TEACHERS' EXPERIENCE TO ADOPT ONLINE TEACHING LEARNING DURING

SCHOOL CLOSURE DUE TO COVID-19: THE SCENARIO OF NGO RUN PRIMARY

SCHOOLS OF BANGLADESH

By

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A thesis submitted to the BRAC Institute of Educational Development in partial fulfillment of the
requirements for the degree of

Master of Education in Educational Leadership & School Improvement

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BRAC University
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DECLARATION

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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APPROVAL

The thesis titled "Teachers' experience to adopt online teaching learning during school closure due to Covid-19: The scenario of NGO run primary schools of Bangladesh"

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ETHICS STATEMENT

From the very beginning appropriate measures were taken regarding ethical concern. The proposal was made keeping all the ethical issues in mind. One ethics form was filled and submitted after the creation of the thesis proposal. The ethics form was approved by the committee.

Before data collection, the participants were initially called and notified about the research over phone. When the purpose, significance and their contribution towards this research was all discussed and they gave permission, only then, a consent letter was sent to them for their consent sign. It was well instructed to the participants that at any given point they can withdraw their consent. No judgment was made throughout the data collection and no harm, hate speech or offensive words were used by anyone. The participants were given full freedom to speak and not at all provoked towards anything. The data is also used by the consent of the participants. All the data was kept safe in personal computer and nobody has access to these.

After the research and thesis was done, another ethics from was filled up to make sure there were absolutely no issues regarding ethics which is also approved by the committee.

ABSTRACT

All of the schools of our country had to close because of the Covid-19 pandemic and online learning has become the only way to continue teaching learning. The primary intention of this study is to understand the perceptions and challenges of NGO teachers to adopt online teaching learning in primary level education. This study was conducted in urban NGO run primary schools of Dhaka city in Bangladesh. A qualitative study was designed in which 2 assistant teachers, 2 head teachers and 1 government education officer were interviewed. The data was collected through semi structured interview and then thematic analysis was done to come to the findings. Some key findings of this study indicates that with proper funding and training support it is possible to adopt online teaching learning at primary level. This study also recommends that a need-based survey of resources, training facilities for teachers and a strong monitoring and evaluation system is needed to adopt online teaching learning process as an alternative to physical schooling system in emergency situation.

Keywords: Adoption, Online teaching learning, NGO schools, School closure, Covid-19

DEDICATION

I would like to dedicate this thesis to my parents.

ACKNOWLEDGEMENT

I am immensely grateful to my academic supervisor, Sabira Sultana, who has always been there to guide, motivate and direct me throughout this journey. Without having her supervision, it would be difficult for me to accomplish this project. Also, I am thankful to the participants of this study who have willingly spent their time to take part in this study.

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List of Acronyms

NGO   Non-Government Organization

ATEO   Assistant Thana Education Office

CHAPTER I: INTRODUCTION AND BACKGROUND

1.1 Introduction:

It has been stated in a report by UNESCO that 192 countries have implemented nationwide closures of academic institutions and 5 have implemented local closures, impacting about 99.9% of the world's student population (UNESCO, 2020). The statement is giving us an illustration of the devastating impact of covid-19 on our education system. As a result, the educators are being forced to shift their teaching learning platform from offline to online. A strategic move named as "Suspending classes without Stopping Learning" was initiated by Chinese Government (Zhang et al., 2020) and later many other countries followed the same process to shift their teaching learning process to online.

Bangladesh has also initialized the process and adopted different strategies to keep the students in the learning loop using online platforms. Though infrastructural and technological challenges did not allow the government to implement it formally at primary level, yet, from my experience as a fellow teacher, I have noticed some of the NGO run schools of our country continued to conduct online classes. This study will thoroughly discuss the process and practices of teachers from NGO run schools to keep the learning wheel going for their students. The adoption of online teaching learning activities was informed by Sun and Chen (2016) on the effective online teaching learning process and practices. Besides, another study conducted by Sangeeta and Tandon (2020) on the factors influencing adoption of online teaching by schoolteachers. While the researchers investigated the effective method of online teaching learning process and the factors to influence the elements of adopting the online teaching learning,

the current study has investigated the factors critical in the adoption of online teaching learning from the perspectives of NGO run schools of Bangladesh.

In this pandemic the technological experience of teachers and students has become one of the major challenges to ensure smoothness of instructional activities (Conrad & Donaldson, 2011; Ko & Rossen, 2017). As coping up with technologies and finding feasible solutions are one of the major barriers to transforming the learning platform to online. On the flip side, Eusuf & Islam (2021) mentioned on their article that to be aligned with the twenty first century competitive skills, the policy makers are planning to make a coalition of technological and technical knowledge with the existing syllabus of our country and at the same time they are also planning to introduce the students with ICT tools throughout this online teaching learning platform. Therefore, it is very important to know how the local teachers are preparing themselves to face the upcoming challenges. By exploring their ongoing practices and strategies to conduct online classes considering their own context, this study will give us an instinct to formally implement an online teaching learning process at primary level. Therefore, I was interested to conduct this study to investigate the process of adopting online teaching learning by the teachers from NGO run schools to involve their students in the learning loop.

1.2 Research Topic:

The adoption of online teaching learning during school closure due to Covid-19: The scenario of NGO run primary schools of Bangladesh.

During the covid-19 school closure, teachers are trying to find different ways to keep their students connected to minimize the literacy gap and to impede the rise of different social issues (Zhang et al., 2020). Therefore, I selected the above topic to investigate the detailed procedure engaging students during crisis moments as the researchers suggested that a certain policy and central

guideline should be developed to keep the students engaged with the learning process in the time of emergency school closure.

