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Govt. Primary School Versus

BRAC Primary School : A Comparative Study

A Dissertation Submitted in partial fulfillment of the requirement for the degree of Master of Arts in Governance and Development (MAGD)

Submitted to

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Supervisor Authorization

I hereby recommended and Certify that this dissertation "Govt. Primary School Versus BRAC Primary school: A Comparative Study" is a research work conducted by Dr. Md. Golam Kabir, BU ID 17172005, MAGD 8th Batch, under my supervision for particular fulfillment of the requirements for the degree of MA in Governance and Development (MAGD), BIGD, BRAC University, Dhaka, Bangladesh.

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Dedicated to

My 77 years old father

Md. Golam Mawla Sikder

Whose blessing is the only asset to my life

Acknowledgement

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Abbreviations and Acronyms

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

NEP	National Education Policy
NGO	Non-Government Organization
PMED	Primary and Mass Education Division
PSQL	Primary School Quality Level
PTA	Primary Teachers Association
PTI	Primary Teacher Institute
RNGPS	Registered Non-Government Primary School
SMC	School Managing Committee
SSC	Secondary School Certificate
TLM	Teaching Learning Materials
UDHR	Universal Declaration of Human Rights
UEO	Upazila Education Officer
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

Abstract

This study deals with the status of quality education in Govt. and Brac primary schools in Bangladesh. Along with an examination of education policy of Bangladesh, it is an attempt to get knowledge of quality education implementation in classroom. This study is done in a qualitative way following purposive sampling. Two schools are considered as cases for the study. As such, observation, interviews and document analysis are used for data collection. Different stakeholders like students, teachers and education officials participated in the interviews. The quality education framework of the Global Monitoring Report (GMR) 2005 was considered as an analytical framework for the study. The framework was applied to discuss the findings of study in tandem with literature review. Both teachers and students were thought to play important roles to ensure quality during the teaching and learning process in classrooms. Although teachers seem key actors but quality education is hardly practiced by Govt. teachers considering the quality parameters in education policy whereas teachers of BRAC schools try hard to ensure quality in spite of facing many challenges.

The research seems to indicate that both schools have inadequate teaching-learning materials. In addition, teachers of Govt. schools still follow some forms of traditional methods which give students less opportunity for classroom interaction. Conversely, innovative strategies in BRAC schools appear cooperative and participatory. Although learners of BRAC School come from poor families and get physically less privileges, they receive good treatment from schools compared to Govt. schools where the students have better physical opportunities. Moreover, findings from the study indicate that Govt. schools seem less concerned to maintain quality at different stages of teaching and learning inside classrooms although it has good physical opportunity. BRAC field officials and teachers receive various kind of trainings related to governance and academic subjects of different grades and some special training to maintain teaching and education quality. Almost all group of respondents say that BRAC primary school has positive impact on their society compare to Govt primary school. In corast, BRAC schools appear to maintain quality inside classrooms having less physical facilities. Summing up, in

spite of having outside classroom advantages in Govt. school, it seems that there is relatively better quality teaching-learning in BRAC School.

Chapter I. Introduction

1.1 Background to the study

Education is the foundation to build up a nation and to fulfill human life potentials. It is a fundamental right recognized by article 26 (1) of the 1948 Universal Declaration of Human Rights (UDHR). This is the entrance step for further education (Ahmed, Nath, & Hossain, 2010). Accordingly, Bangladesh, as an over populated and third world country, has given topmost priorities to primary education since its independence. For that purpose, several initiatives have been adopted so far to boost primary education. Likewise, free and compulsory primary education for all is determined by articles 15 and 17 of the Constitution of Government of Bangladesh (GoB) (Jalaluddin and Chowdhury, 1997). In this way, "Bangladesh is committed to its people and the international community to provide quality primary education equally to all children so that they can complete the full cycle of primary education by 2015" (CAMPE, 2009: xxxvi). Likewise, the country has already achieved some outstanding successes in large enrolment and to decrease gender gap in primary education (United Nations Children"s Fund (UNICEF), 2015). But the question of quality education is still a serious concern. This is because getting into classroom will be insufficient if the knowledge or skills could not improve the quality of life for children and their livelihoods. Education Minister, Nurul Islam Nahid, has said in the Parliament in June 2016 that Bangladesh now enjoys a literacy rate of 72.3 percent (bdnews24.com). These figures all point to huge numbers of those still illiterate and inadequately schooled in a country of some 165 million people. It simply is not possible under existing conditions to bring all sections of the population immediately into the formal system of education. At this backdrop, Non-Formal Education is considered to be a priority area and the government has extended more resource allocation and policy support to NFE sector. The co-operation and collaboration between the government and the NGOs on NFE expansion in Bangladesh resulted in increased enrolment in primary schools and ever-increasing adult literacy rate (Akhter, 2015).

In Bangladesh, quality in teaching-learning of primary education is now important to be ensured because it is a reality that everyday many pupils attend in classes of Govt.

and Non-Government Organization (NGO) schools. NGOs are imparting non-formal education beside the Govt. schools. But they are under constant pressure to fill in the gaps left by declining State provision in the formal education system (Archer, 1994).

Govt. schools and BRAC run schools in the same areas are different in terms of quality education. Though the policy is same for all kinds of educational institutions, the ways they implement them are different. Therefore, this study examines quality in education in both Govt. and BRAC primary schools in Bangladesh. It will first meet the part of the necessity of Master of Art in Governance and Development (MAGD) program and then help the policy maker in the country to review primary education policy and programs for better outcomes.

1.2 Statement of the problem

The rationale behind choosing this topic for dissertation thesis emanates from my interest to investigate quality education related to teaching-learning process of primary schools in Bangladesh where 13 types of institutions impart primary education (Directorate of Primary Education (DPE, 2015). On the other hand, there is still significant geographical variation in the number of students with the best performing and the worst performing ones in different parts of the country. Besides, many children do not complete primary education cycle due to late enrollment and repetition (Annual Sector Performance Report (ASPR), 2012). "An Analysis of the Situation of Children in Bangladesh," less than 60 percent ever enrolled in primary school and less than 50 percent of those who enrolled completed all five grades. While enrollment and completion rates have improved in the last decade, rising to 83 percent and 67 percent, respectively, the following graph illustrates the Bangladeshi primary school system"s inefficiency.

In this way, the country has attained significant progress in certain areas of primary education such as increases of school enrollment, reductions in gender gaps and dropout rates (Austin et al., 2008).

Where one student should achieve 50 terminal competencies and 29 cognitive competencies after completion of primary cycle, only 1.6 percent of students achieved it where boys and girls achieved on average 16.7 and 15.3 percent of those competencies respectively (CAMPE, 2009). Even it is also assumed that 66 percent of children do not achieve basic literacy and numeracy (Ahmed et al., 2005). Since large numbers of students study at Govt.

and BRAC schools, it is very important to know how Govt. and BRAC schools provide education.

In addition, it is claimed by a research that there are disparities between Govt. and BRAC primary schools (Ardt et al., 2005) in spite of following same policies which has stricken me to initiate a comparative study in teaching-learning process practiced in classroom between these schools. In fact, these researches seemed to emphasize quality as related to inside as well as outside classroom contexts. Therefore, this study incited my interest to examine quality in education related to comparative study process in Govt. and BRAC primary schools.

1.3 Significance of the study

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

1.4 Objectives of the study

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

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

☐ explore the teaching-learning situation in classrooms of the selected schools according to adopted teachings styles.

☐ explore the nature, focus and processes of classroom assessment and feedback in relation to teaching approaches used.

☐ discover good practice and challenges faced by teachers in their everyday teaching works.

justify the performance of teachers involved in teaching in terms of their level of qualification and experience.

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

The areas of comparisons study explores the BPS program and GPS Program through the lens of:

a)   Teacher selection and continuous development;

b)   Course curriculum and teaching process;

c)   Quality, covering inputs, teaching and learning, and management and the

     enabling environment;

d)   Infrastructural support;

e)   Cost and cost-effectiveness;

f)   Competency Chart;

1.5 Research questions: Principal Questions and Sub Questions

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

1.5.1 How quality education is defined by the Bangladeshi education policy including qualification of teachers and training the teacher receive in their development process?

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

1.5.2 How the quality parameters identified in the primary education (Govt. and BRAC) are implemented?

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

Sub Questions:

1. What are the main comparison of curricula and syllabi of Govt. Primary School vs BRAC Primary School?

2. What are the Physical facilities of Govt. Primary School vs BRAC Primary School?

3. Compare Classroom Environment, Teachers Preparation and Teaching Styles in Govt. Primary School vs BRAC Primary School?

4. What are the major comparison of Teaching Aid, Assessment and Feedback, Teachers Qualification , Supervision and Monitoring of Govt. Primary School vs BRAC Primary School?

1.6 Organization of the study

This study consists of eight chapters. The main contents of each chapter are as follows: The first chapter initiates with an introduction, a short background, rationale and significance of the study. Furthermore, research questions are included with research objectives. At the end, a proper outline is provided.

Chapter two comprises of analytical framework of the study. Quality concepts of 2005 Global Monitoring Report (GMR) are discussed in this chapter.

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

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

The fifth chapter starts with a brief structural overview and introduction about primary education. Elaborate discussion about Govt. and BRAC schools are also presented here.

The findings of the study are discussed largely in chapter six with several themes and sub-themes like teacher preparation; motivation and teaching methods; classroom environment; use of teaching aids; classroom management; teacher-student interaction; assessment and feedback; teachers" qualification; continuous development supervision and monitoring and; challenges at teaching-learning process and primary data analysis of the respective area,

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

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

Chapter II. Conceptual Framework

2.1 Introduction

This chapter is addressed with an analytical framework of EFA global monitoring report 2005 regarding the quality of education . The entire chapter is discussed in two ways. The first part provides overview about the Framework and the second part includes description of quality concepts mentioned in the Figure. Furthermore, the second part is divided in two ways: enabling inputs inside classroom and enabling inputs outside classroom. Eventually, a short summary ends up this chapter.

2.2 Conceptual Framework: Quality Education The issue of quality education has received special attention in the discipline of primary education.

As such, these are developed time to time with various models and frameworks. Likewise ,UNESCO developed a framework in 2005 which provides several concepts of quality education. To a large extent, it is organized with certain variables. However, the framework is considered for analysis of this study because the quality education is featured with quality access, teaching-learning process and outcomes. In addition, context and input variables related to quality education are also well explained in the framework. The input variables include certain factors used for inside and outside classroom as instruments of teaching and learning process. Likewise, it facilitates the analysis of the factors perceived as standard for quality education at different policy levels of Bangladesh. In addition, this framework helps

to understand that how Govt. and BRAC schools practice their quality indicators in classroom. So it can work as a standard to compare the status of quality education between those schools. This conceptual framework has already been experimented in many countries with teachers, educationalists, and policy and decision makers in quest of quality in education. The application of this framework in this study facilitates the discussion of the study findings based on research questions in a qualitative way. Leaving that, it also helps to select relevant literatures with regard to quality concepts of primary education in Bangladesh.

Figure 1: A framework for understanding education quality
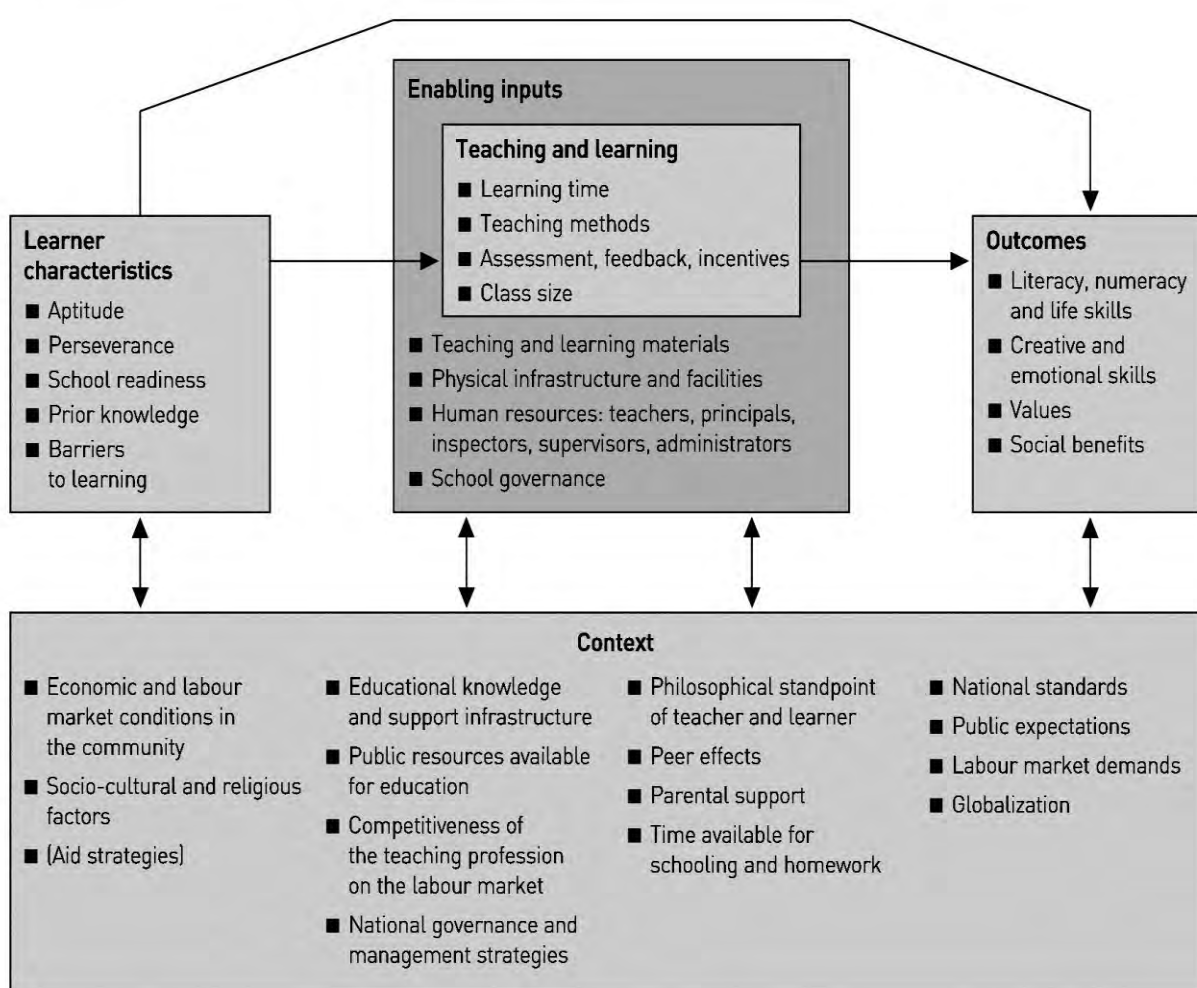
Source: EFA Global Monitoring Report 2005 UNESCO, Paris pp 30-37
http://www.unesco.org/education/gmr_download/chapter1.pdf

In fact, the UNESCO (2005) quality education framework is analyzed here to a large extent. In the Framework, different indicators of quality education variables are mentioned such as learner characteristics; different contexts; various inputs and; learning outcomes. Accordingly, learners are characterized by different aptitudes, learning barriers and prior knowledge. The input variables are categorized by classroom factors and beyond. Likewise, classroom input indicators are learning time, teaching methods, assessment, feedback, incentives and class sizes. By contrast, teaching-learning materials, physical infrastructure and facilities and human resources like teachers, principals, inspectors, supervisors, administrators and school governance are recognized as classroom out input indicator religious and philosophical views, Govt.-market demands, policy and decision making by states, international aid strategies, national and global issues are identified as contextual variables in the framework. Apart from, literacy, numeracy and creative and emotional development of learners, values and social benefits are mentioned as learning outcomes in the structure. Based on this Framework, I identified school involvement factors „teaching-learning process‟ as a core focus of the study. This is so, because, I can directly observe the teaching-learning situation rather than other factors in the conceptual Framework. I will now turn my attention to those factors what I have identified as relevant.

