to construct knowledge as it is constructed in the academic disciplines, and they learn the craft of interdependence. Many agree that at present there is too much passive learning experience (lectures) and few opportunities for active learning. In the traditional teacher-centered learning classroom the teacher is solely responsible for what the student is expected to learn. The teacher's usual role is to dispense information in lectures, assign readings, and provide demonstrations. The student is a passive recipient. (Why team learning, 2010)

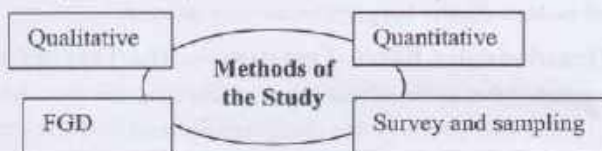
3. Methodological Framework and Data Set

The method(s) is the key mechanism, which assists to obtain required data and information for any socio-economic educational research work that might either undertake for further invention or explanation. These study intends to explore a total of two relevant research methods based on collected data and information. According to Kothari (2004, cited in Bilkis, 2012: 39) research method may be understood as all those methods/techniques that are used for conduction of research. Research methods or techniques, thus refer to the methods the researcher use in performing research operations. Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. "Method is a documented process for management of social science research project that contain procedures, definition and explanation of probable techniques, used to collect, store, analyze and present information as part of a research process in a given discipline" (Hossain, 2014:

2). However, both the qualitative and quantitative approaches (mixed method) was followed in this research as social science phenomena are closely intertwined. That is why, mixed methods approach has been chosen to follow in this research to discover the experience of TBL in the various courses, held in NAEM. This research also applied questionnaire-based survey method and FGD, especially for both categories of data-set. Furthermore, it could be noted that the qualitative data worked to obtaining in-depth information and quantitative data provided with concrete statistical information about the prevailing situation.

As noted, this research followed mixed method (qualitative and quantitative) approaches, essentially a total of four tests were analyzed in this study from the four FGD. At a glance, the key methods which have been followed in this study can be perceived by the following figure:

Figure - 1: Methodological Territory of the Study



Source: Adopted from Hossain, 2014: 2 - 14

This research work was also followed by purposive sampling techniques distributed in various secondary schools/colleges teachers at NAEM training. Total respondents are one hundred and twenty five (125). The details of data collection procedures are placed in the following table for an explicit assumption of the entire methods and sources of data collection.

Table - 1: Operational methods and sources of data collection in details

SL	CD	GR	Contents/Session	SS	G/NG
01	15 th ACEM 15 th March - to 27 th April 2015	Associate Prof. in Government Colleges	Educational Administration Structure, Development and Issues (afternoon)	M = 26, F = 07, Total = 33 (6 PhD among them)	Government
02	22 nd EAMC 25 th April - 5 th May 2015 managed by MAEM and organized by TOL-SEP	Head teachers of secondary Institutions	Steps of development plan (afternoon)	Intact in a class M = 38, F = 02 Total = 40	Government plus Non-government
03	27 th LPMC 31 st January - 3 rd February 2015.	Librarian in Secondary Institutions	NEP, Chap. 20. (after noon)	Intact in a class M = 20, F = 05 Total = 25	Government plus Non-government
04	28 th LPMC 31 st March - 13 th April 2015.	Librarian in Secondary Institutions	NEP, Chap. 20. (after noon) (morning)	Intact in a class M = 32, F = 05 Total = 37	Government plus Non-government

Keys: ACEM: Advanced Course on Education and Management; CD: Course Details; EAMC: Educational Administration and Management Course; F: Female; G/NG: Government/Non-government; GR: Groups of Respondents; LPMC: Library Planning and Management Course; M:

Male; NEP: National Education Policy; SS: Sample Size; TQI-SEP: Teacher Quality Improvement- Secondary Education Project.