1.3 Statement of the Problem:

Approximately 264 million children and adolescents are not in school (UNESCO, 2017) and this pandemic has made the situation further worse (Mishra et al., 2020). As a result, the students are disconnected from educational institutes for an unexpected period. This discontinuation eventually created a noticeable literacy gap among the students. To address the gap created by these pandemic teachers are trying to keep their learners engaged with the learning process in many ways and there has been an increasing move towards teaching online (Martinez, 2020). Though the teachers are trying to mitigate the learning gap by conducting different strategic approaches using online platform, yet the devastating impact of school closure is fomenting the cause of some serious social crisis such as child labor, early marriage, school dropout and homelessness (Upoalkpajor & Upoalkpajor, 2020). Approximately 4 crore students got affected by the school closure in their regular learning activities. (Eusuf & Islam, 2021). The number surely demonstrates the devastating impact of covid-19 on the education system progression of Bangladesh. Among the number of affected students, a major number of students are primary school going students as they are less familiar with technologies and depended on only school for their learning. Besides, the economic shock of the pandemic also deteriorates the damages by suppressing education demand and supply as it adversely affects the overall lifestyle of the students and parents specially the people who lives in marginalized community and below the poverty line (Esusuf & Islam, 2021). Additionally, the primary going students are one step behind comparing to the adult students in terms of penalizing their achievement gap by participating on online classes or by learning from internet as they do not know how to use online platform as a learning tool and their economic conditions do not support that luxury of using smart devices to learn. However, some of the NGO ran schools are supporting

their students by arranging training and providing financial aid.

The long-term school closure has thrown an identical light on shifting the educational platform from offline to online. As facing a global pandemic is totally a new experience for a country like Bangladesh, therefore, all individual stakeholders of the education sector are helpless to find out a feasible and viable solution. Besides, this covid-19 pandemic is apparently not the last epidemic considering the rapid climate change and its impact on infectious disease incidence (Reynolds, 2020). Furthermore, the deficiency of research on guidance for planning and continuing teaching learning activities (Murphy & Wyness, 2020) has made the situation more vulnerable. Therefore, the long-term school closure and an abrupt shift in mode of educational instruction have made the situation difficult for both the teachers and the students. Due to lack of funding and infrastructure the students are not getting access to digital tools and those who have the access to tools are often misusing it due to lack of guidelines and research in this field. Subsequently, the teachers are not trained and competent enough to make them comfortable on the new platform.

1.4 Research Question:

Key RQ 1: How online teaching learning has been adopted in the NGO run primary schools during school closure due to COVID-19?

Key RQ 2: What are the challenges the teachers face while adopting online teaching learning and how do they solve them.

1.5 Purpose of the study:

This study intends to explore the teaching learning and student involvement of NGO run school teachers using different online platforms during covid-19. In this regard, I want to know how the teachers are making connections to their students during school closure and what are the strategies taken by the teachers to continue the teaching learning process which was being interrupted due to the school closure in the covid-19 period. Besides, I also want to investigate what are the reflections and lived experiences of teachers regarding the certain shift in their instruction procedure.

Another purpose of this study is to explore how the teachers are managing the logistics and making it feasible for their students and at the same time what are the steps they are taking to connect the students who are not able to connect themselves on the online platform. All these purposes are technically interrelated and will eventually lead us to one sole purpose of exploring the adoption of online teaching learning methods in the context of NGO run schools of Bangladesh.

1.6 Significance of the study:

The covid-19 pandemic has hit the world vulnerably since the beginning of 2020 and due to that all the educational institute was closed to prevent the mass infection. This school closure accosted teachers, students and parents with an entirely new situation (Huber & Helm, 2020). Due to the school closure the most rapid and only feasible way of connecting the students was through an online platform (Eickelmann & Gerick, 2020). In terms of connecting their students on online platforms teachers from different levels are trying to connect their students considering their own context. Primary level teachers are no exception to that, and this is where the study is

significant in its way. Though many research and online articles are available on online teaching learning methods and student's participation, yet no study has explored the process and practices of primary level teachers to ensure the continuation of online teaching learning during school closure. Apart from that, this study is also significant in many dimensions. Firstly, this study will investigate the context of NGO run primary schools of Bangladesh and the ongoing process and practices of the schools from the similar context. Secondly, as there are no studies to explore the online teaching learning involvement at primary level, therefore, this study will e n l i g h t e n us with a brief idea of the current scenario of online teaching learning and student involvement process NGO run primary schools of Bangladesh. Since there is a very insignificant number of studies in this field and not any research done particularly to address the adoption of online teaching learning methods at primary level of Bangladesh, I believe that this study will throw light on many dimensions of viable and feasible modes of conducting online classes at primary level.

In addition to that, the result of this study can be used to have a brief idea about the overall process of involving primary level students on an online platform. Besides, the findings can be used to design policies for our government primary schools to involve its students on an online platform in terms of any emergency as the context of NGO run schools and Government primary schools are very similar in nature. Moreover, the results of this study can also help us to design and develop a redefined online instructional method and can suggest to us some of the strategies to conduct online classes in a more engaging way.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Literature review:

A noteworthy number of literatures from different sources i.e peer reviewed journal, articles, research paper, books, government website, newspaper and official documents have been explored to draw a contextual and comprehensive knowledge on the research topic. These literatures illustrated the national as well as international context of adopting teaching learning process during crisis moment based on NGO run primary school context. After a careful and comprehensive compilation, the literature review has been illustrated under 5 major themes. The themes are- 1. Definition of Online teaching learning 2. Factors affecting online teaching learning 3. Impact of Covid-19 on primary education 4. Challenges of implementing online teaching learning in primary education 5. Impact of online platform on teaching learning.

2.1.1 Definition of Online teaching learning

Online teaching learning has been defined from many perspectives. In 2020, Moore et al defined online teaching learning as using internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning instruction. Online teaching learning is just one form of "Distance Learning"-the umbrella term for any learning that takes place across distance and not in traditional classroom according to Chowdhury & Rohatgi (2020). On another lens, online teaching learning process is a web-based education system where learning occurs in digital platform and all the activities and materials are entirely web-based (Campe, 2020). However, in 2020, Stern has added a new dimension to define it and mentioned that online teaching learning is a massive shift from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process. However, apart from all these definitions and dimensions, a bunch of researchers and educators has tried to define online teaching learning as

asynchronous and synchronous form of education. The asynchronous form refers to a learning method where instructors and learners get engaged with each other at different times and from different place. On the other hand, the synchronous method refers to a method where instructors and learners interact with each other in real-time at the same platform (Bangert, 2006)

2.1.2 Factors affecting online teaching learning:

The pandemic has forced a rapid shift in our education system. Teachers and students were forced to move their educational activities from offline to online. There are so many factors that affect online teaching learning process in both directly and indirectly. Hereby, the online learning professionals and academics reported that the factors affecting online teaching learning process can be divided into two major factors and the factors are external factors and internal factors. The external factors are the availability of technological resources & socio-economic condition. The internal factor consists of technological knowledge, readiness to accept online learning process and mindset towards accepting the new normal (Khan et al., 2020). All the factors that affect online teaching learning process directly or indirectly can be noted under these two major factors.