2.3 Quality education: the enabling inputs

2.3.1 Enabling inputs inside classroom

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

Teaching method is an important factor mentioned in the quality Framework which maps out the approaches of teaching by a teacher in order to improve quality. It often depends on demographic and subjective areas in the class. An improved teaching method play greater role for attracting student‟s attention during lesson. In this context, this quality indicator

might help to detect the strategies are practiced in Bangladeshi primary schools and would suggest the best methods followed by a teacher in a class to ensure quality.

In the analytical framework, quality process encompasses assessment, feedback and incentives as evaluation strategies that allow the teacher to get idea about the performance and progress of their pupils. In this study, these concepts might facilitate to diagnose, monitor and assure the degree of quality in teaching-learning practiced in Bangladeshi primary schools. It is because, consistent, regular, reliable and timely assessment tools applied inside the classes facilitate to identify the areas of weakness of learners and to provide better feedback.

The size and organization of classroom is an important input as mentioned in the Framework which has great influence on teacher‟s teaching styles. It essentially includes teacher-student ratio in order to ensure successful teaching-learning process. It has enormous impact on quality outcomes of teaching-learning process of primary schools in Bangladesh.

2.3.2 Enabling inputs outside classroom

Distribution and delivery of resources are essential in order to ensure effective teaching-learning sessions. Teaching aids include textbooks and other learning materials. Besides, the availability of classrooms, libraries, school infrastructure and other facilities are also included. All of these tools are usually provided by governments and households (UNESCO, 2004). These seem useful for this study because quality primary education in Bangladesh requires wide and available teaching-learning instruments. Besides, schools without textbooks or learning aids are not able to do an effective job (Ibid).In addition, it is important to know which materials are supported by the government and households of Bangladesh for the purpose of educational development. Physical structure of classrooms and schools and their availability are important outside classroom related quality inputs indicated in the Framework. Along these factors, clean water and sanitation facilities are basic elements of a healthy, safe and secure learning environment which attracts students to stay in school for a long time and to concentrate in their study. Regarding this study context, these issues would facilitate information collection about overall primary school condition in Bangladesh because quality education always relies on required facilities.

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

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

2.4 Summing up

The central concepts of the study are discussed in this chapter. It is argued that these concepts are appropriate and conducive for collecting and interpreting data for this particular study because UNESCO"s quality model focuses on developing countries like Bangladesh.

Therefore, this Framework, by and large, helps me to get information about how schools practise those concepts in their classrooms. I have tried to figure out, in this way, the differences between Govt. and BRAC primary schools in terms of quality dimensions of teaching and learning process.

Chapter III. Literature Review for the study

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

3.1 Introduction

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

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

Regarding the quality of teaching-learning, a qualitative base line survey found that teaching should be planned and programmed according to diversity of pupils (Aida, 2008). Furthermore, quality teaching demands administrative and specialist supports, mentoring and professional development, curriculum and assessments (Darling-Hammond, 2010). In this study, these concepts will facilitate ideas about the process of exchanging knowledge practised by both teachers and learners during teaching.

3.2 Reviews on concepts of quality education

The concept of quality education largely depends on the teaching-learning process. This process is related to teaching methods, assessment and feedback, learning environment, classroom management, teaching aids and teacher education. Accordingly, this research tries

to review a good number of studies including recent works in order to grab these concepts from literature.

3.3.1 Teaching methods

It is found in many studies that proper learning seems hard to takes place following a single method of teaching. Besides, many factors are involved in effective teaching strategies such as teacher knowledge and qualification, training, motivation, commitment, provision for resources and use, and learning environment . Apart from these factors, teaching methods consist of guiding and scaffolding, direct teaching with learning materials and pupils" engagements in dialogues and class tasks (Rigelman and Ruben, 2012). Barrow and Leu (2006) mentioned that an effective teaching strategy means practising and asking questions to one other and repeating them in class.

Collaborative approach is one of the strategies which facilitates to meet students" needs (Borko, 2004; Darling-Hammond, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Vescio, Ross, & Adams, 2008) through a relationship where children receive support and encouragement from their tutors (Kemizano, 2007). In a qualitative research, Rigelman and Ruben (2012) mentioned collaboration as central for learning because learners feel safe to learn alongside their mentors and peers through this process. Although this strategy seems suitable but coherence and continuity appear hard to exist during learning (Darling-Hammond, 2010). Even though a lot of incidental learning goes on during this process (Smith and Elley, 1998) but it might be dominated by strong learners. In this perspective, collaborative work accelerates the opportunities for learning from both their successes and mistakes along with their partner"s successes and mistakes (Rigelman and Ruben, 2012).

With this strategy, students learn from their activities practised at home and school works. In contrast to advanced teaching strategies, conventional teaching models like „chalk and talk" is thought to be uninteresting, unmotivated and discouraging for appropriate learning situation (Kemizano, 2007). In this respect, it was found in a baseline qualitative study that the transmission mode of teaching dominates Kenyan primary education which provides little opportunities for pupils to create questions and to explore ideas to regulate their own thinking (Ackers and Hardman, 2001). On the other hand, it is found in a study that high achiever students receive more attention than low achievers in class and teachers cannot equally concentrate on all due to practising the traditional methods in Govt. primary school

in Bangladesh (Akter, 2008). Although this study was qualitative the sample size was also limited. So the findings of the study seem hard to generalize for all schools. However, collaborative and pair or group learning appear better compared to traditional forms of teaching strategies.

3.3.2 Assessment and feedback

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

With regard to feedback, learning outcomes are accounted as pointers whether the conducted lessons are enough for learners or not. But feedback should be adapted to learners‟ needs so that teachers can easily assess their knowledge, skills, learning potentials and needs (Johnson, 2010). Feedback might be less effective in spite of having few learning outcomes of some lessons. It was found in a study conducted by Ackers and Hardman (2001) that teachers gave feedback to the students in form of affirmation or making no reaction to pupils‟ responses and then went to something else. Although they often verbally praise students‟ performance but they should demonstrate interests, responsibilities and care for their pupil‟s emotions, concerns and the classroom condition. After all, teachers should

give chances to students to express their feelings (Aida, 2008). In this aspect, teachers can admire students verbally being satisfied their performances.

3.3.3 Learning environment

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

In addition, a safe and open environment facilitates to develop shared norms and values; makes students listen to understand; participate fully; respect others and their ideas. On the contrary, Aida (2008) found the classroom well equipped because the class tutor received various supports from the school and also from parents in the form of required teaching materials. Sometimes, teachers worked there in a team with other teacher and also with parents. In order to make the lesson flexible, therefore, the teacher can follow time schedule to meet pupils" interests for work and their educational needs. Along with classroom setting, school environment contributes to the success or failure of learners in their reading performance (Kemizano, 2007). Besides, quality learning is also concerned with home environment. As Lerner (1993) argues, learning comp etencies depend on positive interactions with school and home environment. In this regard, Hossain (2012) points out that good socio-economic background of learners is an additional essential element of quality education in his qualitative study. This study attempted to figure out the challenges in achieving quality among different categories of primary schools in Bangladesh.

3.3.4 Classroom management

Classroom can be organized in different ways. In this context, Aida (2008) says that whole class approach facilitates to disseminate the same information to the whole class and to assess pupils where the members of a group can cooperate and support each other to do their tasks in different ways. However, classrooms should be organized in a way where teacher,

group and members of groups can exchange their teaching roles. Rigelman and Ruben (2012) suggest to improve communication and to ensure consistency among students for the purpose of better classroom management. It is because traditionally organized classroom results in less productive and little success in teaching-learning process. It was demonstrated in a qualitative study conducted by Ackers and Hardman (2001) that most of the conventional classes result in overcrowding during teaching-learning which bring less interaction between teacher and students. Teachers typically ask a series of pre-planned questions, initiates all the topics, and rarely interacts with the substance of pupils" answers except to evaluate them. „Real discussion" hardly happens there. In the form of teacher-pupil interaction, the study found teacher recitation mode as interrogation of the pupils" knowledge and understanding. In contrast to the domination of teacher questions, pupil generated questions were very rare (Ibid). Classroom organization is also related with class size namely teacher-students ratio, teaching aids used during lesson. So it is apparent that the whole class approach facilitates learners to be benefited from each other through mutual interaction at the teaching venue.

3.3.5 Teaching aids

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

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

3.3.6 Teacher's education

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

Besides, teachers should be expert anticipating pupils" progress and to identify learners" weaknesses so that they could adapt their strategies to meet learners" needs. In this context, teacher"s knowledge, roles, skills, dispositions, and behaviors all have great influence on effective teaching (Darling-Hammond, 2010). Indeed, quality teachers know how to create successful learning environment in classroom. In this respect, Craig, Kraft. and Du Plessis, (1998) mentioned that an effective teacher must be expert in subjective as well as content based pedagogical knowledge, have mastery in the language of instruction, create productive and joyful learning environment, arouse interests among the students in their studies, generating compliant classroom environment for students" needs, bearing strong ethical minds, dedication in profession and intensive caring for students. In a word, positive minds, high expectation and punctuality all are needed to be a quality teacher.

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

3.4 Summing up

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

The literatures show that ordinary classrooms are less effective than well-equipped classes concerned with home and school environment. In this context, whole class approach addresses all students compared to traditionally arranged classroom. It is further noted in the literatures that adequate and life-oriented teaching-learning materials make the learning process easier compare to apply traditional forms of teaching-learning instruments. In addition, teachers" knowledge and experience are regarded important elements for quality teaching.

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

Chapter IV. Methodology

4.1 Introduction

This chapter is sketches out an entire methodology of the study where a concrete and detailed course of plan of data collection is also presented. Likewise, the research paradigm, rational choice of qualitative methods and a qualitative case study design are discussed. After that, methods of data collection such as observation, interviews, document analysis are presented. In addition, other relevant matters like field access, participants" selection, issues

of reliability and validity and ethical questions related to data collection are included. Finally, this chapter is concluded with the study challenges.

4.2 Research design

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

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

4.3 Paradigm selection

Research design begins with the choice of a paradigm. A paradigm "is a worldview-a way of thinking about and making sense of the complexities of the real world" (Patton, 2002: 69). In addition, interpretative paradigm, in terms of qualitative research method, is used "to gain insights through discovering meanings by improving comprehensive idea of any phenomena" as "qualitative research explores the richness, depth and complexity of any phenomena" (Hossain, 2012: 46).

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

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

4.4 Major Qualitative research strategy

Qualitative approach is to reveal the meaning of the people‟s experiences to disclose their live world (Kvale, 2009).

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

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

4.5 Case study design

Case study is one of the most renowned qualitative strategies for insightful and in-depth study of a particular issue. To explore this opportunity further, the research is conducted using a comparative case study design. In this perspective, two types of schools are studied as case in order to examine the quality education process at primary education in Bangladesh. Besides, a quantitative case facilitates to attain stakeholders" notions about the concept of quality education. This research strategy seems suitable because it allows descriptive investigation of teaching-learning situation and uses several methods in a natural setting. Thus, the study is undertaken with a case in order to achieve detailed understanding about teaching-learning quality of primary schools in Bangladesh. Under this process, Govt. and BRAC primary schools are selected purposively for the convenience (time limited) of the researcher.

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

4.6 Sampling

This study was conducted using purposive sampling. Accordingly, two types of schools were selected from every side, two Govt. and two BRAC school to make the comparison easier because purposeful samplings "are relevant to the research questions that are being posed" (Bryman, 2008: 415). In case of sample size, a manageable and reasonable approach was followed to collect fruitful data about the quality of primary education because it is mentioned that sampling is "the segment of the population that is selected for research" (Bryman, 2008: 698). Accordingly, qualitative research mostly selects cases, usually social settings (Miles & Huberman, 1994) because a qualitative inquiry naturally emphases on

comparatively small samples, even single cases, particularly purposeful sampling (Patton, 2002). Therefore, a purposeful sampling seeks rich information through insightful and in-depth study rather than empirical generalizations. As such, I used the purposeful sampling in a convenient way because it "is the strategy of sampling by convenience: doing what"s fast and convenient" (Patton, 2002: 241). Apart from, convenience sampling is done by virtue of the accessibility of a researcher (Bryman, 2008).

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

In this way, the study was carried out in Dhaka district located on the bank of Buriganga River. Besides, there is little access to quality education for children due to a large population. The locale was chosen for the advantage of study in order to gather data from eye witnesses and it was very close to BRAC residential campus. In addition, the data were collected from Akrain and khagan Government Primary School and Boktarpur & Kolma BRAC Primary School. Of these schools, Government Primary School is the oldest school in that area. It started to provide education in 1967. At present, there are 16 teachers altogether for 573 students. Conversely, Boktarpur BRAC Primary School was established in 2001 and Kolma BRAC primary school established in 2002. Every BRAC School is run by one teacher for 25 to 30 students.

The site is geographically located at the center of Bangladesh, approximately 40 kilometers form the capital city of Dhaka. The locale was selected purposefully in a convenient way. These schools were selected from that area because many children receive primary education there.

As such, I was acquainted beforehand with the Govt. primary school and its environment. I had also met some of the stakeholders before starting my data collection. In this way, I established rapport with stakeholders and the school environment within a very short time. They facilitated my observing the class in a cooperative way. Besides, students warmed towards me quietly and were pleased to get me among them which helped me to collect data smoothly. Furthermore, the locale was close to the capital city Dhaka which facilitated to save time and money. Therefore, I could easily manage to get access to the field.

4.7 Data collection methods

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

4.7.1 Observation

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

For classroom observation, I developed a checklist (Appendixes 2.1, & 2.2) prior to starting data collection considering the analytical framework and reviews of literature. Accordingly, I reviewed several literatures in order to achieve a proper knowledge about quality education

and the policies related to teaching-learning and its application process at primary schools in Bangladesh. Finally, I appropriately used them in field work.

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

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

In this way, observational data were collected in written form and recorded using video recorder from the research sites in order to justify and analyze them perfectly. Generally, field notes are done through observation and hearing by a researcher without interpretation (Maykut and Morehouse, 1994) where a researcher needs to develop data as early as

possible after observation (Denscombe, 2007). Every day, I reserved my collected data in laptop. I took field notes based on my observation inside and outside class. Later I developed my field notes in a descriptive manner. Since classroom observation should be performed with teacher-students" accurate words (Maykut and Morehouse, 1994), therefore, I tried to use exact words of the stakeholders where it was needed. In this way, I found a large number of data from classroom observation such as teacher-students interaction, teaching strategies, teacher-students ratio, instructional hours and classroom conditions etc.

4.7.2 Interviews

Interview is one of the main tools for case study (Yin, 2003). It is widely used in qualitative research (Bryman, 2004). In order to perform this study, qualitative interview, in particular, semi-structured interview was done for data collection. This interview is convenient because it is done with an interview guide in a flexible way. Besides, the interview guide in the semi-structured interview consists of a list of questions or general topic to cover the research questions which helps the researcher to make good use of the allocated interview time. Furthermore, it systematically delimits the issues prior to the interview (Patton, 2002: 343), so that the interviewers are facilitated to use their time properly (Aktar, 2008) during the interview session.

Before going to collect data, I prepared an interview guide (Appendixes 1.1, 1.2, 1.3, 1.4 &1.5) on the basis of analytical framework and literature reviews. For this purpose, a number of literatures related to quality education and education policies of Bangladesh were reviewed. After final editing of the interview guide, I applied them in my field work.

In this way, semi-structured interviews were conducted. Thus data were collected from twelve stakeholders where six were from BRAC and six from Govt. schools. The reason of selecting one teacher from NGO school is that every BRAC School is taught by only one teacher. The teachers were selected for interview considering three major subjects like Bangla, English and Mathematics. For the education officials, I interviewed one government education officer and one education official of BRAC School. I communicated with the government education official over phone before conducting an interview in her office. On the other hand, interview with BRAC education official was held in the premises of BRAC

School. Both of these officials provided me with a great deal of time with much information during their interview session. Except the interviews of teachers and officials, eight students were interviewed where two students were considered from each school respectively. In this context, equal number and equal ratio of gender were considered.