The above Table - 1, it has clearly been make known that 15th ACEM for Associate Prof. in Government Colleges on Educational Administration Structure, Development and Issues in total participants were 33 (Cf. Annex - 01), among them , 6 participants were PhD. The second group was 22nd EAMC which held 25th April -5th May 2015 managed by NAEM and organized by TQI-SEP for Head teachers of secondary Institutions (Government plus Non-government) taken session on Steps of development plan and Intact in a class, Total number was 4. Required data were also collected from 27th LPMC on 21st January - 3rd February 2015 for Librarian in Secondary Institutions (Government plus Non-government) on NEP (Chap - 20). Intact in a class, Total participants were 25. The last and fourth group was 28th LPMC which held in 31st March - 13th April 2015 as well as same content but participants were different.

3.1. Patterns of Questionnaire Based-Test item for the Target Groups

As we already have mentioned that a total of four target groups were discussed for required data to testify of experiments of TBL (Cf. table - 1). The questionnaire based the hand -note as well as test item was consisted of 12 questions for the ACEM in NAEM for the target group of Associate Professor of different Government Colleges. The item-wise individual marks of each question was one (01) while total test item was a total of 12. The second group consisted of 10 items on EAMC for the Head of the secondary level educational Institutions. The same marks were allocated as for the first groups (1 mark for each question = total 10) while the third and fourth groups were consisted of 12 items for the Librarian of the LPMC. It could be noted the participants were entirely different between the third and fourth groups. The tests were also verified and checked by other 'Professionals' Experts ' of the NAEM. Their profound suggestions and observations were valued and considered in the test items. As noted, four test items (3rd and 4th were the same) were developed to gathered necessary data and information to carry out this study which has been illustrated in the table beneath.

Table - 2: Patterns of test item, (language, sessions and period)

Groups	Patterns of test items	Language(Hand-note)	Types of Session	Session's Period
01. ACEM	12 items, multiple choices, True/False/Not-given.	English	Multimedia with digital format	Afternoon
02. EAMC	10 items, multiple choices,	English	Multimedia with digital format & Gw	Afternoon
03. LPMC	12 items, multiple choices and matching, open ended.	Bangla	Group work	Afternoon
04. LPMC	12 items, multiple choices and matching, open ended	Bangla	Group work	Morning

3.2. Explanation of the Patterns of Test Items

The above table - 2, it has clearly been demonstrated that patterns of questionnaire based test (12 items) were multiple choices, True/False/Not-given, hand note language in English, taking session with Multimedia through digital format in the afternoon for Group-1(ACEM). Whereas group - 2(EAMC) has been showed that patterns of questionnaire based test (10 it were multiple choices, , hand note language in English, taking session with multimedia from beginning to end digital format in the afternoon. The third and fourth groups were the same courses (LPMC) but the participants were completely different (list of the participants are placed in the Annex - 3 and 4). It has clearly been revealed that patterns of questionnaire based test (12 items) were multiple choices, and matching ,open ended , hand note (NEP, Chap-20) language in Bangla ,taking session with group works..On session is taken in the morning and another session was taken in the afternoon. The participant enjoyed more morning session than afternoon session.

3.3. Performance of the Session-based Activities

A total of seven steps were designed to verify and testify the TBL process within the class-room based session-based activities. Total time period was one hour and working procedures were also divided into 7 categories. The entire session-based activities are placed in the table beneath:

Table - 3: Working steps of the total team learning session

Steps	Working Procedures	Time for each session
Step - 01	Welcome greetings and ice-breaking speeches	2 - 3 Minutes
Step - 02	IT (Individual Test)	5 Minutes
Step - 03	Promoting hand note, briefing lecture, power-point presentation and question-answer session	25 Minutes
Step - 04	Group discussion	5 Minutes
Step - 05	5 to 8 group division of TBT (Team-Based Test) based on the patterns of the participants	5 Minutes
Step - 06	Received feedback from the session and FGD	5 - 10 Minutes
Step - 07	Vote of thanks and concluding remarks of the session	2 - 3 Minutes
	Total	60 Minutes

4. Finding and Analytical Discussion

Test items were designed into various patterns such as matching as well as making arrow, open-ended, multiple choices, yes/no and finally not given. A total of 25% items were related to the previous skills and knowledge of the participants in their related subject. However, total 75% items were related to the content to be taught during the study period. The test duration was from January 2015 - April 2015.