2.1.2.1 Impact of external factors on online teaching learning:

In the recent studies it has been quite evident that environmental influences, learning space, relationships, technological resources and both teacher's and learner's socio-economic condition are considered as the external factors which affects online teaching learning (Mo et al., 2021). Technological resources are not evenly available to all of the students and those who have better access to the technological resources can avail more accessibility to the educational tools whereas the students with less technological resources always lags behind (Anderson, 2020). Similarly, due to the socio-economic condition a large number of students cannot afford technological tools which simply lead them towards dropout (Steven, 2020). Besides, environmental influences which includes family

size, family culture, traditions and parents' occupation also affects the experience of online teaching learning. (Jones, 2019). In particular, the area that learner lives in, the occupation of their parents, the mindset and ethical views of the guardians are also some of the remarkable elements of external factors which affects the online teaching learning activities (Shahzad et al., 2021).

2.1.2.2 Impact of internal factors on online teaching learning:

Internal factors include technological knowledge of all the stake holders, readiness to accept the online learning platform, psychological and emotional manifestations, and perception and attitude of the stakeholders toward online teaching learning. Though the online teaching learning is mostly affected by external factors (Catherina et al., 2015), in the developing countries, the impact of internal factors is not negligible. This is because, in the developed countries, people are more accustomed with the technologies and do not face any psychological or technological adaptability challenges (Nengagh & Rachel, 2020). In our country, most of the people live below the poverty line and using online educational tools seems to be a luxury for them (Rahman, 2021). Therefore, besides making the technology available to the mass people, training them on using it is another big challenge which plays a vital internal factor affecting online teaching learning. Additionally, the belief and attitude of the stakeholders towards accepting online teaching learning as a mode of education is not socially accepted yet (Khan et al., 2021). Though the impacts of internal factors are relatively less impactful compared to the external factors, yet it affects the online teaching learning adaptation in different dimensions.

However, based on context, the impact of factors affecting online teaching learning process varies from country to country. In developed country, the online teaching learning process gets more affected by physiological factors which are noted as internal factors and in developing or

underdeveloped country the process get more affected by external factors such as lack of technological resources and access to internet (Alam, 2020).

2.1.3 Impact of Covid-19 on education:

The devastating impact of Covid-19 outbreak on education is quite apparent and comprehensive in all the parts of the world. According to the UNESCO (2020) around 1.5 billion students who are young and adolescent, are affected due to school closure during Covid-19 lockdown. Another study done by UNESCO (2020a) has showed us that over one billion children are at risk of falling behind in their academic career. Besides, UNESCO (2020) has also informed that around 463 million students got detached from their formal education in the year 2020. At the same time, this school close down process has accelerated the child labor rate in many developing countries (Shamsul et al., 2020). Another study done by UNESCO (2020) has shown that around 67.7% of the total enrolled students from 144 countries had to change their learning system due to the school closure during Covid-19 in 2020. Apart from the numbers, the school closure process and transferring into online teaching learning system has also created huge inequalities in terms of accessing to educational tools (Watts, 2020). In 2020, Watts also discussed that these inequalities would have a lifelong impact on participation in educational activities and will affect their mental well-being as well. Furthermore, as all the educational institutes are close down now, therefore, students from vulnerable community are unable to get involved into any sort of educational activities and thus they are getting involved into different sorts of laborious activities (Gaith & Viganare, 2020).

2.1.3.1 Impact of Covid-19 on primary education of Bangladesh:

The spread of covid-19 has a negative impact on the primary education of our country. The closure of schools and learning centers has dramatically increased child labor, child abuse, early marriage and domestic violence in our country (Zaman, 2020). According to the Advocacy for Social Change

(ASC, BRAC, 2020) 3% of the surveyed students (54) were survivors of various types of abuse during lockdown, in 82% of the cases students encountered psychological harassment alongside physical harassment and child labor, 55% of the students are assisting their parents in household activities or in their profession and among students who are not involved in any activities are passing their time through gossiping and with mobile phones browsing various entertaining websites. In 22% of the cases the parents mentioned food scarcity behind involving their child into day labor. Besides, 44% of the students reported that they are not involved with study as they are not getting any direction from their school. This numbers clearly shows the devastating impact of Covid-19 on our primary education system. Among different providers, NGO run primary schools are one of the significant providers of primary education in our country. Approximately there are 400 NGOs involved in the delivery of basic education programs in our country (BEPS, 2020). During the covid-19 pandemic, many NGO run school teachers are getting paid only 50% of their salary which forced them to change their profession (Emon et al, 2020). As a result, many NGO run primary school ran short of teachers and were forced to shut their school down during this pandemic. According to the Bangladesh governments statement, there are more than 34 lakh street children in our country (Islam, 2019). A large number of these street children are depended on different NGOs for their food, clothing, and basic education. Due to pandemic, the NGOs were forced to postpone their activities and as a result most of these children got involved with child labor or with different social crimes (Islam, 2019). Though, NGO run primary schools are minimal in numbers, but they play a vital role in terms of advocating basic education in the slum area. The devastating impact of covid-19 has forced many NGOs to stop their regular activities and thus it eventually hampered the overall primary educational activities in our country (Asadullah et al, 2020).

2.1.4 Impact of online platform on teaching learning:

One of the most used terms after the pandemic is the term "new normal." The new normal in education is the increased use of online learning tools. The Internet has become a common medium for interaction, communication, and collaboration within which learners and teachers engage in 'unique and irreplaceable learning opportunities' (Burbules & Callister, 2020, p. 277). Using online platform, teachers can provide lessons to students more efficiently through online learning and can employ a variety of online learning tools, such as videos, PDFs, and podcasts, as part of their lesson preparations (Bennett & Lockyer, 2021). Additionally, online platforms allow schools to reach out to a more extensive network of students, instead of being restricted by a geographical boundary (Kreber, 2021). More importantly, the online learning platform, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student (Aydin, 2020). However, the online platforms have so many additions to the teaching learning process, there are some certain drawbacks and limitations of online platforms. For many teachers, it's a difficult handle technological tools and delivering lessons at the same time (Bawne & Spector, 2021). Teachers lose their concentration and flow of delivering lessons while struggling with technological difficulties. Another major challenge is online platform doesn't allow you to perform activity-based learning opportunities (Berge, 2020). According to Coppola et al., (2021) teachers cannot demonstrate their lessons where it is needed and at the same time students cannot participate in practical lessons while participating in online classes.