Although I followed interview guide (Appendixes 1.1, 1.2, 1.3 1.4 &1.5) but there was flexibility to respond to the questions so that the interviewees could add anything that they should include. Similarly, I also added more questions that I found relevant to the answers during the interview session. All the interview data were collected with the help of digital voice recorder from the fields. Nevertheless, I wrote down important things in my note books during interview period. For this study, I recorded interviews and preserved them so that I could hear repeatedly and analyze accurately, later. By this way, large numbers of data were collected from the interviewees.

4.7.3 Document analysis

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

Since it is a qualitative study, I, therefore, emphasize on significant number of policy documents related to the quality of primary education in Bangladesh. Firstly, I collected text books for grade four of primary schools. In this context, documents related to the analytical framework and objectives of the study are examined from other secondary sources such as books, published journals, various statistics and reports, previous research and relevant policy statements. In addition, several documents namely national education policy 2010, curricula for primary education and national plan of action for Govt. and BRAC schools were analyzed from time to time in order to understand the quality concepts in the education policy. I collected these documents from different sources such as DPE library, BRAC center and BRAC university library, national library of Bangladesh, library of Institute of Education Research (IER), and Dhaka university library. Furthermore, online based sources of data and information were also considered to get better understanding

about the quality status of teaching-learning of those schools. Aside from, this study reflects the previous research evidences conducted on the multiple factors that determine education quality. These documents certainly helped to analyze and interpret my collected data meticulously. I tried to go through each and every related document line by line and to figure out important subjects and then noted them. Afterwards, I started to discover insightful understanding form these documents.

4.8 Data collection procedure

4.8.1 Data collection period

I collected data from December/17 to January, 2018. After getting the final consent from my supervisor, I started to collect data in the month of December/17 & January, 2018. All the schools were busy too much at that time for their primary school new year book distribution occasion. Besides, schools were taking preparation for result of new class but the school authorities allowed and co-operated me to collect data.

4.8.2 Access to the field

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

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

welcomed at every step of data collection from the schools where I, at first, introduced myself. Teachers and students of these schools accepted me cordially and assisted me with valuable information.

4.8.3 Process of data analysis

Data process and analysis usually implies a combined form of data in order to explain facts, classify patterns, and to develop explanations related to objective of the study. In this study, data were processed systematically after collection from different stakeholders. Then the collected data were analyzed following certain steps. At first, data were transcribed from Bangla to English. Here I started to transcribe the data from recording as soon as possible in order to avoid any loss or distortion. In this regard, I quoted informants" views and observation report of those sample schools. During transcription, I tried to hear every recording carefully and then wrote them down on copies. Afterwards, I divided them into meaningful contexts considering the research questions. In this way, the raw data were categorized in different ways and I coded the data considering analytical framework and literature reviews. Afterwards, the conceptual data were incorporated with the themes of the study and then were continuously evaluated to fulfill the demands of the research questions. In this way, findings of the study were prepared based on proper organization of processing data. Finally, a complete dissertation was prepared after a comprehensive analysis.

4.8.4 Triangulation of data

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

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

4.9 Validity and reliability

Validity and reliability both are comprehensive approaches to evaluate the quality of research as a whole. In qualitative study, researchers interpret these subjects in terms of different methodological and epistemological points of view. Patton (2002) considers reliability and validity for designing, analyzing and judging the quality of any study. Neuman (2006: 196) treats validity in qualitative research as truthfulness. Bryman (2008: 153) tells that although reliability and validity both are analytically different issues but are related to each other because validity presumes reliability. For a qualitative study, Yin (2003) identified four criteria in order to justify a case, such as construct validity, internal validity, external validity and reliability. Lincoln and Guba (1985) proposed substituted reliability and validity with the parallel concept of „trustworthiness" containing four aspects mainly, credibility (internal validity), transferability (external validity), dependability (reliability) and conformability (objectivity). A brief identification of these criteria and how these are administered in this study are discussed following:

4.9.1 Credibility (internal validity)

Credibility (internal validity) as a standard ensures that research is carried out according to the general rules of good practice and submitting research findings to the members of the social phenomena who were studied for confirmation (Bryman, 2008: 377). In this context, accuracy, and authenticity are the basis of credible data.

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

4.9.2 Transferability (external validity)

Transferability (external validity) as crucial standard talks about the context in which findings can be applied. The aim of research is to generate knowledge which can be transferred beyond the study settings. In this respect, this study provides rich and descriptive

data about the quality of teaching-learning practiced at primary schools in Bangladesh which might be applied for subsequent researchers and policy makers in a new context.

4.9.3 Dependability (reliability)

Dependability (reliability) is another significant standard in order to ensure and maintain research process logical, traceable and documented (Lincoln and Guba, 1985). Accordingly, the researcher collects field notes and supplementary documents in order to develop a data base case study (Yin, 1994). In this respect, "audit-trial" approach helps to record the data in all accessible phases of conducting a research such as problem formulation, selection of research participants, field notes, interview transcripts, data analysis decisions, and so on. The pre-fieldwork activities focused on research methodology, research design, preparing interview guide, ethical concern and so on. While the post-fieldwork activity reviewed this again focusing on. In the course of this study, I took important notes from classroom observations and interviews. In addition, some contents were reviewed for the study such as new education policy, and textbooks especially Bangla, mathematic and English for grade four and performances competency chart etc.

4.9.4 Conformability (objectivity)

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

In this aspect, my neutral stand has made this study stronger because "neutrality" direct to reliable, factual and confirmable research data . In addition, my knowledge facilitated to design a systematic study from the beginning to the end in order to synthesize and interpret the data methodologically and rationally. Furthermore, it provides a basis for dealing with the study process and to understand the documents related to primary education in Bangladesh. Apart from knowledge, my familiarity with the school environment facilitated to get access to different stakeholders through various channels. In this circumstance, I tried

to control my emotions at every step of data collection phase because it is thought that study phenomenon can affect the findings of any study .

4.9.5 Construct validity

Construct validity is related to reliability and applies to measure the concepts of social sciences (Bryman, 2008: 32). It consists of multiple sources of evidence, maintaining systematic chain of evidence and reviewing the draft case study with key informants (Yin, 1994). In this dissertation, the process of triangulation was followed using multiple methods and hiring field investigators. Besides, systematic and pertinent documents were reviewed through the whole process of this study. Along with, this, I made the interview sessions convenient sharing information with the stakeholders and making correction of data as per their feedback. In having these perspectives while doing my field work and through the entire writing process, I hope that this research can be acknowledged as trustworthy and of significance.

4.10 Ethical concerns

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

Since the purpose of the study is to make comparison of quality education between two types of schools, therefore, ethical issues were strictly thought in different levels of stakeholders. Keeping these ethical grounds in mind, I, at first, received permission verbally from DPE and BRAC authority before going to collect data from the field. Following the same way, I obtained verbal agreement form education official of Govt. school and program supervisor of BRAC School because both of them are thought responsible to inspect their respective schools. Besides, personal consents were received from both sides respecting their status during interviews. Likewise, interviews with other teachers and students were also taken respecting their status. Before starting to collect data, I initially explained to participants about the overall purpose of the study. I also assured that I would maintain

confidentiality and anonymity of the data. I secured the information without influencing the participants" opinions. Apart from, I enhanced on equal units of comparison in different units for processing data. In this respect, data are separately compared in a qualitative manner regarding school, class, subject, and time. In this way, informed consents are received from these two levels of school authorities because participants should be involved in the research project voluntarily and must be conscious about the respective research arena . Besides, I was committed that the collected data will only be applied for the study purpose. Along with, I tried to preserve honesty and professionalism while collecting and processing data and to present the findings. I even informed the participants to reserve their own rights to withdraw from the research project at any time.

4.11 Limitations of the Study

I encountered some limitations during my field work. Since I conducted this study in Savar upazila, Dhaka district, Bangladesh, where I stayed, brought up and now my family and relatives live. Before going to field work, doing a research in such a context was somewhat difficult to me.

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

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

The results of this study might not be generalized to a large population due to its small size of samples. It is a constraint because small sample makes a comparative study hard to generalize its findings in a broader context but it discloses a number of question seeking answers to quality education.

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

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

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

Chapter V. Primary Education: Bangladesh Perspective

5.1 Introduction

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

5.2.Administrative stratifications of primary education

For administrative purposes, the country is divided into 8 Divisions, 64 Districts and 505 Upazilas (including Thanas) and so is the structure of primary education management (DPE, 2015). Primary education in Bangladesh is very centralized and administered hierarchically.The Ministry of Primary and Mass Education (MoPME) works for primary education. Accordingly, Primary and Mass Education Division (PMED) formulates policy and implements these policies through DPE headed by Director General (DG).

Figure 2: Organizational Structure of Ministry of Primary & Mass Education
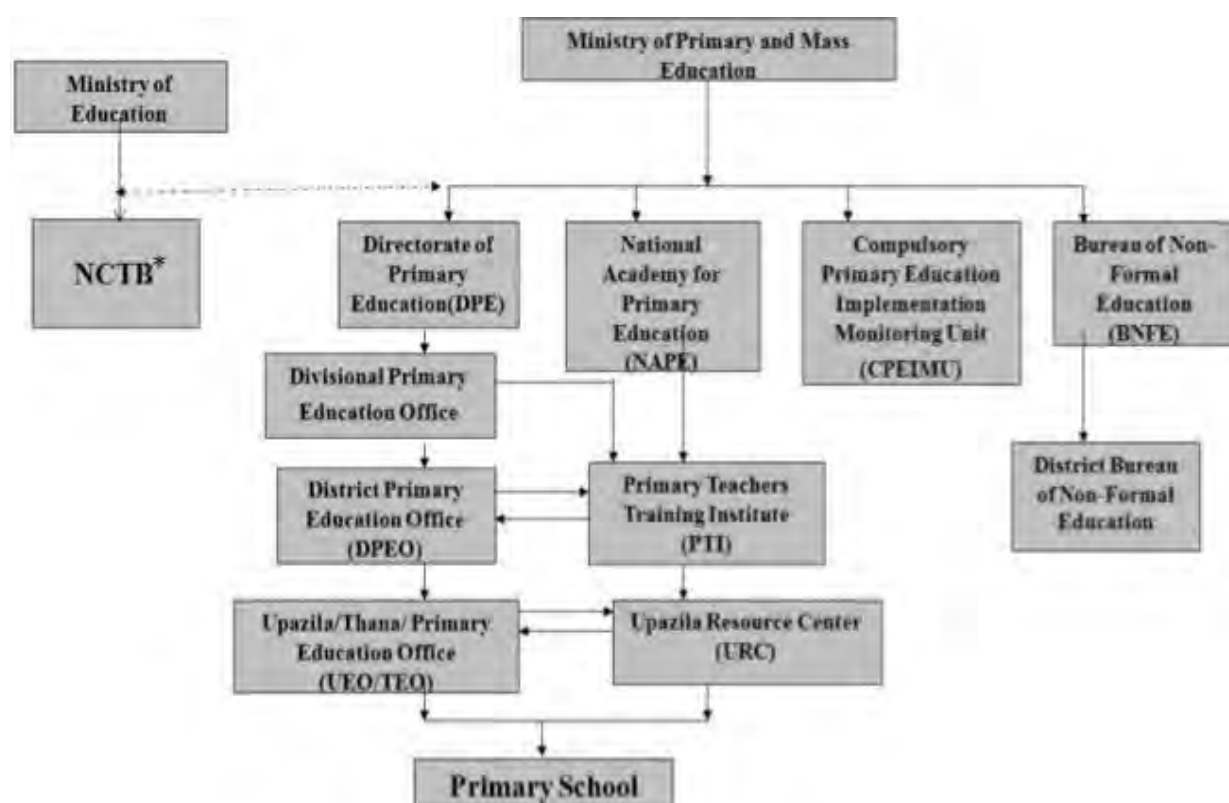
NCTB= National Curricula and Textbook Board

Source: MoPME, 2016

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

5.3 The present state of primary education

Primary education is too much diversified in Bangladesh. There are 11 forms of primary schools where Govt. primary school (37672) (BANBEIS, 2011), BRAC primary school (22,618) (BRAC, 2013) and registered non-government primary schools (RNGPS) (20107) (DPE, 2007) are largely providing primary education in Bangladesh. Govt. primary school is the most popular form of primary schooling in the country. The Govt. school is standard five year school with large number of teacher student ratio (1:47) (BANBEIS, 2015) whereas

BRAC primary school is 1:33. Students include poor urban working children and poor rural children in NGO schools. Only schools which follow the government curricula and teach primary grades one to five are counted in official statistics of primary education. BRAC schools adapt government curricula, produce their own learning materials, teach only one grade at a time, and are often discontinued when a cohort of children completes the primary education cycle.

The DPE usually does not reserve the statistical data of BRAC primary schools separately but it keeps the data of all NGO schools as a whole. The size and complexity of Bangladeshi primary education is a great challenge, especially within such a centralized system.

5.4 Glance on Govt. primary schools

Primary education is the elementary level of the conventional educational system in Bangladesh. It is a five year cycle which begins with Grade I (one) and ends up with Grade V (five) for children of ages 6-10. At present, 9904254 students and 212653 teachers in 62672 Govt. schools are involved in this important educational sector (BANBEIS, 2015) excluding NGO schools. In Govt. schools, the minimum teaching qualification for a male teacher is bachelor degree whereas for a female teacher is Higher Secondary Certificate (HSC). This policy enhances women‟s participation in teaching profession because they are considered to teach children with their love and affection like a mother.

5.4.1 Physical structure

There are now over 70% pucca house well-constructed Govt. school classrooms in the country. Besides, new 40,440 classrooms, according to DPE records, were constructed by March 2014.Quite a high proportion of all classrooms are rated as „good‟or „moderate‟, in Govt. school (81%). About 98% of Govt. school has toilet facilities. In 2015, the proportion of Govt. school with separate toilets specifically for girls was 51%. Apart from, the 2014 school census indicated that there was a significant increase in the availability of safe water in 2014 over the previous year, of some 9% in Govt. school, giving an overall improvement in safe water of 13%, and a total of 84% of schools with safe water (DPE, 2014). Toilet facility for physically challenged students was extremely negligible not only in Govt. school but all types of primary schools.

5.4.2 Class size and attendance

Pupil teacher ratio of Govt. schools is 46:1. It officially operates classes six working days per week and annually about 235 days (BANBEIS, 2015). Most of the primary schools run two shifts to accommodate the number of primary children. This means Grade I (one) to II (two) starts from 9.30 am to 12.00 pm. Then Grade III (three) to V (five) runs from 12.30 pm to 4.00 pm.

5.4.3 The curriculum

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

5.4.4 Teacher training and supervision (Continuous Development)

The Primary School Quality Levels (PSQL) standard is that all teachers be trained to at least Certificate-in-Education (C-in-Ed.) from PTI for one year after joining in their service. This is called in-service training. In fact, there are no options for training before joining in teaching profession. In 2014, the proportion of teachers trained to this standard in Govt. school was on average to 85% where Head teachers are 96%, male assistant teachers 84% and female assistant teachers are 82%. There is little difference between male and female (head and assistant) teachers in terms of training. The teachers get in-service training, (subject-based, classroom and sub-cluster-based). Beyond these training, Head teachers receive management training. For School Management Committee (SMC) members, about two thirds of schools have at least one member trained, and under one third has at least three members trained (DPE, 2015).

5.4.5 Educational expense

Children receive free text books in all primary schools because it is free and compulsory for all. Nevertheless, there remain some hidden costs. A study mentioned that every student spends almost TK1000 ($ 12.82) annually in Govt. school for preparing uniform, buying

pens and copies and other education related amenities. Beyond this amount, some pupils spend money for private tutor in order to make a good result (Rahman, Ahmed, Azad, Chowdhury, Ghosh, and Nizam, 2004).