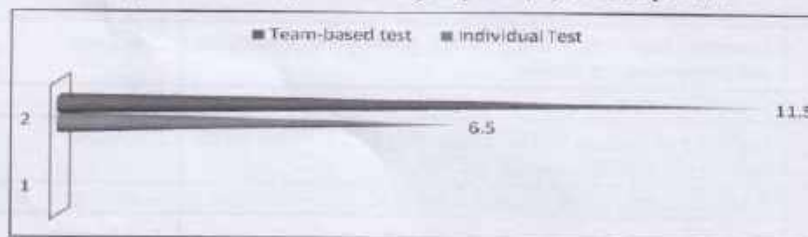
4.1. Findings from Group - 01

In achieving required data for this study, the procedure was followed for IT (Individual Test) that

enhanced a total of 12 questions to the participants on 'Educational Administration Structure: Development and Issues' under step and group one (01). As noted earlier, a total of 12 questions were structured (e.g., 4 multiples choices while 8 were based on the options of 'True/False/Not-given'). The questionnaires were asked to take a test in English to obtain the general knowledge of the participants about the content of the brochure of the ACEM course.

At the outset of the session, researchers introduced themselves through introductory briefing as well as they were also asked to produce the test item for measuring their individual performance under the TBL procedures. It has been found that the most of the participants were enthusiastic to complete the test in daily basis. The class leader collected all the assigned test papers for submitting to the concerned researchers. Subsequently, a hand note was also provided to them in English, adopted from the web link of the Ministry of Education, Government of the People's Republic of Bangladesh. The entire class was facilitated mainly based on participatory approaches on the basis of hand notes and a short briefing. The participants were responsive and enthusiastic to participate in the TBL process spontaneously. Most of them also suggested applying this method in various educational institutions as a case study to realize the response of the both students and teachers in Bangladesh. However, the recent age is the age of globalization, the secondary Western educational system mainly applies this method, so we may consider this method as a 'test case' to realize how it works and how both students and teachers will react on these methods. However,, the participants spontaneously opined their own views that have been demonstrated in the following figure.

Figure - 2: The experiences of group one (01) on TBL process



Source: Adopted from the primary data, collected from ACEM course in NAEM, March, 2015

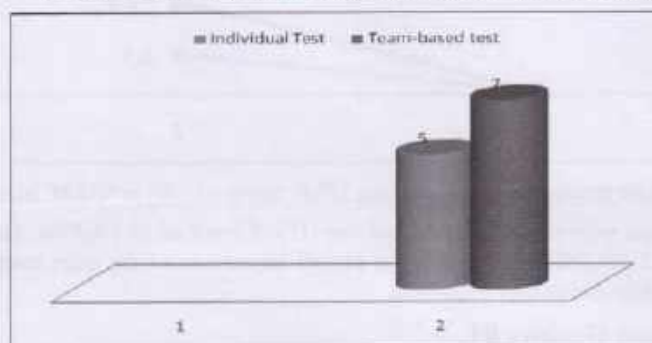
In the above figure, it has explicitly been demonstrated that a total of 11.5 (95.6%) points achieved out of 12 based on one (01) hour Individual test (IT) TBL class in the NAEM. On the other hand, the figure also shows that a total of 6.5 (54%) out of 12 points marked by the participant in the same class. It could be noted that the session was held at afternoon, thus the respondents supposed to be more tired. Thus, this outcome essentially proves that maximum participants were encouraged and that is why, they took part in the TBL experiments enthusiastically during the session.

4.2. Findings from Group - 02

In attaining required data for this study, the procedure was followed for IT (Individual Test) that enhanced a total of 10 questions (test item) to the participants on 21st 'Educational Administration and Management Course' under TQI - SEP. The test items were in English to get the general knowledge about the content on 'steps in development plan'. As noted earlier, a total of 10

questions were structured (e.g., multiples choices). At the outset of the session, researchers introduced themselves through introductory briefing as well as they were also asked to produce the test item (IT) for measuring their individual performance under the TBL procedures. Researcher conducted through digital content aspects. The participants were asked the given information which they replied spontaneously. After that, the participants were divided into 8 groups and completed a group work within a short period and then, completed team test (TT) within the group. The class leader collected all the assigned group work and test paper for submitting to the concerned researchers. Lastly, one FGD was organized. Results of the IT and TT have been demonstrated in the following figure for a clear conception.