2.1.5 Challenges of implementing online teaching learning process:

The implementation process of online teaching-learning has been questioned many times. The ambiguity is always there regarding how to implement the process inclusively and in an affordable way (Zhang et al, 2020). Elsa et al. (2020) have mentioned that everything changes when learning is being implemented online, all the media or tools that could be presented by physical classes, turned into a visual medium due to distance limitations. Teachers and policy makers have no choice but to choose an online platform to continue teaching-learning activities due to distance constraints. As a result, implementation of technological resources has become mandatory.

The integration of ICT in the online teaching-learning process looks simple but hard to reach (Coutinho & Lisboah, 2020). Brown (2017) opined that the lack of instruction, unavailability of technological resources and lack of technological knowledge are the three basic reasons behind the complexity of integrating ICT in the teaching-learning process. In 2020, Coutinho also mentioned that the integration of ICT in online learning is a dynamic process and it is neither simple nor quick.

Apart from that, online synchronous instruction in virtual classes is another major challenge to implement an online teaching-learning process. (Bijesh, 2017). Even after a teacher manages to gather all the students in the same platform at the same moment, basic things such as lack of lip coordination, external noise, time-lags, sound and picture quality & frequent disconnection makes it tough for a teacher to conduct online classes smoothly (Wang, 2020). Additionally, lack of teachers training on using teaching strategies in online classes is another vital challenge to implement teaching-learning in online platforms. In 2020, Prior et al have mentioned that this pandemic situation is a new challenge to all the educators and teacher's strategies to conduct effective online classes are yet to be decided. Moreover, setting up a proper assessment model is

another tough challenge to implement the online-teaching learning process. The transparency of online assessment procedures has always been questioned and the ambiguity is always there (Andrew, 2019). Plus, the online technologies which are needed to conduct online assessment are hard to manage (Hodges et al., 2020).

2.2 Conceptual framework

This conceptual framework will provide a holistic understanding of the study. The conceptual framework consists of 4 basic elements which are 1. Understanding online teaching learning process 2.Accessibility and readiness of ICT 3. Teachers' and Learners' readiness to adopt online teaching-learning process 4. Support from Stakeholders. All these elements will help us to understand the concept of adopting online teaching learning process and all the factors related to it.

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Adoption of online
Teaching-learning

  ──────▶  Accessibility to ICT

  ──────▶  Teachers' and Learners'
           readiness to adopt online
           teaching-learning
           process

  ──────▶  Support from
           Stakeholders
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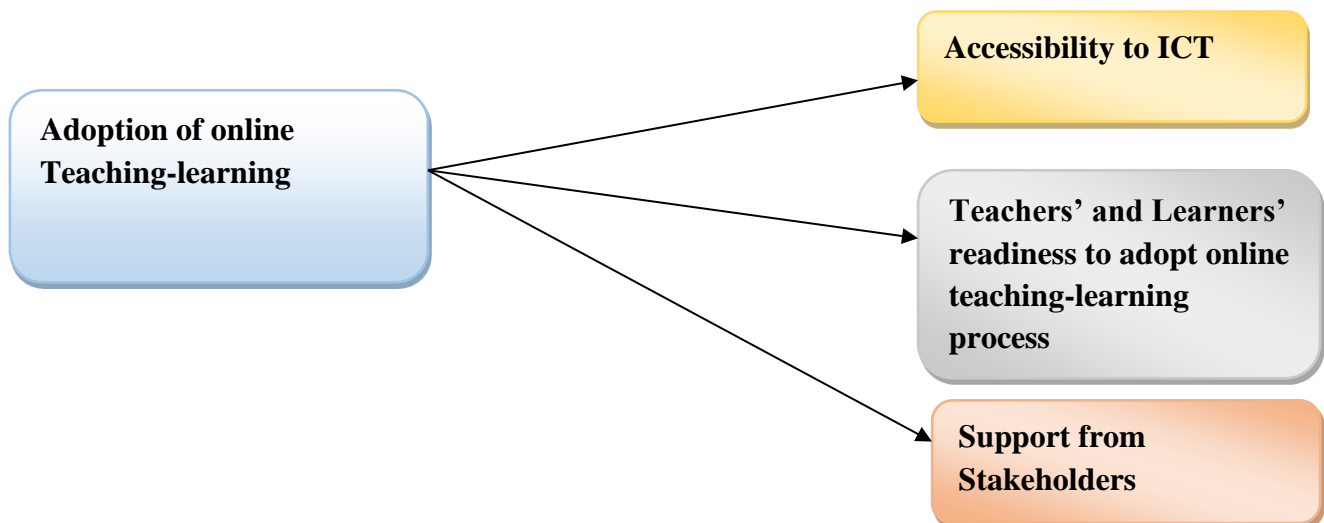
To adopt online teaching learning, we need to ensure the learners accessibility towards ICT tools. ICT tools include speedy internet, electricity & smart phones. Once we are done with the accessibility to the technological tools, we need to assess the capability of teachers and learners to adopt the online teaching-learning process as there are many factors affiliated with it. Plus, psychological readiness to accept a new platform is a vital factor to know the adoption process of online teaching-learning. Finally, we need to know the different aspects and roles of different stakeholders to know the adoption process. There are multiple stakeholders starting from parents to policymakers who are affiliated with the online teaching-learning process. Every stakeholder has their unique role and understanding those roles is important to adopt online teaching-learning.

CHAPTER 3: METHODOLOGY

This chapter illustrates the research methodology which includes a description of research approach, research site, research participants, role of researcher, data collection method, data analysis process, ethical issues, credibility and rigor and limitations of the study.