5.5 Glimpse on NGO schools

NGOs, in spite of their different names, have made a major contribution to primary education in Bangladesh beside the formal education system. Their programs have three common major characteristics, such as, they are usually operated by non-state providers with strong community participation, they have low operational costs, and they cater to vulnerable and hard-to-reach students who were excluded for various reasons from the formal education system (Farrell & Hartwell, 2008). However, The NGO schools cover 1.5 million or 8% of the total enrolment (Akter, 2008) that are not registered with the formal primary schools. The largest NGO, BRAC, educates 670,815 (63.93 percent females) children in Bangladesh through its education program in every year (BRAC, 2015).

Figure 3 : BRAC Primary school organogram
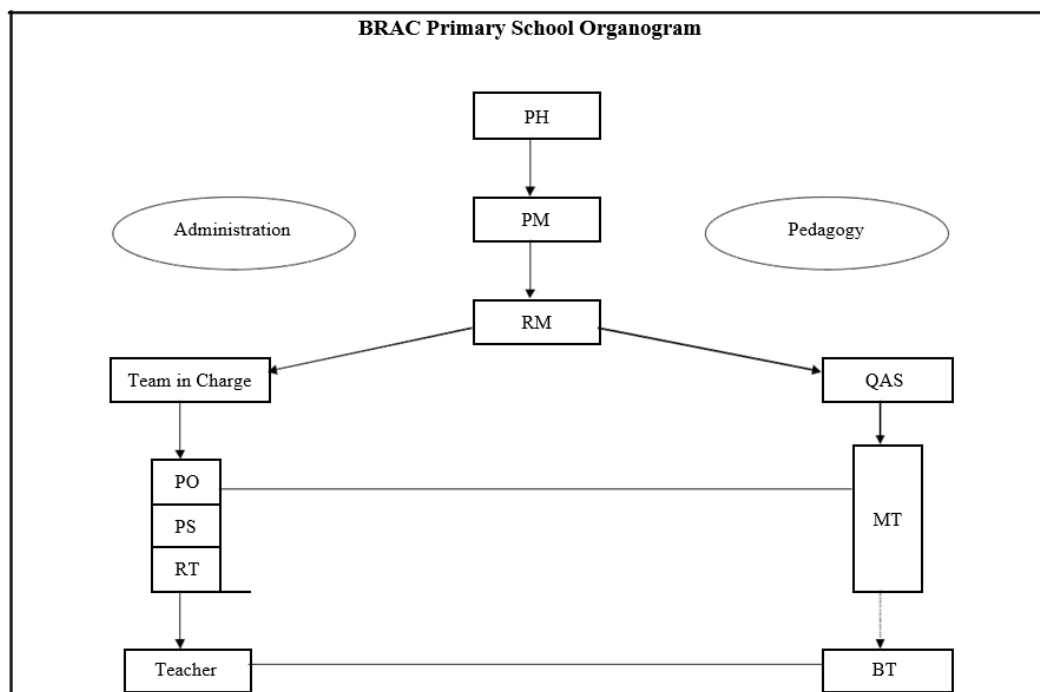
5.6 BRAC as a NGO

BRAC started its activities in 1972 through its relief and rehabilitation programs. After that, it moved to the long-term issues of poverty alleviation and women empowerment. In 1985, it entered in Non Formal Education Program (NFEP) with 22 experimental schools providing

three years of schooling up to Grade III, which was later extended to grade V. By this time, 4.95 million (65.53 percent females) students have completed their course and 4.66 million (65.21 percent females) of them have been transferred to formal schools after completing their primary level. So, the transfer rate of total course completed students is 94.14 percent (BRAC, 2015).

Although BRAC initially started non formal education but recently it moves to the variety of education for different groups under the supervision of the BRAC Education Program (BEP). BRAC usually maintained two models of schooling. Aged group 8-10 years are considered for NFPE and children aged 8-10 years go to BRAC Adolescent Primary School (BAPS). Students from poor families are enrolled in BRAC School who never attended any schools before or are dropped out from any institution. BRAC schools mainly focus on girls compare to boys. Therefore, the ratio of girls to boys in the schools is 60:40 (Akter, 2008). BRAC schools complete five years primary cycle within four years covering almost all the competencies of Govt. school curricula. After completing a primary cycle, BRAC students can move to any other formal schools. The transition rate of BRAC school graduates to Govt. schools is 97.67%, (BRAC, 2014).

5.6.1 Physical Infrastructure.

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

5.6.2 Class size and attendance

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

5.6.3 The curriculum

BRAC School syllabus is developed by BRAC up to Grade III and its teaching materials are supplied from there. Government textbooks are used in Grades IV and V. They emphasize on child capacity during preparing syllabi. Therefore, BRAC School curricula are considered interactive, inspirable, participatory and relevant to rural life. During teaching-learning session, co-curriculum activities are shortly performed by the students. Along with, students are taught about social values. BRAC School graduates are tracked by BRAC for further study. The school timings are flexible and are fixed according to needs (BRAC, 2016). The class session becomes 3 to 4 hours every day, six days a week and 276 days per year . BRAC students have higher test scores across several different subjects including life skills, reading, writing, and numeracy (Chabbott, 2006).

Time on task

  Schools are open for a remarkable 276 days each year, covering five grades in four years. Schools are open six days a week, and close only for the monthly refresher trainings, national holidays, and one week each for Eid Al Fitr and Eid al Adha. The school day is

Grade	School hours/day	Total School WorkingDays/Year
Preschool	2.5 hours	276
Grade 1	3.5 hours	207
Grade 2	3.5 hours	207
Grade 3	3.5 hours	207
Grade 4	4.5 hours	230
Grade 5	4.5 hours	256

Table : 1 .Time on task of BRAC primary school

The opening and closing times of each school are decided by the parents and the local community. Each school operates a single shift only.

5.6.4 Teachers training and supervision(Continuous Development)

A typical BRAC teacher becomes a female community member with 10 years of schooling. Teachers initially have to receive 12-days training course before joining in their service in order to repeat basic information on teaching and learning and to enhance their teaching abilities. They subsequently participate in monthly, subject-based refresher courses (BRAC, 2016). Along this formal training, local BRAC School supervisors and program managers often help and guide the teachers about their teaching. In addition, the supervisors and managers monitor the School. They ensure pedagogical support to the teachers and students. BRAC School is run merely by female teachers and 97% of them are married. At present, total number of BRAC School teachers are 22,699 (BRAC, 2013).

5.6.5 Education expense (Cost- Effectiveness)

Children do not pay any education fees. It is paid by BRAC. Per child cost is approximately TK 800 ($10.25) in a year. Besides, students receive free textbooks, copies, slates, pencils etc. A study mentioned that per student recurrent cost in BRAC School is $20 whereas $29 in Govt. schools and per primary graduate completer cost is $246 and $84 in Govt. and BRAC School respectively (Chabbott, 2006). In fact, BRAC School is much more cost efficient compared to Govt. schools (Haiplik, 2004). In addition, BRAC students do not get long holidays.

5.6.5.1 Costs and Cost-Effectiveness

BPS costs should be viewed from various perspectives. What does it cost to develop such a program? What does it cost to operate the program? What makes up those costs?

Table : 2 . BPS Program Costs per School

	Price in U.S. Dollars	Percentage of Total
Teacher costs	$738	32%
Student books and supplies	$626	27%
Office furniture and rent	$0	0%
Field operations	$772	33%
Research and evaluation	$19	1%
Home office management and logistics	$150	7%
TOTAL	$2,305	100%

The total recurrent costs for the BPS program are $20,456,104 per year, or about $2,305 per school. The recurrent expenditures include teacher salaries and training, travel and transportation, materials and supplies, research, home office support, and operational costs. The following table presents an overview of the main cost components and the

It is important to examine and compare cost-effectiveness in terms of cost per completer and unit cost per student enrolled. As the following table indicates, the annual recurrent cost per student enrolled in BPS is $20, compared to $29 in the GPS.

According to EQUIP2 Research:

Table :3. Estimated Per-Pupil Unit Costs in BRAC and Govt. Schools

	Recurrent	Recurrent Cost	Completion	Cost per
BPS	$20,456,100	$20	94%	$84
GPS	$18,000,000	$29	67%	$246

5.7 Summing up

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

Chapter VI. Findings

6.1 Introduction

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

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

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

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

Primary education possesses highest importance in the education policy of Bangladesh. It includes all children of the country regardless of gender, socio-economic conditions and ethnicity, that is, what is planned to be implemented by 2018 through appropriate methods. As it is clearly mentioned in the National Education Policy (NEP) 2010,

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

6.2.1 Curricula and syllabi

A qualitative reform of primary education in curriculum renewal programs was initiated at NCTB. In this regard, a long-term process of curriculum reform has a significant impact on the quality education in primary schools (Education Watch, 2015). As per the Constitutional directive and with a view to introduce a non-discriminatory education system, the State seems committed to ensure uniform basic education for all. Likewise, the education policy refers, A uniform curricula and syllabus will be followed in some specific subjects at the primary level in all schools across the country. This will be done to integrate all the streams

of primary education. The schools can teach some extra subjects, in addition to those specific subjects, with permission from the relevant department or directorate of education (NEP 2010, Chap. 2, Section B, Article 2). In this regard, an expert committee acts to develop the curricula and course contents of all subjects of primary education. As it is pointed out in the policy, A committee of experts will be formed to develop the curricula and course contents of all subjects. This committee will act with critical examination and appropriate attention. The instruction related to information technology will be delivered through books as long as infrastructure is not adequately developed and adequate number of computers and teachers cannot be provided. Appropriate steps will be taken from the very beginning to ensure English Writing and Speaking skills and that will be continued and emphasized in the forthcoming classes as per needs. Subjects suitable for co-curricular programs can be introduced from the Class I (NEP 2010, Chap. 2, Section B, Article 5).

6.2.2 Learning environment

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

6.2.2.1 Teacher-students ratio

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

6.2.2.2 School environment

In order to promote healthy, physical and mental development of the children, congenial and joyful learning environment is essential at primary establishments. As the new education policy pointed out, The school environment will be made attractive and joyful. Some important steps that will be taken in this regard include adequate facilities for games, sports, cultural activities, warm interaction between teachers and students, caring and sympathetic attitudes of the teachers and a clean physical environment of the school (NEP 2010, Chap. 2, Section B, Article 12).

6.2.2.3 Physical facilities

In association with other relevant factors, physical facilities always contribute supplementary role to ensure quality. It should be appropriate for teaching-learning. The NEP (2010) cited that "separate modernized lavatories will be made for boys and girls (Chap. 2, Section B, Article 12)".

6.2.3 Materials, methods and assessment

6.2.3.1 Education materials

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

The National Curriculum and Textbook Board (NCTB), in the light of the set objectives of the primary education, will prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids (books with analyses, exercises and examples) with a view to meeting the marginal requirements of every subject and class.

6.2.3.2 Teaching methods

Teaching strategy is an important factor for quality education because effective lesson entirely depends on using this powerful strategy. As the NEP (2010) refers that "teaching methods will be joyful, attractive and learner friendly (Chap. 2, Section B, Article 8)". An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work. Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported (Chap. 2, Section B, Article 26).

6.2.3.3 Student assessment

Assessments ease the process of evaluation and thus to learn about children well. It facilitates taking decisions before, during, and after teaching to seek learning outcomes. Realizing the value of student evaluation, the NEP (2010) has provided certain clear indications in the policy, In Classes I & II, there will be continuous assessments, while from

Class III onwards, quarterly, half-yearly & yearly examination systems will be in place. On the completion of Class V, a terminal examination with identical set of questions will take place at Upazilla/Pourashava/ Thana levels (of big cities).

6.2.4 Teachers" education

6.2.4.1 Teachers" selection

Teacher selection is indispensable for high quality teaching and to ensure productive and effective learning outputs. In this aspect, the NEP (2010) details the selection process, A separate Private Teachers Selection Commission will be established similar to Govt. Service Commission for teachers" selection for the non-government primary schools (government approved & supported)) and Ibtedaye Madrasas. This Commission will be comprised of persons associated with education and administration. It will conduct the selection process through written and oral tests. The selection will be at Upazila or district level. The appropriate recruitment authority will recruit teachers for various schools out of the candidates selected by the Commission. Coordinated efforts taken at Upazilla/Thana level will annually decide on the number of teachers needed and the Commission will be reported accordingly. On the basis of that, the target for recruitment of subject-wise teachers will be fixed (Chap. 2, Section B, Article 33).

6.2.4.2 Teachers" qualification

Academic qualification of teachers is considered as the most important school-related factor that influences on student achievement. It is predicted that higher levels of teacher quality are positively associated with better student performance (Loeb 2001; Hanushek and Rivkin 2006). In this regard, the NEP (2010) includes certain policies, Minimum qualification for recruitment of teachers for Classes I to V will be HSC with 2nd division or its equivalent degree. And for Classes VI to VIII, they will be men or women with 2nd class Bachelor degrees. For lower classes, female teachers will get priority. The recruited teachers have to receive training and earn C-in-Ed/B.Ed degree within 3-years from their joining. For direct appointment in the post of a Head Teacher, the minimum qualification will be graduation with 2nd class and he or she has to earn C-in-Ed or B.Ed. (primary) within 3 years. Teachers" training is further explained in the NEP (2010) in details, Initiatives will be taken for

teachers" training and scope of their in-service training will be broadened. The skill and capacity of the national training institutions will be improved .

6.2.5 Other policies

6.2.5.1 School management

Good management is a key factor to bring effective performance among the staffs of an institution. In this respect, the NEP (2010) has simultaneously enhanced on school management for individual development and to encourage mutual confidence and understanding among the teachers and students in the following way, To ensure community participation in the development activities of school, the management committees will be further empowered, where necessary, to become more active. The management committees will be constituted of some ex-officio members and others elected through thoughtful consideration. Simultaneously, the accountability of the committee must be ensured (Chap. 2, Section B, Article 28). The NEP (2010) further refers, Measures will be taken to raise eagerness of the guardians regarding schools and their children"s education through the establishment of pro-active guardians-teachers committees (Chap. 2, Section B, Article 29).

6.2.5.2 National Academy for Primary Education (NAPE)

Apart from all of these important factors, the NEP (2010) also addresses several numbers of issues related to quality of primary education in Bangladesh as are cited here, The status of National Academy for Primary Education (NAPE) has to be elevated to a top national institution of very high quality so that it can innovate new methods of activities for the development of primary education. Some necessary measures are to be undertaken to achieve that, such as, training of the academic staff of PTIs and the other field officials engaged in different projects; preparation and approval of syllabus for basic teachers" teaching, supervision of training, conducting of the exams of the trainees and conferral of diploma and initiation of appropriate research activities for the development of primary education, conducting of seminars and workshops (Chap. 2, Section B, Article 36).

These policies attempt to increase productive and creative teaching-learning in primary education of Bangladesh. Besides, these policies aim to facilitate learning using different

teaching strategies suitable for learners. Nowadays, these indicators are regarded as standard for quality education of primary schools in Bangladesh.

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

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

6.3.1 Curricula and syllabi: Govt. school vs. BRAC School

6.3.1.1 Curricula and syllabi in Govt. school

Co-curriculum or extra-curricular activities are good initiatives to create close relations and to increase interaction between teachers and students. So a well-developed curriculum is important to ensure quality education. But the primary education curriculum of Bangladesh is very centralized where theory based competencies are emphasized more than practical ones. As a result, it seems hard to fit for the students with their lives (Hossain, 2012). During interview, the Govt. official did not talk about extra curricula activities practiced in class. Like annual games held in the beginning of year in all Govt. school. As the education officer mentioned:Students of schools participate in annual sports. Good performers are primarily selected from every school and are sent to higher levels of competition. Finally, best performers are awarded in different levels based on their performance.

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

6.3.1.1 Curricula and syllabi in BRAC School

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

Regarding this aspect, the education supervisor mentioned:

We have recreation facilities during lesson break when students perform individually and in a group reciting poem, singing songs, mukabhinaya and dancing etc. In this way, students are refreshed mentally and feel happy and animated on in their learning.