Figure - 3: The experiences of group two (02) on TBL process



Source: Adopted from the primary data, collected from EAMC course(G-02)in NAEM, April 2015

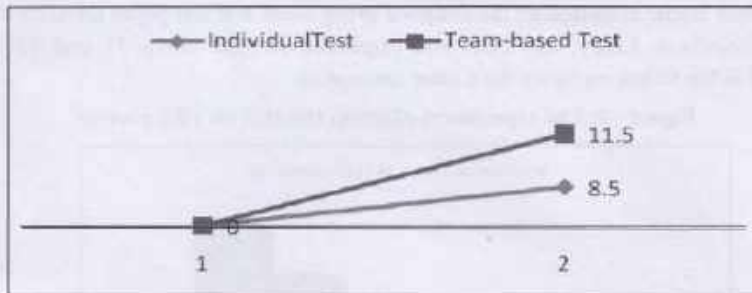
In the above figure, it has explicitly been demonstrated that a total of 7 (70%) points achieved out of 10 based on one (01) hour Team test (TT) TBL class in the NAEM. On the other hand, the figure also shows that a total of 5 (50%) out of 10 points marked based on Individual Test (IT) by the participant in the same class. Individual Test (IT) was taken at the beginning of the session. It could be noted that the session was held at afternoon, thus the respondents supposed to be more tired and exhausted. Thus, this outcome essentially proves that maximum participants were encouraged and that is why, they took part in the TBL experiments enthusiastically during the session.

4.3. Findings from Group - 03

In this study, in step (group - 03), the procedure was followed for individual test (IT) to provide the participants 12 questions to take a rest of the content on 'Education Policy of Bangladesh: Library and book policy (chapter 20)'. The patterns of the questions were multiples choices, matching and open ended. The most of the participants were enthusiastic to complete the test. After completing the course class leader collected the test papers and submitted. Next, the hand notes were supplied in Bangla (National Education Policy, Chapter - 20) and test was taken in Bangla to obtain the general knowledge about the content. Based on the hand notes, a class was facilitated mainly on participatory approach. The participants were asked to provide information

which they replied spontaneously. Later, the participants were grouped in 5 out of 25. A woman has been represented in each group. They discussed and they filled-up the test paper vividly in each group. The test marks were carried one (01). From the test, the impulsive responses were found as follows.

Figure - 4: The experiences of group two (03) on TBL process



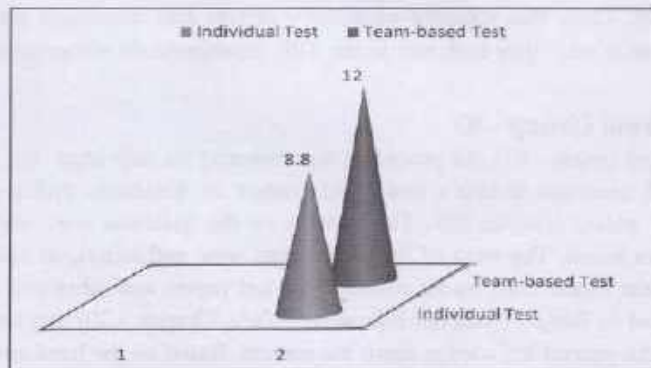
Source: Adopted from the primary data, collected from LPMC course (G - 03) in NAEM, January 2015.

The results of the test were such as: Individual test (IT): 8.5 out of 12 (70.8%). Team-based test (TT): 11.5 out of 12 (95.8%). As a result, the overall impression of the team learning was very attractive to the participants as they expressed.