3.1 Research Approach:

In defining research approach, Creswell and Creswell (2017), opined that research approach is a set of plan and procedures that help carry out a study, and it involves philosophical worldviews of the researcher, research designs and specified methods. They also put forward three main approaches to educational research - qualitative, quantitative, and mixed approach. The selection of any of the approach requires careful consideration of the philosophical worldviews of the researcher, relevant research design to that worldviews, and suitable procedures that can help translate the approach into practices. Since, this study wanted to explore the adoption process of online teaching learning platform in our country; therefore, I opted for a qualitative approach as

the nature of the study aligns mostly with the qualitative approach. According to Onwuegbuzie et al., (2003), qualitative research focuses on the genuine world situation, natural, non-manipulated settings. Its data are descriptive and emphasizes holistic approach, focusing on process as well as outcome.

3.2 Research Site:

My research topic is directly linked with NGO schools of our country. In this regard, I chose 2 NGO schools of our country situated in the urban areas of the country. Both the schools are privately funded and controlled by two different nonprofit organizations and there was a total of 9 assistant teachers and 2 headteachers working in the two selected school.

3.3 Research participants:

To collect data for this study, three groups of participants were reached out; school teachers, head teachers and a government education officer. Among them a total of 5 participants were finally selected. 2 of them are assistant teacher, 2 head teacher and 1 government education officer. Before undertaking the interview, proper consent was sought from every participant. After signing the consent letter for the study, they were invited into a virtual space for the interview. A summary of the participants who provided data for this study is being provided below-

Among total 2 assistant teachers, there were 1 male teacher and 1 female teacher. Both the teachers have completed their graduation and are in teaching profession for at least five years. There were one female head teacher and one male head teacher from two different NGO school. Both have completed their graduation and are in teaching profession for more than 10 years. The only thana education officer was male and have completed his masters from a public university. He is working in government education sector for more than five years.

3.4 Sampling procedure:

According to Taherdoost (2016), A sample is a group of people from the general population who can offer data for a study. He also talked about two different sorts of sampling: probability and non-probability. This study used a non-probability sampling strategy since qualitative research often uses non-random sampling (Strydom, 2011). According to Strydom (2011), There are four types of nonprobability sampling, namely; snowball, quota, purposive, and convenience sampling. This study used the purposive sample technique to answer the research questions. One of the main justifications for using purposive sampling, according to Creswell and Patton (2014), is that it allows for a deeper knowledge of the study. I selected the schools as they exhibited the features in which I was interested.

3.5 Data Collection Methods

Maintaining the alignment with the research approach, the data collection method used in this study is interview method. Creswell and creswell (2017), discussed that in terms of collecting data for qualitative study; the data must be collected by interacting with the participants directly. Also, in alignment with the discussion done by Denzin (2010), open-ended questions were used to know the lived experiences of the participants. Incorporating all the suggestions from the scholars, I formulated the interview guide using open ended questions and arranged one to one interview session on online platform using zoom/google meet as a communication tool. However, the major rationale to choose interview method as a data collection tool is to know the lived experience of the participants and their independent reflection. As Strydom & Delport (2007) discussed in his article that the interview method allows its participants to share their reflection independently and also helps researchers to interpret the opinions of the participants. For this study, semi-structured interview method was implemented by me. This is because, Glasser and Strauss (2017), pointed

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out the flexible nature of the semi-structured interview method and also mentioned that it helps the researcher to keep the participants in track of the information flow and maintain the exactness of the interview process. Since, I as a researcher intended to understand the perception, reflection, lived experiences and the independent thought of the participants; I found semi-structured interview method as the most suitable form of data collection method.

3.6 Role of researcher

I have two years of teaching experience in a rural government primary school of Bangladesh. In my two years of experience, I used to teach students online for over 6 months due to Covid-19 school closure situation which helped me to understand the context of online teaching learning process in our country. During the interview process, I tried to be neutral and a careful listener rather than an instructor. I was careful that the participants feel relaxed and feel friendly to share their reflection. I also made sure that the participants do not get manipulated by my personal biasness and helped them to be on track during the interview process.

3.7 Data analysis

In qualitative study, data analysis helps a researcher to organize and interpret the collected data and make sense of the perceptions and experience of the participants and then reaching out towards the findings and thus a researcher answers the research questions (Patton, 2014). In alignment with this discussion, at first, I recorded that interview, and then I transcribed the voice from my mobile recorder and interview note. I documented all the data in Bangla first then I translated it into English. After that, I reviewed the data and highlighted a key point which answers my research questions. Afterwards, I generated different themes and based on the segmentation of the available data and also developed some sub-themes. After the thematic analysis of the data, I reviewed all

the themes and sub-themes to cross check that the thematic analysis is well-aligned with the research questions. In last step, I presented my data under each theme as a reference to my statements.

3.8 Ethical issues and concerns

The process involved and the result generated in a qualitative study are assessed by the criteria of trustworthiness (Cope, 2014). Additionally, ethical issues also referrers that the researcher is unbiased in his process and the suggestions or findings are free from researchers own thoughts and reflections (Kumar, 2005). Furthermore, I followed the suggestion from Neuman & Wiegand, (2016) where he pointed out that the reported details should be shared with the participants so that they can assess and determine the credibility of the determined data. Again, this study strongly demonstrated the transferability which is another vital criterion for trustworthiness. Earlier before starting the interview, I sent them a consent letter to participate in this interview process. Besides, I firmly mentioned that all the conversation will be recorded and will be confidential. To maintain the transparency, I informed them about the nature of the study so that they can be well-informed about what they are doing. I also tried my best not to influence any of the participants towards my personal biasness.

3.9 Credibility & Rigor

I have completed two 'Research Methodology' courses as part of my master's degree and learned about research work from those courses. Besides, I thoroughly went through different qualitative research work to know the process before starting my own research. Before that, In my graduation level I used to work with my professor as a research assistant which helped me a lot perform my own research work. In addition to that I have two years of working experience in the field of

primary education which helped me to understand the context of my research field. In terms of starting my research work, I have executed a baseline survey, developed a research outline based on the result of that survey and finally developed a research proposal to perform this study. While performing this study, I identified and checked my own biases so that it does not influence the finding of the study. Besides, I also applied member check strategy and data triangulation to ensure the validity of my research data. These are some of the steps I undertook to ensure the credibility and rigor of the study.

3.10 Limitations of the study

Initially I thought that I would be able to collect more data regarding online teaching learning from the two selected participants but due their personal schedule they couldn't give enough time to discuss all the questions briefly. Besides, they attended the interview in the home condition and different elements of home condition often affected the interview process. Apart from that below mentioned points were some of the major limitations of this study.