Leaving that aside, annual competitions are held in district and divisional levels where all children are assembled and perform their best activities. They are awarded based on their performance.

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

6.3.2 Learning environment

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

6.3.2.1.1 Teacher-students ratio in Govt. schools

Quality education certainly depends on rational number of students against a teacher in the class but the Govt. school cannot always maintain it properly. As it is acknowledged by the education official: "We have no adequate number of teachers to assist others. Usually, fifty students participate in a class. In many cases, lower classes have more than ninety students". The status of class size expressed by a student that "there are fifty seven (57) students in our class. Out of them, fifty to fifty two students attend regularly in class. During field visit, I found fifty two students present in class where single teacher deals with all the learners alone without any assistant. Although numbers of boys and girls were almost equal in the class but the school does not have any regulation about gender maintenance.

6.3.2.1.2 Teacher-students ratio in BRAC School

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

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

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

6.3.2.2 Physical facilities: Govt. school vs. BRAC School

6.3.2.2.1 Physical facilities in Govt. school

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

Photo 1. . Khagan govt,primary and Bokhtarpur BRAC school photo

6.3.2.2.2 Physical facilities in BRAC School

BRAC School is e lag behind compared to Govt. one. They pay for the house used as school. As it is deliberately expressed by the education supervisor of BRAC School that "we do not have many physical facilities. We actually rely on the provided materials. All our schools are rented. I am working in BRAC for last twelve years. I have not experienced to have own house for BRAC School".As the BRAC teacher mentioned that "we do not have play ground in our school and no gardens as well. Even we use common (household"s) toilet". Except the common physical facilities, I did not find any computer and multi-media in these schools used in classroom during my observation. Although both schools are connected with electricity but they often face frequent load shedding.

6.3.2.3 Classroom environment: Govt. school vs. BRAC School

6.3.2.3.1 Classroom environment in Govt. school

During my school observations, I found the classroom organized in Govt. schools but its floor, wall and furniture were untidy. Although the classroom was not lighted enough but sun light and natural air passed easily through doors and windows. Besides, the class was large in size but one electric fan covered the whole class. Students sat on the benches orderly. There were four rows and every row had four benches. Three students used a bench. Girls and boys sat separately where girls used first two rows and boys were at next two rows. The class was painted with many pictures on the wall. Painting was financed by non-governmental project. As the education official referred that "primary school classes were painted by the Intensive District Approach to Education for All (IDEAL) projects. Government usually does not finance for painting". There was a big unclear blackboard on the class. Students put on untidy school uniform. A sweeper cleaned the class but sometimes students cleaned it. As one student mentioned: "Aya always cleans our class. We also clean when we make it dirty".

6.3.2.3.2 Classroom environment in BRAC School

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

Photo 2: Classroom Environment in Bokhtarpur BRAC school

6.3.3 Materials, methods and assessment

6.3.3.1 Teachers" preparation and teaching styles: Govt. schools vs. BRAC School

6.3.3.1.1 Teachers" preparation and teaching styles in Govt. schools

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

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

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

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

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

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

In this respect, one of the students commented:

Our teachers teach us by writing something on the blackboard if we cannot understand. They also make the lesson easier with an example. For this purpose, they divide us in certain groups. They frequently suggest us to learn from and to ask questions of each other. Sometimes, they call one of us to desk and to follow in a chorus. In addition, they advise good students to help weak ones.

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

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

6.3.3.1.2 Teachers" preparation and teaching styles in BRAC School
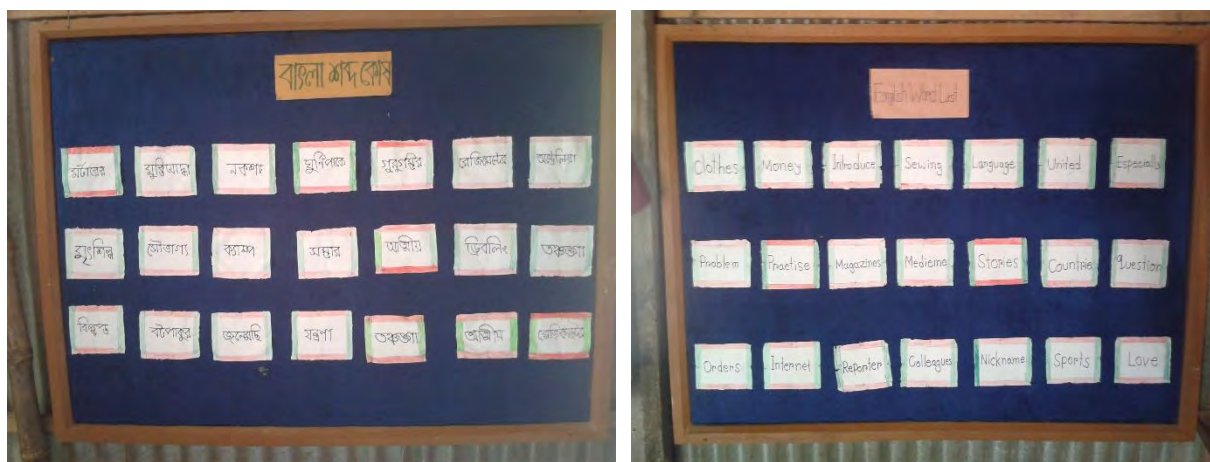
Photo 3 : Pictoral teaching styles in Bokhtarpur BRAC School

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

We usually provide lesson based group teaching. Accordingly, we divide the students into large and small groups. They maintain three rows of seating during writing and reading session. Children follow a Dal from class one to four. Then they come in small groups during the reading period. Each group consists of five to six members and one leader. Particular assignments are given to each group. We, at first, ensure group leader who guides others.

Meanwhile, teachers visit them and try to identify weak groups. Besides, we take lead behind children in front.

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

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

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

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

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

6.3.3.2 Teacher"s role and teacher-student interaction: Govt. school vs. BRAC School

6.3.3.2.1 Teacher"s role and teacher-student interaction in Govt. school

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

following instance, One day, the teacher asked students to open a poem name Bangabhumi O Bangla bhasha. She told students to follow her reading. Accordingly she read and the students continuously followed her. After that she randomly called someone to read the lesson and the rest of the students followed him (Source: Field note, 04/01/18).

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

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

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

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

It is certainly difficult to handle all children at a time. I always try to build up a good relation with my students. I try to find out the reasons if they cannot understand the lessons. Besides, I also personally contact with their guardians about their performance. But I feel very tired after a daylong class. The status of teacher-student relationship is nicely addressed by a student: "I am happy about my teacher. Teacher helps me if I cannot understand something. She divides us in different groups to ask questions from the text and thus we try to respond it orally".

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

6.3.3.3 Teaching aids: Govt. schools vs. BRAC School

6.3.3.3.1 Teaching aids used in Govt. school

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

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

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

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

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

Following the book, I make lessons short. Here, teachers" edition, teachers" instruction and question booklet help me a lot. I usually use book, chalk, duster, copy, pen and pencil, hand-

made model, different type of pictures and also blackboard to teach children. Besides, local teaching instruments

like trees" leaves, fruits and flowers, clay made materials are sometimes used when needed. Along with, government provided various charts are also used for teaching.

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

Photo 4: Pictoral Aids in Khagan and Akrain Govt Primary School

6.3.3.3.2 **Teaching aids used in BRAC School**

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

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

I use picture, book, pen, pencil, stick, container, cylinder, slate, blackboard, chalk.

Along with this, I use all real, half real and unreal teaching materials to teach children. I use sticks while I mention words and alphabet on the board. I also show how to make words with letters.

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

Photo 5: Teaching aids used in Kolma BRAC School

6.3.3.4 Assessment and feedback: Govt. schools vs. BRAC School

6.3.3.4.1 Assessment and feedback practiced in Govt. schools.

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

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

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

One day, an English teacher gave three questions on the board and students wrote its answers on their sheets. Then the teacher checked their copies moving randomly

around the class. At first, he checked seriously and later he just marked the copies as right or wrong. Finally, he could not check all the copies. Meanwhile, time for that class is over (Source: Field note. 28/12/18).

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

As it is mentioned before that classroom assessment entirely relies on teacher"s strategy. Some teachers emphasized on slow achievers. One teacher from Govt. school stated that "I comparatively emphasize more on weak students in the class. Besides, I teach them with the help of good students as well". On the other hand, a Head teacher of a Govt. school explained this matter in a broader sense based on what he usually applies in the class: I practice three steps of evaluation such as presentation, preparation, evaluation. First two steps are used for application and recovery. Last one is performed by asking questions to students. Besides, one asks others in a group. In this way, weak students are recovered by the stronger ones. He also mentioned the process of feedback: "Classroom feedback depends on distributed timeframe particularly on homework, quick response, class test where many of them can do and some cannot --- but everybody tries to do"

6.3.3.4.2 Assessment and feedback practiced in BRAC School

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

Time for evaluation is clearly mentioned in our guide. Accordingly, questions for

evaluation are picked up from the assessment register. We write those questions on the board and make ready for test. Students" scores are hanged on the wall. We also regularly evaluate

lessons every day and today''s lesson tomorrow. Besides, weekly (Thursday) assessments are held by class test when we evaluate them again.

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

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

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

6.3.4 Teacher''s qualification: Govt. schools vs. BRAC School

6.3.4.1 Teacher''s qualification in Govt. schools

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

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

One teacher interpreted his experience in this way:

Primarily I received one-year basic training of Certificate-in-Education (C-in-Ed.)

from PTI. Besides, I received subject based training for five days. Out of these, I have no more experience of training after joining in this profession. Even I have no experience in pre-service training.

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

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

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

6.3.4.2 Teacher"s qualification in BRAC School

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

Teaching capability development process is designed by BRAC Education Program. BRAC Education Program is giving training for teaching capability development by Capacity Development Unit (CDU).This unit provides Basic Teacher Training (BTT) for 11 days in BRAC Learning Centre. Before going to BRAC learning centre they have observe teaching learning process in ongoing BRAC Primary school for two weeks. After receiving Basic Teacher Training successfully the teachers have to participate in 5/6 days orientation course at the beginning of a new class in the Branch office. Not only that, the teacher has to attend every month in monthly refresher course. This refresher duration is 1 day for every month for the teacher of nursery, class 1 & 2, for 2/3 days for class 3 and for 3/4 days for class 3 and class 4 by monthly. Here the teachers can make them prepare to teach the students for the next month"s lesson activity. The teachers are also provided some need based training: such as, special refresher/orientation on particular subjects specially Math and English. Arts

and craft training, Fine and performing art (PFA) training etc. Some of the teachers also received (BIL) training on English language from BRAC Institute of Language for 63 days. The teachers who received (BIL) training and some teachers who are good in English are selected as a resource teacher in English. Quality Facilitators group of BRAC education program develop them by an orientation. These resource teachers (RT) conduct monthly teacher"s refresher on English and develop the others teachers.

BRAC Learning Division (BLD) develop module for teachers basic training by the sharing with the authority of BRAC Education Program as well as BRAC Institute of Language too. Quality Facilitators group develop RT module. Monthly refresher module is developed by Core Master Trainer (CMT) who conducts the refresher. Quality Facilitator and Area Manager also conduct teacher refresher.

6.3.5 Other policies: supervision, monitoring & school management

6.3.5.1 Supervision & monitoring: Govt. schools vs. BRAC School

6.3.5.1.1 Supervision & monitoring in Govt. schools

There is significant correlation between teacher supervision and quality of teaching in primary schools (Bantu, Okello, & Kimathi, 2012). Supervision includes checking teachers" plan of teaching before it taking place as well as after the lesson has been taught. In this regard, the education official mentioned: Generally, I am to manage both academic and administrative activities. Academically, school visit is main part of my duty. Accordingly, I visit five schools every month and all schools at least one time in a year through informed and uninformed inspections. During visit, I observe teacher"s role, teachers-student"s interaction and assessment. In addition, I check official documents, register maintenance, teachers" activities and annual plans etc. I also observe neat and cleanliness of the school. Sometimes, I check school timing, students" assembly by instant visit.

6.3.5.1.2 Supervision & monitoring in BRAC School

Whereas the education supervisor of BRAC School articulated:

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

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

6.3.5.2 School management: Govt. schools vs. BRAC School

6.3.5.2.1 School management in Govt. schools

In this regard, the education official confirmed:

Although there is a provision to select and elect School Managing Committee (SMC) and Parents Teachers Association (PTA) members respectively from local people in order to improve school performance but they often cannot play effective roles. Even they are frequently absent at school meeting.The Govt, School managing committee consisting eleven members and its tenure three years,

6.3.5.2.2 School management in BRAC School

In contrast, the educational supervisor of BRAC School articulated:

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

6.3.5.2.3 Performance of the students Govt. School vs. BRAC School

To improve learning assessment under BEP, the head of BRAC''s Research and Evaluation Division developed the Assessment of Basic Competencies (ABC) tool to rapidly assess basic literacy, numeracy, and life skills. The ABC measures general knowledge competencies, but not necessarily those in the official primary school curriculum. The results show that rural BPS students performed slightly better than government school students in writing and arithmetic and significantly better in life skills. Overall, BPS students scored an average 53 percent, compared to only 39 percent by their GPS counterparts., BPS students performed at a higher level than seven years prior, at an average of 69 percent, while GPS students scores decreased to an average of 27 percent. The following graph shows the subject-by-subject comparisons for boys and girls in BRAC and government primary schools;

Figure 4 :Student Performance in BRAC and Govt School
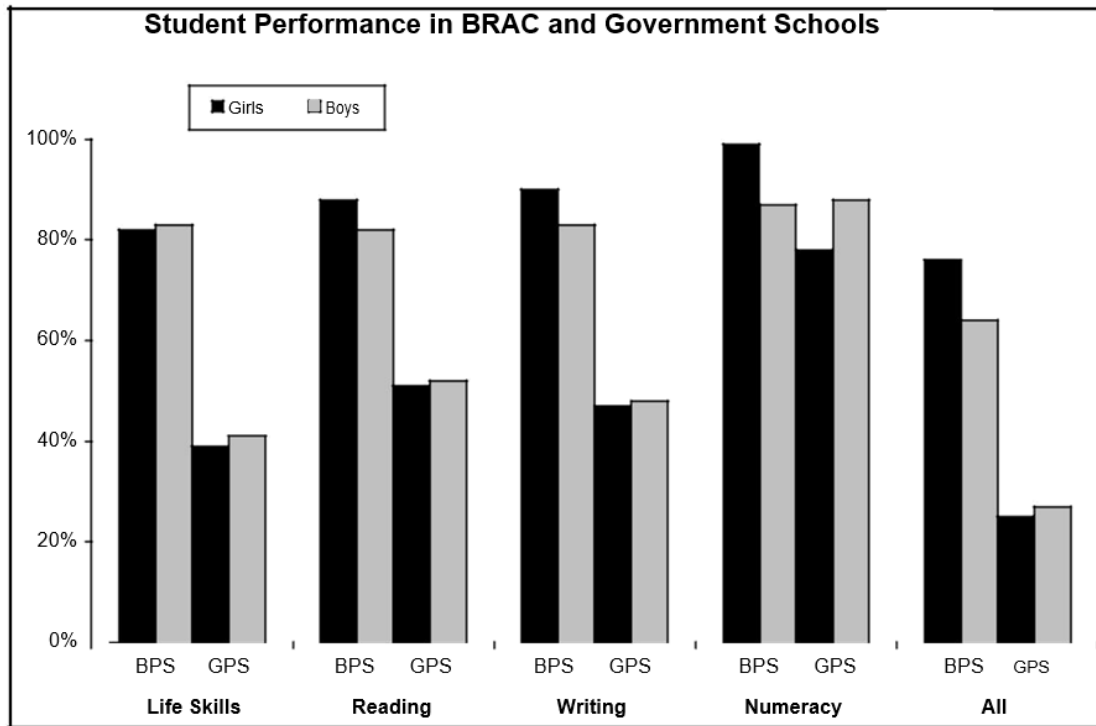
6.3.6 Teaching Challenges: Govt. schools vs. BRAC School

6.3.6.1 Teaching challenges in Govt. schools

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

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

He further added:

There are no electricity facilities in char areas. If electricity and new teaching aids would adequately supply in those areas, children might be benefited like other areas. Generally, we do not get

intelligent and healthy students. Even there are no sufficient numbers of schools in density areas, in particular, for tenant oriented areas.