4.4. Findings from Group - 04

In this study, in step one, for group 4, the procedure was followed for Individual Test (IT) to provide the participants 12 questions to take a rest on their understanding on 'Education Policy of Bangladesh: Library and book Policy (chapter - 20)'. The patterns of the questions and process of the conducting session were the same of the group 03. Participants were grouped in 6 out of 37. This session was conducted in the morning. The result of the IT and TT is higher than the group-03 which has been showed below:

Figure - 5: The experiences of group four (04) on TBL process



Source: Adopted from the primary data, collected from LPMC (G-04)in NAEM, March 2015.

In this test, as the number of participants was 33 and the results of the IT and TT are as follows:

- Individual test (IT): 8.8 out of 12 (73%).
- Team-based test (TT): 12 out of 12 (100%).

In the above figure, it has explicitly been demonstrated that a total of 12 (100%) points achieved out of 12 based on one (01) hour Individual test (IT) TBL class in the NAEM. On the other hand, the figure also shows that a total of 8.8 (73%) out of 12 points marked by the participant in the same class. Thus, this output essentially proves that maximum participants were encouraged and that is why, they took part in the TBL experiments enthusiastically during the session.

4.5. Experiences of Team-Based Learning from the FGD

Actually, Focus group discussion (FGD) is a open discussion with a convinced group conducted by a facilitator where groups express their opinion spontaneously and freely. Focus group discussion has become a popular and most useful method of obtaining information regarding numerous topics. Focus groups are a good method to get people involved in the decision making process and have them provide their input on the targeted topic (Hossain, 2011:121). A focus group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service concept, advertisement, idea or packaging (Henderson, 2009, cited in Hossain, 2011:122).

Participants were asked what do they understand by team-based learning, what's the challenges of the team-based learning and what's the opportunities of the team-based learning. Respondents were very much enthusiastic, responsive and vivid in the group-based discussion. Team Learning is essential for learning something new mostly. Another meaning of the Team Learning is group discussion. It plays a vital role to impart knowledge to the participants in the training session. Nobody is self-reliant about knowledge area. Everybody must have to depend on others. So Team-learning helps the participants to exchange views and share their acquired knowledge. As a result everybody receives full knowledge. Moreover, team-learning makes the classroom more effective. Here everybody can share their knowledge and know their limitations. This process helps participants to have something without traditional memorizing. It also helps participants to understand others and patience. Actually, it has limitations. It creates chaos and misunderstanding may happen. Apart from this they were tireless though the sessions held in the afternoon. Team-based learning was very effective and foresighted. Moreover, the learning through TBL was ever-lasting.

5. Major Findings of the Study

The results of the present study indicated that the teacher trainees' satisfaction and acceptance of this method were fulfilled their expectation. However, this study provided important findings from which the following themes can be concluded:

1. TBL was learner centered, learners achieve more and applicable in large and small class;
2. Learning was permanent as learners get fully involved, motivated and satisfied;
3. TBL increases learners' analytic skills and higher order thinking skills;

4. Difficult topic was more understandable and large chapter was learnt within short time;
5. Classes became lively and interactive;
6. This method is easily appropriate applicable in the tertiary and higher level; and,
7. TBL increases attendance and better academic performance of the learners.

5.1. Conclusion

Suitable education is the most influential apparatus which can exploit to revolutionize the society. Teacher has the freedom to educate the students in their own way. As a result, teacher can introduce TBLM during their session what they learn in this study. Development of Freedom and that education is the royal road to freedom. Human learning, thus, ensures freedom and freedoms reflect development (Sen, 1999 cited in Yeasmin and Rahman, 2013:132). Team-based learning was effective and application at NEAM training courses. Majority of the respondents favored TBL process based on data trend received from the NEAM (4 sessions with 4 groups) The respondent seemed to be enjoyed TBL during TBL experiment for data collection.

5.2. Recommendations:

Based on the research results some important recommendations are presented below:

- The TBL process can be considered to apply at the secondary school level for an effective education in Bangladesh.
- NAEM can be submitted a project on 'Introducing TBL in the Post Primary Level' to Education of Ministry

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