3.10.1 Technical difficulty due to phone interview:

Since the data had been collected through the phone interview, it would cause some technical problems. Therefore, it can be solved by taking interviews using digital platforms by using Zoom & Google meet application.

3.10.2 Unavailability of the participants:

Since the data Had been collected online therefore, there may have a chance that the participants may fail to attend the interview or may refuse to attend the interview after confirmation. To address the issue the researcher will contact two or three more participants than the required number.

CHAPTER 4: RESULTS

This section presents and illustrates the findings that I collected from in-depth semi structured interview of the research participants. These findings have been categorized into four major themes and each theme compiles the exact reflection of the research participants.

4.1 The process of online teaching learning at primary level

The process of online teaching learning method is completely a new term in our country. Considering the availability of technologies and socio-economic structure, it is difficult for us to adopt the online teaching learning process as the mainstream educational tool. One of the head teachers opined that-

> The adoption of online teaching learning process has become more difficult in terms of implementing it at primary level education due to lack of technological tools and economic condition of the students. Therefore, to adopt this process at primary level the implementers comprising of policy makers, Head teachers & Assistant teachers ran a need-based assessment to assume the budget and needs of students. Later on, they started implementing the process step by step (Personal communication: Interview# 3, March 21, 2021).

4.1.1 Need based assessment to adopt online teaching learning:

Assistant teachers from different NGO schools interviewed for this study described their process of adopting online classes in the interview. When I asked them about the process of adopting their online classes, one of the assistant teachers put it like- "At first, we conducted a baseline survey to know how many of the students have the access to smart phone with internet and how many of

them have featured phone" (Personal Communication: Interview# 1, March 13, 2021). Another assistant teacher said that "We did a survey of internet consumption for our students and thus we got an idea of how much internet do we need to support our students to attend online classes" (Personal communication: Interview# 4, Aug 15, 2021). Thus, the assistant teachers and head teachers reflected that the overall need-based assessment gave them the idea of internet consumption. Consequently, it helped them to prepare an estimated budget to support their students by providing internet facilities.

4.1.2 Implementation of Online teaching learning

After collecting the data, they divided the participants into two groups. One group had the smart phone with internet access and the other group had featured phone only. They used different social media app such as IMO, Whatsapp, Messanger etc to conduct online classes. One of the assistant teachers described it like- "We opened a different group in social media app and each group consisted maximum of 5 students. I used to declare class time earlier in the group message and they used to keep themselves prepare to attend the class" (Personal communication: interview# 4, Aug 15, 2021). After finishing the class, they used to give home works to the students. After completing the home work students used to take pictures of the home work send it privately in the inbox. At this point, one of the head teachers added that As a symbol of positive frame reinforcement, we thank the students who completed their homework flawlessly in the following class (Personal communication: Interview# 5, Aug 17, 2021). On the flip side, they used a different method for the students having no access to the internet or smart phone. The teachers used to call them on a certain time when their parents were available at home. One of the head teachers informed me that The assistant teachers are advised to take verbal lesson over the phone or internet phone call for at least 10 to 15 minutes a day for per student (Personal communication: Interview#

3, March 21, 2021). As they used to teach them over the phone only, therefore, it was difficult to teach tough subject like math. At this point, one of the head teachers informed us that

> We tried our level best to incorporate all the subjects in the online teaching process but as you know that it is quite difficult to teach Math over phone to the primary going students. We had several meetings to figure out what can be done but couldn't find any ways out to do it. Therefore, we decided not to teach Math to the students who does not have a smart phone and internet available in their home (Personal communication: Interview# 5 Aug 17, 2021).

In terms of assessment, the students were suggested by the teachers to make a special notebook for home work only. The teachers had to visit school once in a month. On that time they requested their students to come at school maintaining the health code to submit their note books. One of the assistant teachers said that "The students used to come at school with their note books containing homework, we collected the note books form them used to return it after one month" (Personal communication: Interview# 1, March 13, 2021) Thus they continued the teaching learning process on online platform during school closure. When the participants were asked about how they used to teach students having no access to either smart phone or the featured phone. All of the three participants replied that they could not find out any feasible ways to connect those students and thus they were out of the learning loop throughout the time.

4.2 Challenges to implement online teaching learning at primary level

According to government official, interviewed for this study, has said that "The challenges to conduct online classes at primary level are limitless" (Personal communication: Interview# 2, March 19, 2021). The schools were closed for more than three months before the government

initiated the online teaching learning process. In the meantime, many of the students were being migrated to the rural areas where there is no availability of internet. Additionally, lack of logistical support, insufficient funding, student's socio-economical barriers, lack of technological knowledge both for teachers and students, unwillingness to attend online classes and the list goes on. Therefore, all of the problems have been shadowed under some sub themes and that theme has been described below.

4.2.1 Financial Challenges

One of the major problems was there was no funding to conduct online classes. One of the head teachers put it like

> Our school owners didn't allow us with any extra money to conduct online classes. Moreover, they introduced a salary cut of 40% for all the teachers. Now, sir, you tell me that how can I request my teachers to spend extra money to conduct online classes (Personal Communication: Interview# 3, March 21, 2021).

As, there were no dedicated funding to conduct online classes, therefore, consequently they faced logistic issues. One of the assistant teachers put it like- It was a common scenario that students are not attending class due to the unavailability of mobile data in their phone (Personal communication: Interview# 4, Aug 15, 2021). Another assistant teacher added that "As there was only one smart phone available at student's house so very often it happened that their parents are out with the phone and thus students could not attend the class" (Personal communication: Interview# 1, March 13, 2021). Besides, lack of technological knowledge among the students and their parents was another vital challenge. One of the head teachers informed us that

Initially we found it very difficult to introduce them with the new technologies to attend online classes but after one month of trial run and our teachers' individual effort to make the parents and their student's literate on using communication applications, the process becomes easier. Consequently, they become familiar with the technology and started using it regularly (Personal communication: Interview# 3, March 21, 2021).