6.3.6.2 Teaching challenges in BRAC School

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

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

She also explained:

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

Infrastructure of BRAC Schools

The table 4 reveals opinions on infrastructural facilities and adequacy of BRAC Schools in study areas. About 83% of the respondant argued that the school infrastructure is not adequate to arrange teaching facilities properly. They think the schools need to be restructured for better education. 13.04% of the disagree with the statement, where 4.35% were neutral.

Table04: Distribution of respondents by opinions on infrastructure of BRAC Schools

Statement	Opinions	No. of Respondents	Percentage
School infrastructure is adequate to arrange teaching facilities	Strongly Agree	0	0.00
	Agree	0	0.00
	Neutral/Uncertain	1	4.35
	Disagree	3	13.04
	Strongly Disagree	19	82.61

Data source: Field survey

6.4. Primary Data Findings and Analysis of Respective Area Kolma, Savar

6.4.1 Socio-economic and Demographic Data Analysis

6.4.1.1 Age of the Respondents

The table 5 shows the age of the respondents. The highest percentage of the respondents was 35-40 age group and the lowest was 55-60. The age of 21.1 % respondents was 30-35 age group where 25-30 and 45-50 age group were 12.3%. Again 7.0% of the respondents were 40-45 and 50-55 age group where respondents of 20-25 age group were only 3.5%.

Table 5: Age-wise distribution of the respondents and their percentage

Age group	Number of Respondents	Percentage
20-25	2	3.5
25-30	7	12.3
30-35	12	21.1
35-40	20	35.1
40-45	4	7.0
45-50	7	12.3
50-55	4	7.0
55-60	1	1.8

Data source: Field survey, Kolma, Savar
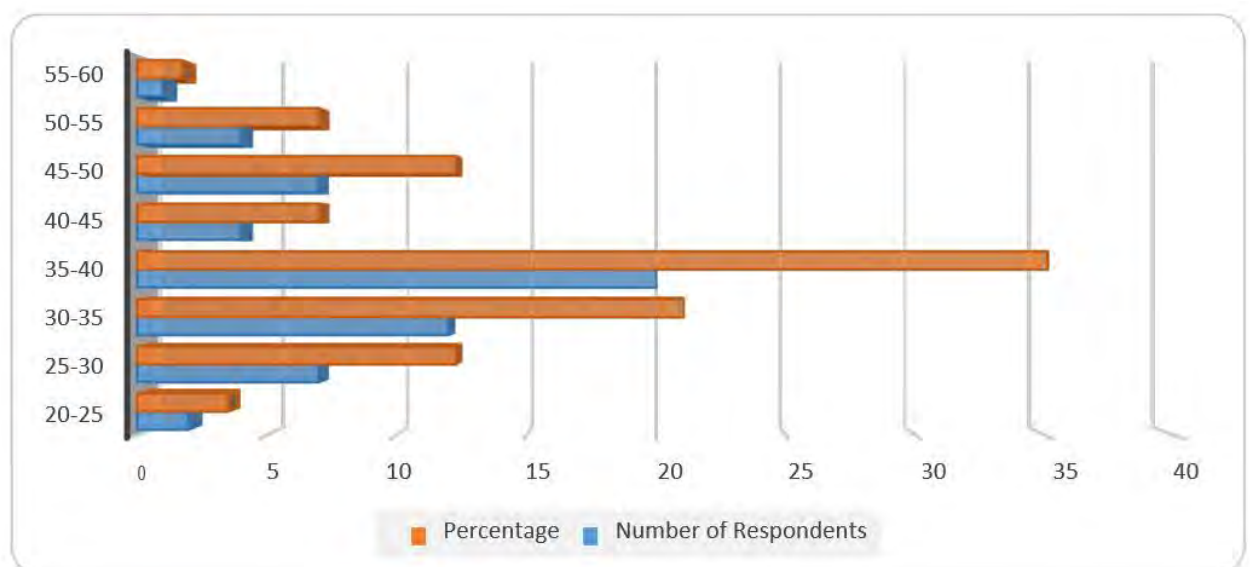
Figure 5: Age of the respondents

64

The Table 6 illustrates the educational qualification of the respondents. It is clearly seen that 12.3 % of the respondents were illiterate. All of them were guardians. 19.3% of guardians were class on to class five passed, where 24.6 % of them was under SSC level passed. Another 24.6% of the respondents were SSC passed 3 were guardians and 11 were teachers. Again, 19.3% of the respondents were HSC passed, where only 3.5% of the respondents were Degree passed among whom 1 was teacher and 1 was program organizer. The data shows that most of the teachers are SSC passed.

Table 6: Distribution of the respondents by level of education

Level of Education		Respondent group		Total	Percentage
	Guardians	Teachers	Program organizer		
Illiterate	7	0	0	7	12.3
1-5	11	0	0	11	19.3
6-10	7	7	0	14	24.6
SSC	3	11	0	14	24.6
HSC	4	4	3	11	19.3
Degree (Pass)	0	1	1	2	3.5

Data source: Field survey
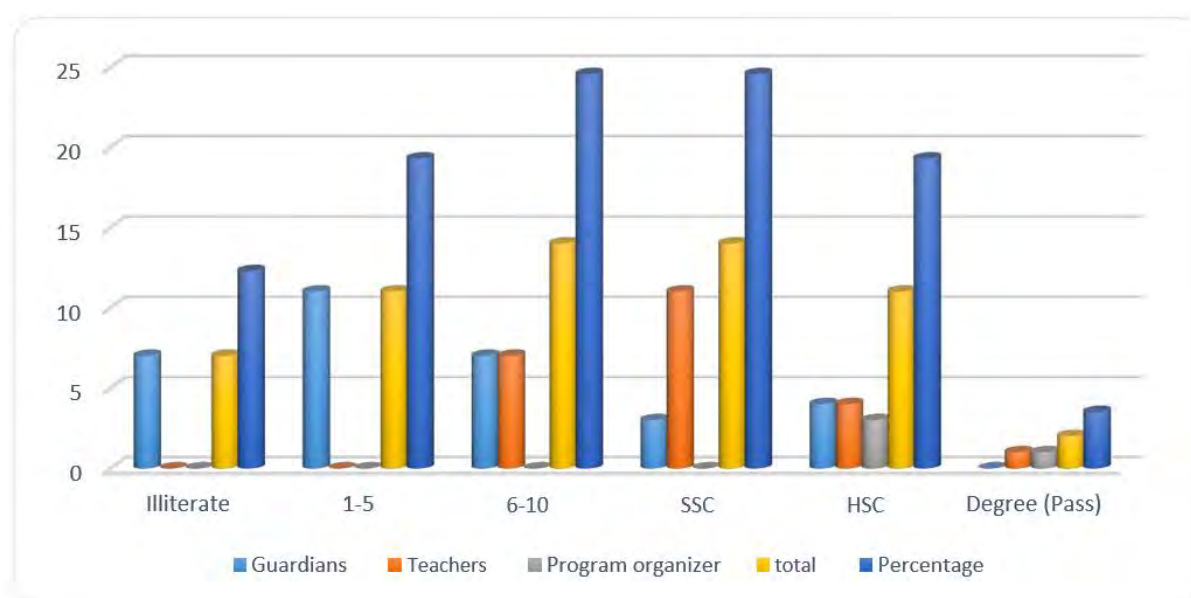
Figure 6 : Distribution of the respondents by level of education

6.4.1.3: Occupation of Respondent(student parents)

The table 7 shows the occupation of the parents discretely. It is found that most of the mothers are housewife, though they do other work of the family. 53.33% of the parents are recorded as housewife. On the other hand, 40% of the fathers are service holder. 23.33% of parents are surviving with agricultural activities. More mothers (13.33%) are laborer than their counterparts (6.67%). 10% father guardians are unemployed. Some parents are in different other occupation like mechanic, village doctor, teacher, laborer, cook, driver and businessmen. But their percentage is very low.

Table 7: Distribution student parents by gender

Type of Occupation	Number of Parents		Mother's % by Occupation	Father's % by Occupation
	Mother	Father		
Housewife	16	0	53.33	0.00
Service holder	1	12	3.33	40.00
Mechanics	0	2	0.00	6.67
Agriculture	7	7	23.33	23.33
Tailor	1	0	3.33	0.00
Village Doctor	0	1	0.00	3.33
Teacher	0	1	0.00	3.33
Laborer	4	2	13.33	6.67
Cook	1	0	3.33	0.00
Driver	0	1	0.00	3.33
Business	0	1	0.00	3.33
Unemployed	0	3	0.00	10.00

Data source: Field survey

6.4.1.4: Household income of the respondents per month

The table 8 furnishes with monthly household income of the guardian respondents. It is seen that majority percent of the household income is less than 5000 Taka per month, where only 6.7% household income is more than 20000 Taka. 33.3% of household"s income range is 1000-5000 Taka. Second highest (26.7%) of household"s income is in between 5001-10000 Taka, where 23.3% of household reported that their income is 10001-15000 Taka and rest of the household"s earnings is 15001 Taka to 20000 Taka.

Table 8: Distribution of monthly household income of the respondents

Income Range	Number of Household	Percentage
1000-5000	10	33.3
5001-10000	8	26.7
10001-15000	7	23.3
15001-20000	3	10.0
20000+	2	6.7

Data source: Field survey
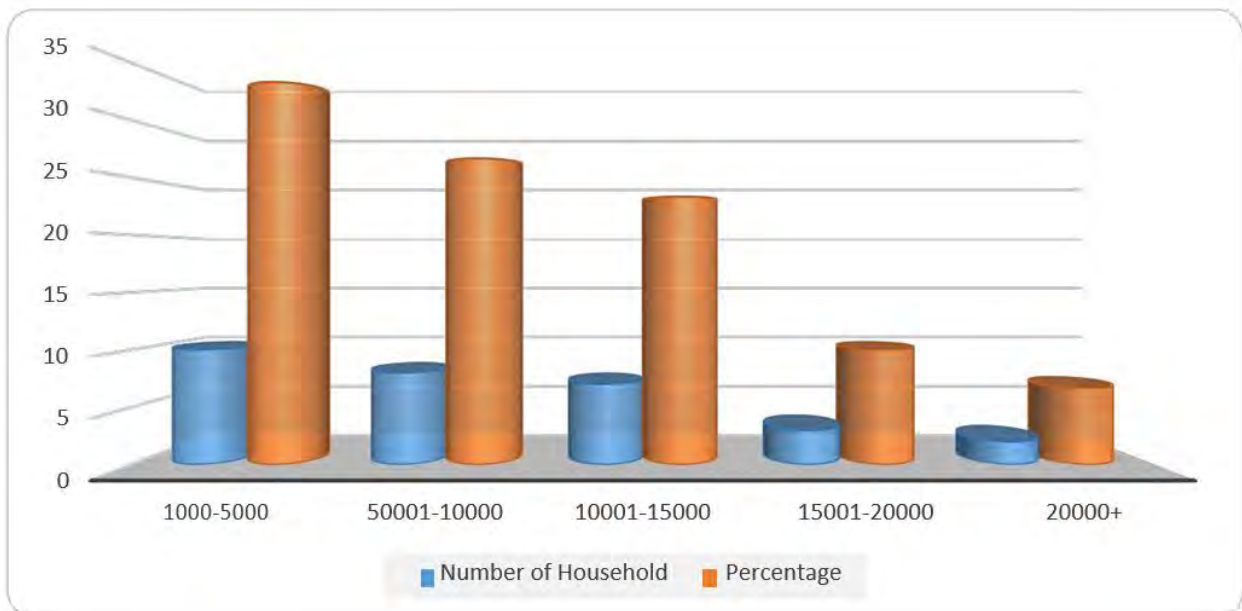
Figure 7: Distribution of monthly household income of the respondents

6.5 Quality Issue of EEC program

6.5.1 Training received by the Teachers and Program Organizers (POs)

BRAC field officials and teachers receive various kinds of training related to the academic subject of different grades and some special training to maintain teacher"s quality. The training is provided by BRAC field officials and head office representatives. The table 50 reveals data on training got by program organizers and teachers in different times. It is found that all teachers and program organizers have received basic training. Almost 70% of teachers have taken training on math, where 56.5% have taken English training. 25% of POs and 17.4% of teachers have got training on Bangla subject. Hundred per cent of POs and 78.3% of teachers have received training on children with special needs (CSN). Almost all POs have taken different subject-wise training from BRAC head office and from their

representatives and 75% of program organizers have got other trainings like ToT, CFL, PMC1 etc.

6.5.2 Factors for Choosing BRAC School

The table 9 reveals the factors of why guardians and children of study area are choosing BRAC schools, though the govt. schools are available there. Almost 50% of the respondents said that the government primary schools are far away from most of their household. 31.6% of them claim good quality of BRAC education, where 1.8 talk against the quality of government primary education. They think about the quality of BRAC education is better than other type of primary education in the study area. 3.5% of the respondents say that they send their children to BRAC schools due to poverty. Again 7% point out that BRAC provide all education materials free of cost and rest of the 7% say that the roads and transportation of going to government schools is not up to the mark. The BRAC primary school students performed significantly better than those in govt. primary schools. It is well known that in terms of infrastructure of the schools and academic qualification and salary of the teachers the government schools are much ahead of the BRAC primary schools.

Table 09: Distribution of Respondents according to their opinions on the reasons of choosing BRAC school over government school

Factors	Number of Respondents	Percentage
Govt. primary school is far away	28	49.1
Good quality of BRAC education	18	31.6
Poverty	2	3.5
Education materials are free	4	7.0
Communication to govt. school is not good	4	7.0
Quality of govt. primary education is not good	1	1.8

Data source: Field survey
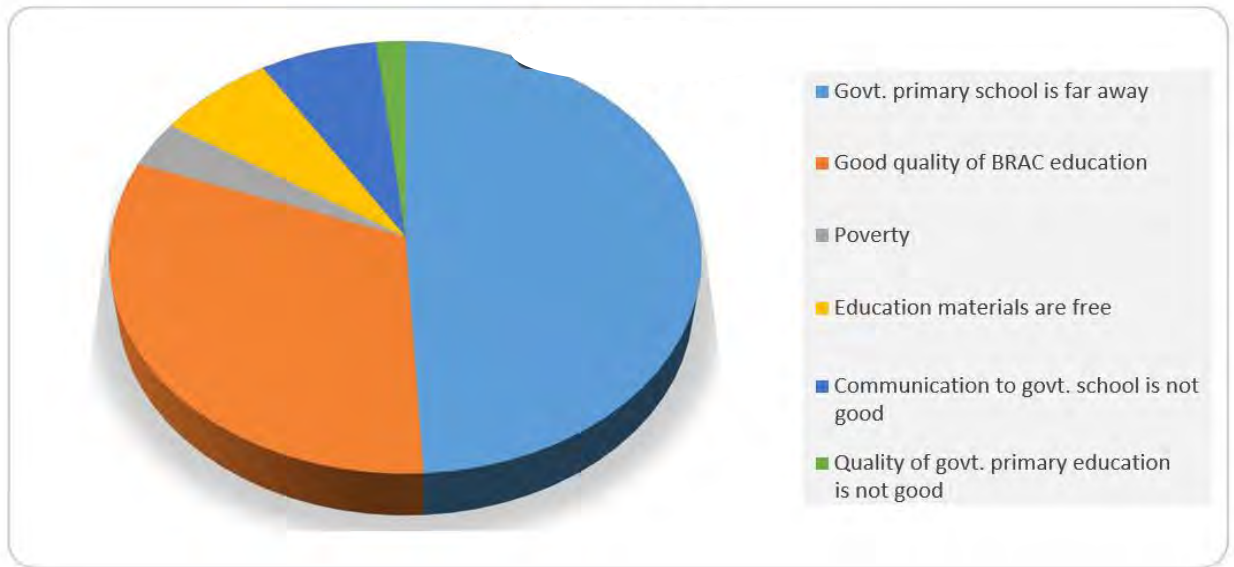
Figure 6: Distribution of Respondents according to their opinions on the reasons of choosing BRAC school over government school

6.5.3 One-school one-teacher system

The table 10 shows the teacher"s opinions on one-school one-teacher system of BRAC education program. Most of the respondents think that it will be better if more than one teacher is provided for one school. Almost 48% of them strongly agree with the statement, where about 40% of them also agree. They said that it is difficult for one teacher to teach all subjects and manage students in the classroom. Some of them (8.70%) strongly disagree and 4.35% disagree with the statement. They argue that they can handle the school though some problems occurred.

Table 10: Distribution of respondents by opinions on one-school one-teacher model of BRAC Schools

Statement	Opinions	No. of Respondents	Percentage
It will be better if BRAC provide more than one teacher for one school	Strongly Agree	11	47.83
	Agree	9	39.13
	Neutral/Uncertain	0	0.00
	Disagree	1	4.35
	Strongly Disagree	2	8.70

Data source: Field survey

6.5.4. Teachers teach beyond the textbook/Extracurricular

Co-curricular and extra-curricular learning are common activities in our schools. The table 11 shows the teacher"s teaching areas beyond the textbooks in BRAC schools. Almost 74% of the teachers say that they teach their students cleanliness for good health, where 4.3% teach them how to write creatively. 56.5% of the teachers claim that they teach them using sandals at latrine and other 56.5% of the teachers said that they teach them rules and discipline. Near 30% of them teach students to use sanitary latrine, where 47.8% teach them cutting nails regularly. 47.8% teach them social norms and values and 39.10% of the teachers teach them to respect parents and elders.

Table 11: Distribution of teachers by opinions on what they teach beyond textbook

Teaching options	No. of Respondents	Percentage
Cleanliness	17	73.9
Norms and Values	11	47.8
Creative writing	1	4.3
Using sanitary latrine	7	30.4
Using sandals at latrine	13	56.5
Rules and Discipline	16	69.6
Cut nails regularly	11	47.8
Respects parents and elders	9	39.1

Data source: Field survey
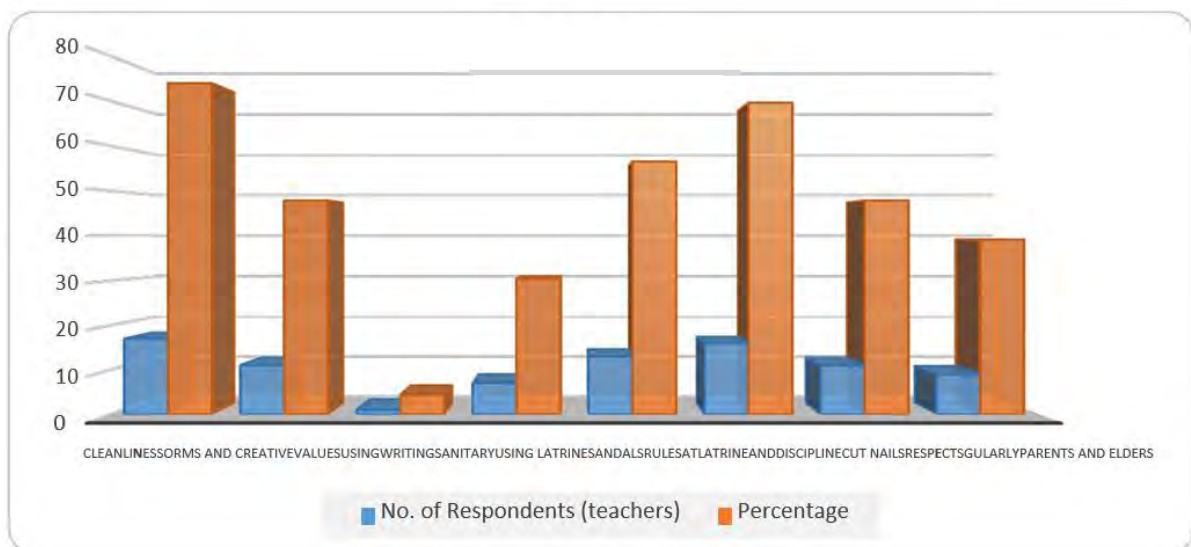
Figure 09: Distribution of teachers by opinions on what they teach beyond textbook

6.6 BRAC versus Govt. schools competencies achievement:

Table12: Distribution of competencies by performance level of the students of BRAC Primary and Govt. Primary schools, of Respective Area:

Level of performance	School type	
	BRAC	Govt.
Poor	3	2
Mediocre	2	3
Satisfactory	15	12
Excellent	7	10
Total	27	27

Of the important 22 competencies, the students of BRAC schools showed „satisfactory" performance in 15 and „excellent" in seven . On the other hand, the Govt school students showed „satisfactory" performance in twelve and „excellent" performance in 10 competencies. We identified seven competencies where the students of both types of schools showed „excellent" performance. These are:

• Listening skills in Bangla,

• Knowledge on duties as member of society,

• Manners with persons of various relationships,

• Importance of good health,

• Physical and environmental health systems,

• Information collection ability, and

• Science and technology in everyday life .

This is „knowledge about measurement units in mathematics". The 10 competencies in which the students of both types of schools did equally are the following:

.Reading skills in Bangla,

- ☐ Writing skills in English,

- ☐ Basic number skills in arithmetic,

- ☐ Four basic rules of mathematics,

- ☐ Word problem solving in mathematics,

- ☐ Knowing geometric figures,

- ☐ Manners with persons of various relationships,

- ☐ Information collection ability,

- ☐ Scientific investigation skills, and

- ☐ Knowledge on life sketch of prophet Mohammed (SM) or the preachers of own religion

Gender difference among the students of govt schools was observed only in three mathematics competencies.

These are four basic rules, word problem solving and measurement units. The boys did better than the girls in all the three. Similarly, the boys of the BRAC schools did significantly better than their counterpart girls in three competencies. These are knowledge on „duties as citizen of Bangladesh", „about the country", and „prevention of common disease". No competency was found where the girls did better than the boys. Separately by school-type, the boys and the girls did equally in majority of the competencies.

6.6.2. Attitude towards competencies

From institutional perspective, attitude can be defined as "complexes of beliefs and feelings that student have about specific ideas, situations, or other people". An attitude is analogous to a filter, where certain kinds of things can pass through it whereas others are rejected by it. Perception is an important element of an attitude. The meaning and importance of a new idea or a change in institutions are largely influenced by the attitudes of the workforce.

Based on responses given by the sample respondant attitude of the Class 4 student is assessed in the ways that were adopted in the cases of awareness and perception. Regarding attitude, some statements were placed before the respondents to evaluate their attitude of competences. Responses, of these statements, given by the informants are presented . Some of those are demonstrated in the following figure.
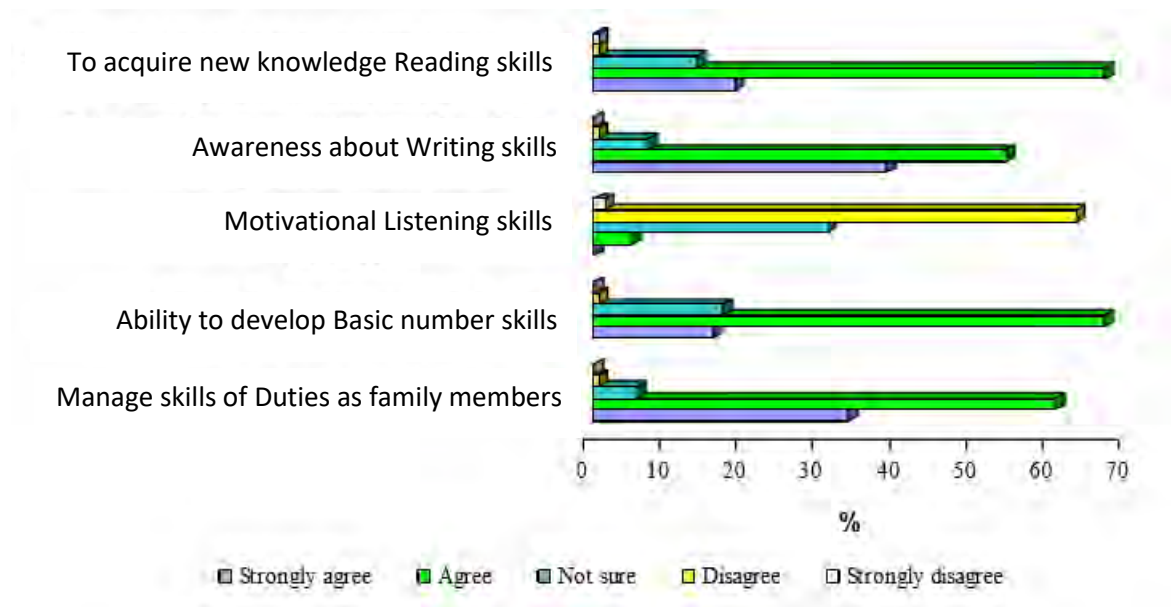
Figure 10: Attitude towards competencies

6.6.2. Teachers Training Needs For Development

Although total respondents are already trained, as shown above, 77.3% have answered positively when asked about their training needs on subject wise. This situation partially speaks about ineffectiveness or inadequacies of English training received by the overlapping respondents (22.2%) and partially about respondents' further interest on Mathematics. Among these personnel, 56% opted for preliminary or basic courses, 29.3% require higher or advanced training about social science and 14.7% kept them unanswered, in this regard. The quality education for both type of school training is the essential requirements for continuous development of teachers.

Figure 11: Teachers Training Needs by the Respondents
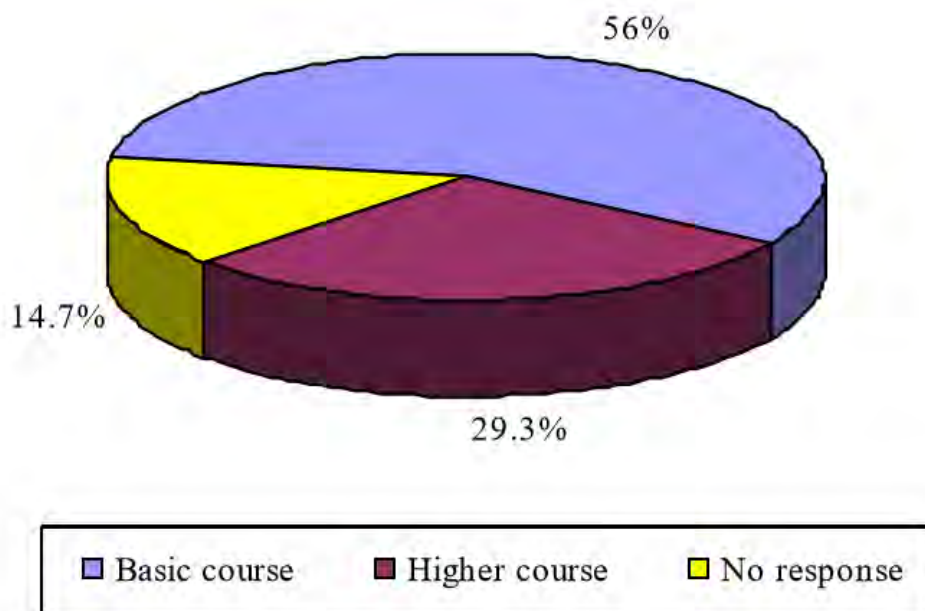
Positive impact: Training is very important for teacher development. BRAC has some training centers with available training materials, efficient resources and wonderful training environment. The teachers can earn pedagogical knowledge through the training. They can know what materials are to use and how to use it. They can also generate knowledge on interaction among the students, parents and community, evaluation of students, new knowledge, learning environment etc. The teacher also professionally developed on teaching capacity. The teacher acquiring knowledge from the training can implement it to the school. So the students can learn the lesson very friendly and joyfully in this joyful environment.

Some guardians said that they are satisfied admit their children at BRAC Primary School. Because It has a strong monitoring and closed supervision and also accountability to the community. The children are very happy to go to the BRAC Primary school. Students are also attend the class regularly because not only study but also they can sing, dance, draw, quiz competition, games, debate, act, mime here. It is remarkable that these are the part of the lesson of BRAC Primary School.

6.6.3 Quality Education : Teachers' Awareness Perception and Attitude

6.5.3.1 Awareness

Five statements on teachers associated premise were offered to the respondents to provide their scrutiny in respect of own awareness. Responses, received from them in a five point categorical scale, are presented in the Annexure VII quality education for primary school.BRAC and Govt Primary school teachers are involved.To evaluate their awareness level, individual responses for the statements were coded into five point values then individual scores were calculated. Based on the calculated scores respondents' awareness levels were assessed in the following way:

Scores for each statement: Quite aware = 5, Aware = 4, Slightly aware = 3, Simply heard = 2 and Not aware = 1

Minimum individual score calculated	= 11
Maximum individual score calculated	= 23
Mean	= 17.4
Standard Deviation	= 3.5
Range	= 12
High Level of Awareness	= > Mean + SD
Moderate Level of awareness	= < Mean ± SD
Low Level of Awareness	= < Mean - SD

Table 13:Perception level of Teachers

Area	Level of Perception		
	High	Moderate	Low
BPS 1	24.1	58.9	17.0
GPS 1	25.5	57.4	17.0
BPS 2	23.4	58.9	17.7
GPS 2	20.7	55.2	24.1
BPS 3	22.2	66.7	11.1
GPS 3	25.0	70.0	5.0

The table 13 projects that by area of respondents‟ perception level is almost close to each other. However, compared to other two types of school teacher demonstrate little high bit about good perception. Where, in respect of govt teacher perception level is little slim. On the other hand, by designation, above assessment represent that thesenior the rank the higher the perception. The junior teacher erect the 'Low Level of Perception' group. However, the overall (combining area and designation) perception level is estimated as „high‟ for 22.7% respondents, 59.6% „moderate‟ and 17.7% 'low level of perception'. Hence, teacher working in the school tend to hold a favourable perception about quality e that repducation present a hidden strength, in this connection.
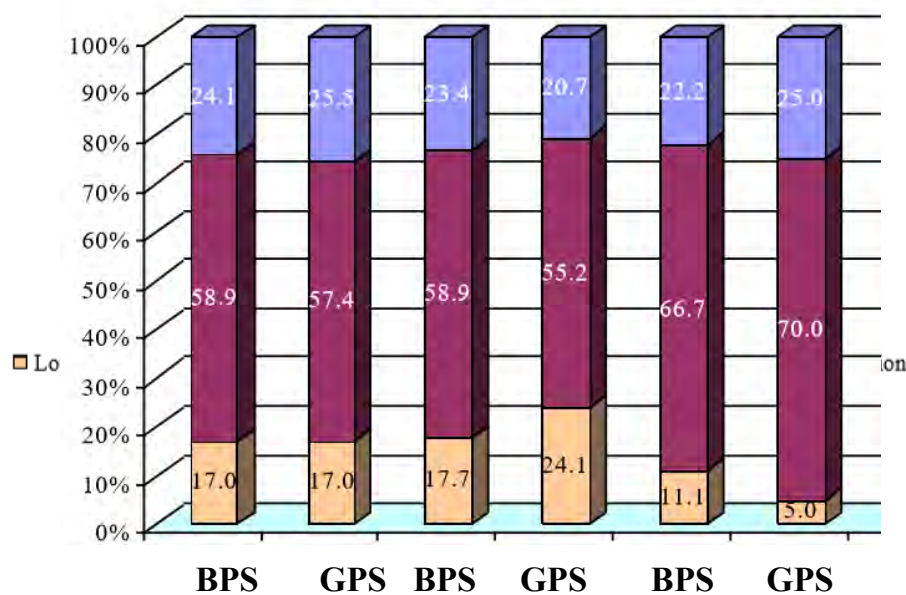
Figure 12:Perception level of Teachers

6.7. Summing up

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

Chapter VII. Discussion and Analysis

7.1 Introduction

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

7.2 Curricula and syllabi

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

form the benefit of extra-curricular activities. In contrast, co-curricular activities might smoothen the progress of interaction between teachers and students in BRAC School.