Apart from that, another head teacher opined that After establishing the connectivity and gathering students on online platform, new challenge was to use educational material on online platform (Personal communication: Interview# 5, Aug 17, 2021). Additionally, there was no certain guideline to the teachers to conduct online classes. They were new in the online platform and didn't know anything about conducting online classes. One of the assistant teachers opined that With the times, they made themselves comfortable according to their own knowledge and comfort (Personal communication: Interview# 4, Aug 15, 2021) said that. Moreover, keeping the students concentrated during the whole class was another tough job due to unstable connection and proper intervention. Very often, students used to get disconnected in the middle of the class. Also, background noise, echo, unstable audio and phone calls during classes were some of the major impediments to conduct online classes. On the contrary, these problems were much more complicated for the students who did not have any access to the internet or smart phone. For instances, one of the assistant teachers put it like- Many students felt shy to talk with the teachers for long time over the phone and thus they used to be unresponsive during the phone conversation (Personal communication: Interview# 1, March 13, 2021). Furthermore, as their parents are day labor so they had to work all day long and when they come back at night or after evening, they used to find their kids in sleepy mode and having no interest to attend class over phone. One of

the assistant teachers said that "Very often the parents used to tell us that the kid is sleeping or is not interested to seat for on an online setup after 8 pm" (Personal communication: Interview# 4, Aug 15, 2021). Moreover, phone bills were an extra burden for the teachers and sometimes for the students as well. Apart from that the quality of the teaching learning process with the physical classroom was beyond comparison. One of the head teachers said that

> "Look, sir, physical class is physical class; you can't replace anything with the physical class room. We are taking online classes because of the pressure of the school but we know that the students are not learning much in our online classes but as something is better than nothing so on that perspective online classes are good. At least, it keeps the students in touch with their books and study" (Personal communication: interview# 3, March 21, 2021)

3.3 Suggestions to make online engagement more efficient

There were a plenty of suggestions and guideline from the participants to make the online teaching learning process more engaging and affordable. Most of the interviewer suggested that there should be a customized syllabus and assessment procedure for online classes. Additionally, the participants also highlighted that there should be significant amount of financial and logistical support from the donor to adopt the online teaching learning more efficiently. However, many of the participants also shared that this is a long process and no matter how much financial or logistical support you provide, it will take time to make people habituate to get accustomed with the online teaching learning process. After accumulating all the suggestions from the participants, I have made a segmentation of the suggestions based on its nature and put it under some sub-theme of this chapter and those sub theme has been described below.

4.3.1 Customized curriculum for online classes:

Most of the interviewees suggested that there should be a customized syllabus and assessment procedure for online classes. One of the participants, the government official opined that the authority should develop work books and online assessment copies particularly designed to take online classes as challenging problems always need creative solutions (Personal communication: Interview# 2, March 19, 2021). Furthermore, the participants also suggested that the donors should provide additional funding both for teachers and students. The government official interviewed for this study suggested that

> The students who have the access to smart phone and internet should get data package in their mobile phone which can only be used to use social media app such as messenger, Imo, whatsapp or zoom and teachers should get the same facilities as well. Besides, the teachers should also receive phone bill reimbursement for taking classes over the phone (Personal Communication: Interview# 2, March 19, 2021).

However, on the contrary, students having no smart phone should get a certain amount of mobile recharge every month to get connected with their teachers. One of the assistant teachers said that "The teachers should call at least 10 students every day and update them about the worksheet provided and follow up the assessment procedure" (Personal communication: Interview# 1, March 13, 2021). In terms of tracking and monitoring the process, one of the head teachers suggested that

> All the assistant teachers should arrange regular classes with their students having access to internet and smart phone. All those classes will be accessible via a common zoom link and higher authorities such as donors, monitoring authorities, should enter in online classes

randomly by using that link and can easily monitor the class activities (Personal communication: Interview# 5, Aug 17, 2021).

4.3.2 Financial support and Training facilities:

Besides these ideas, another participant shared that as the online class concept is totally a new tool for them and therefore, the authority should arrange teachers training facilities for the teachers. The government official put it as- From every school, the authority should train two teachers on online teaching learning procedure, then those teachers can train other teachers in the school and thus the authority can arrange the teacher training process in a feasible way (Personal communication, Interview# 2, March 19, 2021). Additionally, other participants talked about the collection and disbursement method of worksheets. The participant, one of the head teachers reflected that There should be a central drive to keep the worksheets accumulated in a place which can be accessible by both the teachers and students. It will make a worksheet distribution process easier and accessible for both the parties (Personal communication: Interview# 3, March 21, 2021). Adding up to these feasible and effective suggestions, there were a lot of small feedbacks from the participants. Some of them talked about increasing the ongoing internet facilities for the school, evaluation and recognition of teachers' online performance whereas some of them suggested to run a need-based survey to create a data base for the students so that the authority is always well informed and prepared to cope up with the need and logistics.

Overall, a lot of suggestions and feedback came from the teachers and head teachers from different school to make the online teaching learning experience more efficient and adoptable. The teachers and head teachers firmly believe that with proper planning and logistics, it is possible to at least compensate the education gap created due school closure in last 1 year. However, the government

official interviewed for this study still thinks that the adoption of online teaching learning is at its rudimentary stage in our country and need a lot of research to be implemented.

CHAPTER 5: DISCUSSION AND CONCLUSION

In this chapter, I have discussed my learning from the research by analyzing the data presented in the previous chapter. The first section will be comprised of an in-depth discussion about the findings supported by different literature on the adoption of online teaching learning during school closure. The discussion will fundamentally represent the observations and learning of mine from the findings of the research. Consequently, in the second section, there will be a conclusion which will summarize the discussion and finding section. Finally, this chapter will be concluded by some comprehensive and feasible recommendations supported by the key findings of the study.

5.1 Discussion:

The adoption of the online teaching learning is complex yet flexible enough to adopt it as an educational tool (Chan, 2016). But the research data is suggesting that considering the socio-economic condition of our country, adopting the online teaching learning process educational tool is quite challenging. However, according to the research participants, the government is taking some significant steps to mitigate the learning gap and to keep the students in the learning loop but those initiatives are not sufficient and feasible enough to be implemented inclusively. For example, study result documented that only 16% of the students watched the government's educational program broadcasted on national television. Therefore, the government should certainly look forward to thinking of alternative channel to keep students engaged in the learning loop. Study results also suggest that the process of online teaching learning is not addressing the inclusiveness in terms of accessing the educational tools for the students from rural areas. For example: One of the head teachers opined in her interview that they are not teaching Math and English to the students who do not have any access to the internet and smart phone (Personal communication: Interview# 5, Aug

17, 2021). This statement exemplifies that the students who are financially privileged are getting a better access to the educational tools comparing to the unprivileged students.