7.3 Learning environment

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

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

Along with classroom setting, quality learning also depends on school environment (Physical and classroom setting). Generally, children require an environment that can allow them to imitate for additional development (Kemizano, 2007). In this context, BRAC School appears to lag behind compared to Govt. schools because BRAC

School does not have own school premises, lavatories, play-ground, school garden, bench, table and chair etc. In contrast, Govt. schools have both inside and outside physical facilities. It is noted that learning environment results in effectiveness in proper teaching-learning and higher achievement of learners. It also facilitates to motivate pupils in learning (Kyriacou, 1998). It can be perceived that learning environment in BRAC School seems attractive and joyful in terms of inside classroom atmosphere whereas Govt. school seems better for learning in terms of outside classroom facilities.

7.4 Teaching methods and materials

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

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

chorus reading. She often practises group based lesson. The use of paired and group teaching enables learners to work together and to learn from one another.

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

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

7.5 Homework, assessment and feedback

Assessment is a confidence building measurement among students which facilitates to evaluate teaching-learning process (Chuunga, 2013). It is an important aspect to identify the difficulties of children in their learning and accordingly to solve them.

Assessment is cardinal (Torgesen, 2002) to measure the levels of achievement of learners (Snow, Burns & Griffin, 1998).

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

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

This kind of assessment facilitates to capacity building among the learners . Besides, teachers often assess them in a group evaluated by others. Students are equally treated where slow achievers receive better care. Furthermore, in order to justify their creativity, students are assessed by deriving questions from the learnt lessons. Govt. school hardly follows formative assessment although it is not clearly mentioned in the

education policy. On the other hand, BRAC School regularly follows formative assessment. But both schools follow summative assessment at different times in a year through various terminal examinations.

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

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

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

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

On the other hand, BRAC School appears very regulative. BRAC teacher tries to ensure feedback on the spot during the class. They usually enhance on descriptive feedback. Teacher gives feedback as per students‟ needs because it facilitates to assess their knowledge, skills, learning potentials and needs (Johnson, 2010). Students‟ activities are openly exhibited on the wall with teacher‟s comments so that everybody can easily evaluate their performance. In this way, they can find out their mistakes and also can be benefited from others. Besides, competitiveness grows among the pupils. It is important because students deserve descriptive feedback from their teachers in order to understand lesson easily and to proceed on next steps (Akter, 2008). In word, students need specific input from their teachers to improve their performance . This type of feedback also improves the slow achievers in the class. BRAC School might perform it for their lesson-based time allocation compare to Govt. one.

7.6 Teacher education

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

It is disclosed in the findings that teachers are appointed in Govt. and BRAC School in formal ways in spite of stating subject wise teacher selection in the policy. Consequently, teachers of these schools seem to lack adequate subjective knowledge what I observed during class observation in Govt. school that teachers sometimes make mistakes in pronunciation of Bangla and English words. Simultaneously students do the same. In this regard, one study mentioned that shortcoming at personal education levels of teachers is a great challenge to ensure quality in primary schools of Bangladesh (Akter, 2008). Besides, lack of subjective knowledge results in wrong information, poor explanation, weak examples and faulty pronunciation in practicing mathematics, English and Bangla (Ahmed *et al.*, 2005).

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

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

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

7.7 School management & supervision

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

Along with school management, quality education deserves adequate supports for teachers and schools so as to support learners. Besides, teachers need adequate

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

7.8 Teaching challenges

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

Socio-economic background of different learners may usually impact on both teacher and learner motivation and subsequently affect learner performance and learning outcomes just like what research suggests (Alexander, Andersen, Heilman, Voeller, and Torgesen, 1991 in Spear-Swerling and Sternberg, 1994; Crowe *et al.,* 2009; Wold *et al.*, 2011). In particular, students of BRAC School come from poverty prone families whereas most of their counterparts in Govt. school are from slightly better ones. This social complexity might mean the difficulties faced by teachers with regard to homework when learners cannot do by themselves. It is thought to have a negative impact towards learning.

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

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

7.9 Summing up

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

Chapter VIII. Conclusion and Recommendations

8.1 Introduction

This chapter sums up the entire study. It encompasses a conclusion and recommendations of the study for quality primary education. Eventually, a summary closes the chapter.

8.2 Conclusion

This study reveals the status of quality education of Govt. and BRAC schools in Bangladesh.The biggest challenge for the Primary education system in Bangladesh is to improve quality and continue to reach the underserved population. It is observed that in order to ensure quality teaching-learning, class size seems to adversely affect on students" performance. Though both schools follow almost same teaching styles,

except occasionally following own teaching strategies in Govt. school, BRAC School seems relatively more facilitative to their students compared to Govt. ones. Besides, although teaching aids used in both schools seem more or less similar as referred to in the education policy but updated teaching materials are still far away. Classroom teaching environment of BRAC School appears better but school setting seems undesirable for quality teaching. Conversely, although school environment seems conducive in Govt. schools but classroom teaching atmosphere still appears inadequate to ensure quality. Generally, Govt. schools seem less concerned to maintain quality in different stages of teaching-learning inside the classroom. In contrast, BRAC School seems more concerned to maintain quality of teaching outside classroom. It is also mentionable that both schools lack adequate supporting teachers. But, in spite of having less qualified teachers in BRAC School, classroom management and student assessment appear better compared to Govt. ones due to regular supervision, strict monitoring, strong management and less students enrolment.

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

8.3 Recommendations of the Study

The study recommends the followings for further research in order to uplift the standards of quality education for all primary schools in Bangladesh:

- ☐ Teaching methods applied in primary schools seem not motivating enough to enrich the levels of understanding of children and to freely participate in the learning process as demonstrated by this study. Therefore, further study can investigate this matter in order to improve overall teaching-learning process for the benefit of teachers and learners.

- ☐ In this perspective, this study recommends that although both schools follow same syllabi and almost similar curricula but it seems to have a lack of

practice in the process to create quality learners. Therefore, further research can study on the curricula and syllabi in order to investigate the quality issues there.

☐ Supervision . monitoring and continuous development are thought important elements of quality education. In this context, this study demonstrates that Govt. primary schools are not inspected perfectly as desired by higher officials. Therefore, it can be focused upon by future research exploring the reasons behind the lack of proper invigilation. Likewise, good steps can be introduced.

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

8.4 Summing up

This chapter has provided an overview of the findings of the study and their implications in relation to the research questions. It has also acknowledged some of the limitations of this study. In addition, recommendations uplift the standards of quality education. In this respect, both the respondents" and investigator"s views are equally emphasized leaving rooms for readers to make their own conclusions. The study seems to have successfully answered the research questions and has shown how quality is practised in classrooms to support learners at Govt. and BRAC schools in Bangladesh.

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Appendices

BRAC University

BRAC Institute of Governance and Development (BIGD)

<u>Interview schedule</u>

Title of the study:Govt Primary School Versus BRAC Primary School: A Comparative study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

Appendix I. Interview Guide

Appendix 1.1: Semi-structured Interview Guide for Teachers

Date and time of interview:
Name:
…………………………

Name of school………………………….

Sex:
……………………………

Educational level....................................

Age…………………………

Work experience……

Number of teachers…………….

Male…………….Female…………

Trained………..untrained…............

Number of students……………

1.What do you perceive the issue of quality in primary education?
2.Do you think the primary education is now of good quality? Please explain…..
3.Could you receive any in service and pre-service training? If yes, how long was it?

4.What challenges do you face in your daily work particularly in teaching and learning? Please explain…..

5.Which teaching methods do you follow in classroom lessons?

6.What teaching aids do you use in classroom? Is it helpful for the students? What do you suggest about it in order to improve quality education?

7.How do you assess students in classroom? Do you give any feedback after the class and how?

8.What roles should teachers play in order to improve the quality in teaching and learning process (TLP) in primary education?

9.Would you like to add any more that we have not discussed yet?

BRAC University

BRAC Institute of Governance and Development (BIGD)

<u>**Interview schedule**</u>

Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

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Appendix 1.2: Semi-structured Interview Guide for Education Officials

Date and time of interview:

Name: ……………………… Name of Upazila……………………….

Sex: ………………………… Educational level......................................

Age……………………………. Work experience…………………………

1.How many schools do you visit per academic year?

2.Do you visit classes? How many classes do you visit per school?

3.What important things do you do during visiting period of classes?

4.What do you perceive about quality issue in primary education?

5.Do you think the primary education is now of good quality? Please explain…..

6.Do you think teaching learning process is important for quality education? What kind of support do you offer for teachers in order to improve quality in TLP

7.Are TLP of your visited schools friendly? How learning environment influence on it?

8.Could you mention how quality education process can be more effective and efficient by teachers?

9.What challenges do you think to achieve quality education?

10.What do you suggest about quality education in future?

11.Would you like to add any more that we have not discussed yet?

BRAC University

BRAC Institute of Governance and Development (BIGD)

<u>Interview schedule</u>

Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

Appendix 1.3: Semi-structured Interview Guide for Students

Date and time of interview:

Name: ……………………...Name of school………………………

Sex: ………………………… Class....................................

Age……………………………

      1. Where do you live?

      2. What is your parent"s profession?

      3. How many pupils are there in your class?

      4. When do you come in school, do you bring some food?

      5. Do you like the school? Why?

      6. How good are the teachers to you?

      7. Do you think they are helpful for students?

      8. What kind of classes do you like?

      9. Do the teachers give students punishment?

      10. What teaching aids do teachers use in classes?

      11. Do the teachers give homework? Is it too much?

      12. Do you clean the classes or is there somebody to clean the classes?

      13. Do the teachers teach lessons in the class or tell story?

      14. Do the teachers take any test in the classes?

      15. Do the teachers come in the classes in just time?

      16. Do you interact with teachers and students in the classes?

      17. Do you get text books in time?

      18. Beside the textbooks, do you get any other books?

      19. Do you face any problem in school?

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BRAC Institute of Governance and Development (BIGD)

Interview schedule

Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

Appendix 1.4: Questions to the guardians

1) Background information:
   a) Name of the respondent:_____

   b) Age: c) Sex: Male   Female   d) Ethnic Identity:

   c) Education:

2) Socio-demographic information:

Name of the Family member	Age	Education	Occupation	income Lands
1)				
2)				
3)				

3) Children‟s school related information:

   Number of School going children: No. of
   a) Girls: No. of Boys:

   b) What types of school do your children go?

      i) Govt. Primary schoolii) Non-govt. primary school iii) NGO/BRAC school

      Is there any dropped out student in your
   c) family?   i) Yes   ii) No

      If yes, what are the causes of dropped out?

      i)………………………
      ii)…………………………..

      iii)……………………………

   d) Is there anyone who never enrolled in school?   i) Yes   ii) No

If yes, why……………………………………………………………………………………………

Is there any discrimination between girls and boys in regard of going to
e) school?

f) i) Yes   ii) No

If yes, why……………………………………………………………………………………
…

g) Why do you choose BRAC School over government school?

BRAC University

BRAC Institute of Governance and Development (BIGD)

Interview schedule

Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

Appendix 1.5: Questions to the Program organizers (PO)

1) Personal information:

a) Name: _____

b) Age   c) Gender: Male   Female   d) Ethnicity:………………………

e) Education: SSC   HSC   Degree pass/Honours   * Salary/month:……………..Tk.

f) Have you taken any training?   i) Yes   ii) No

If yes, what type of training? _____

g) Experience in this job_____year(s)

2) Students and School related information

1) Do you face any problem at the time of selecting school area? i) Yes   ii) No

If yes, what are those?

i)……………………………………..ii)……………………………..iii)……………
……

2) What are the problems you face to select teachers?

i)………………………………….ii)……………………………….iii)……………
……

3) What are the problems of selecting students?

i)…………………………………………………………………….

ii)……………………………………………………………………

4) What do you do when allocated seats for the students are fulfilled?

…………………………………………………………………………………………………
……

Do you admit any student if any admitted student dropped
5) out?   i) Yes   ii)

No

If no,
why?..

6) What are the causes of drop out you find in the area?

I)……………………………..ii)…………………………..iii)……………………
…

What is the school time in this area and why
7) ....

8) Do you need to change school time?   i) Yes   ii) No

9) Does any of your student do work?   i) Yes   ii) No

If yes, what types of
work?..

10) How many govt. schools are there in the
area?..

11) How far the govt. school from BRAC school
area?..

12) What are the challenges you face in this area to run the school?

…………………………………………………………………………………………………
…………

13) What are your suggestions to improve the overall school system?

…………………………………………………………………………………………………
…………

…………………………………………………………………………………………

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BRAC University

BRAC Institute of Governance and Development (BIGD)

<u>Interview schedule</u>

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Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

Appendix II. Observation Checklist

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

Date………………

Time………………

Name of school…………………….

Duration of class……..……..

Shift: single /double

Gender (teacher): male/female

Teacher"s educational qualification: SSC/HSC/Hons/Master/others

Training: trained /untrained

Number of pupils……….

Boys…….Girls…….

Observation inside classroom

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

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

Teachers' student interaction: friendly / unfriendly

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

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

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

Classroom management:

Way of management……….

Particular step for classroom decoration…………

Corporal punishment in class: yes / no

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

Physical facilities of classroom: sufficient / insufficient

painted but unclean wall /not painted and unclean wall

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

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

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

   4.**Conditions of classrooms**: clean and painted wall / painted but unclean wall

BRAC University

BRAC Institute of Governance and Development (BIGD)

<u>**Interview schedule**</u>

Title of the study: Govt Primary School Versus BRAC Primary School: A Comparative Study

(This Study has been conducted as part of MA in Governance and Development (MAGD) program. Your information will be used entirely in academic purpose and its confidentiality will be conserved.)

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

Date………………..Time………………

Name of school…………………….Duration of class…….……..   Shift: single /double

Gender (teacher): male/female   Training: trained /untrained

Teacher‟s educational qualification: SSC/HSC/Hons/Master/others

Number of pupils……….Boys……. Girls…….

Observation outside classroom

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

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

Having auditorium in the school: yes /no

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

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

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

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

Separate toilet for teachers: yes / n

Sanitation facility for the disable students: yes / no

Appendix iii : A letter for Fieldwork from BIGD

BRAC Institute of Governance and Development (BIGD)
BRAC University

December 24, 2017

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....
....

Subject: Assistance for completion of the thesis by MAGD students of BIGD, BRAC University

Dear Sir/Madam,

You may be aware that the BRAC Institute of Governance and Development of BRAC University runs a MA in Governance and Development (MAGD) Programme designed mainly for officials serving in the public sector of Bangladesh. The programme aims to equip government officials with knowledge and skill to deal with the complex issues of governance in the twenty-first century. Production of a research based dissertation is a part of the MAGD Programme. Students are often required to conduct filed work for this purpose. Currently the last semester of the 8th Batch is continuing, and the students are working on their dissertation which is expected to be completed by January 2018.

One of the students of the current batch (MAGD-8), Mr./Ms. Dr. Md. Golam Kabir, ID 17172005, is conducting research on "Government Primary School Versus BRAC Primary School : A Comparative Study".

For your kind information the above student career public service official. We should therefore appreciate if the student is given access to information relevant to the research filed survey and given permission to interview relevant people for completion of the thesis.

Please do not hesitate to contact us if you require any further information.

Your sincere cooperation to this academic cause will be highly appreciated.

Thanking you

Professor Niaz Ahmed Khan, Ph. D.
Senior Academic Adviser
BIGD, BRAC University