I have started my research with an assumption that the parents are interested to manage online platform for their children's education. But the research data is suggesting that the parents are becoming less interested to continue their children's education. The reason might be the financial shock of pandemic. Due to financial crisis, the parents are more focused into surviving rather than their children's education (Eusuf & Islam, 2021). Therefore, to keep the students engaged in online platform the government should not only make an arrangement of funding for their participation in online classes but also should compensate to earn their livelihood. Only after that the parents will get the motivation to get invested into engaging in online teaching learning process.

In addition, the lack of supervision to monitor and assist in learning activities is also a vital area that stands out form the result section. Both the assistant teachers mentioned that the socio-economic condition of the rural parents does not support the idea of assisting their children in their education due to the laborious lifestyle. Besides, after, one year of school closure, the government is yet unable to come up with a concrete and feasible solution to keep the students engaged in the learning loop. No recovery plan has yet been taken by the government to mitigate the learning gap created due to the long-time school closure. However, some of the NGO run primary schools are following some alternative cost saving method and arranging various programs to train teachers, students and their parents but those initiatives are not sufficient to create an inclusive online teaching learning model to be implemented.

However, apart from all the obstacles to adopt online teaching learning, there is still the light of hope for this process as previous studies are suggesting that online learning, screen or mobile phone-based technologies had played a positive role in supporting home learning during Ebola (GPE, 2021). This information is brining light towards making the online teaching learning inclusive and effective. Moreover, another area that stands out from the result is the positive attitude of assistant teachers, head teachers and

government official. They firmly believe that the online teaching learning can be adopted with the adequate logistics, sufficient compensation and efficient execution and monitoring process from the government and its affiliated organizations. The participants reflected in the result section that throughout proper training and logistics it is possible to make the rural students engaged in the learning loop. Besides, they also suggested that as it is not possible to adopt online teaching learning overnight. Therefore, the government should start with mobile phone as near about 95% of parents of the students have access to a mobile phone (BGID, 2020). Additionally, most of the participants think that a customized syllabus should be developed to start the online teaching learning adoption process. Once the students get habituated with the process of online learning then the rigor level of the syllabus can be increased. However, many NGO run school and organizations are following some cost saving method of student's online engagement and creating effective module to train all the stakeholders affiliated with the education and preparing them both mentally and technically sound to adopt online teaching learning. During my research I found this those module and procedure very effective and I think further research can be done to develop this process. The result section also suggest that the government should collaborate with different NGO and affiliated organizations to generate knowledge, skills and mindset to adopt the online teaching learning as an educational tool during crisis.

Some studies suggest that modern technologies can play a vital role in terms of keeping the students into the learning loop during crisis moment (Chang & Zhang et al, 2020). On the other side, many contemporary studies suggest that adopting online teaching learning is still a far cry to adopt considering the socio-economic condition of our country. However, this study shows that with the proper allotment of funding and compensation package in this sector and with the balanced collaboration of public private sector can simplify the process of adopting online teaching learning process during crisis moment. Thought it will take time to set up the ground and prepare the workforce but still it is quite adaptable through an efficient recovery plan by the government.

5.2 Conclusion:

During my research, I tried to explore different aspects of adopting the online teaching learning in our country considering the NGO run school scenario during the school closure period due to Covid-19. Besides, the research participants also mentioned some of the major challenges to adopt online teaching learning. Plus, some of the feasible suggestions were also illustrated to address those challenges. All the challenges and suggestions were illustrated based on different literature and participants lived experience. Based on the study, the following section demonstrates some reflective remarks of the experience I gathered during doing this research.

The online teaching learning system is a technologically complex and pedagogically inconvenient process to adopt. It is more difficult for a country like Bangladesh where only 37% of the students have internet connectivity. However, the government has taken few steps to keep the students in the learning loop but none of them were effective enough to create a real impact. Therefore, the government should collide with NGO organizations and with private sector to find out a feasible solution as there are many fact-based evidence which intrigue the fact that the online teaching learning process is not impossible to adopt in our country. For example, 95% of the total population use mobile phone and the number of smart phone user are on the rise. The teachers are positive and efficient enough to take classes on online platform and different NGO and private schools have developed module to train up the students and their parents. All these facts throw light to the hope that we have the required basement to adopt online teaching learning process. Though that basement is at its rudimentary stage, with proper planning, funding and monitoring, the path of adopting the process has become more flexible and feasible to adopt. Finally, the online teaching learning system is a long process to adopt. It needs sufficient amount of logistic, financial support; technical training and psychological acceptance to adopt online teaching learning.

5.3 Recommendations:

Based on the findings of this study, following are some of the recommendations to help future researchers and sensitize policy makers…

- A comprehensive and adaptable framework should be developed to ensure the availability of internet and smart devices for the students, especially for the young and adolescent students of rural areas.

- A customized syllabus should be developed initially which is convenient to follow in online platform. Later on, based on experience and need basis, it can be developed holistically.

- Besides allocating extra funding for online teaching learning process, the government should ensure the transparency of the allotted budget and should monitor the whole process on a regular basis

- Government should affiliate with NGO and private organizations to come with a more feasible and low-cost module to adopt online teaching learning process

- A strong monitoring and evaluation channel should be developed to monitor all the activities towards adopting online teaching learning process in a holistic manner.

To sum up, it can be said that early action in this regard will help government agencies to adopt online teaching learning process nation-wide and to address the learning gap created by school closure due to Covid-19. It will also help us have a solid alternative platform to traditional institute-based learning system which can be utilized in terms of any further crisis.

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APPENDICES

Appendix A: Consent Letter

Consent to Participants

Dear Participants,

I, Md. Robiul Islam, am an M.Ed. student at the Institute of Educational Development at BRAC University, Bangladesh. I am doing a master's level thesis as part of my M.Ed. Degree. My study will be on online teaching learning process in primary schools of Dhaka during Covid-19.

Before I ask you to participate in the interview, I kindly invite you to review the following closures-

- Please know that the participation in this research is **voluntary**.
- Your personal information about your identity will remain **confidential**.
- For the sake of data analysis, your interview will be **recorded**.
- You can withdraw your participation at any time you want.

I thank you in advance for your kind consideration. If you have any concerns regarding any of the closures mentioned above or anything else, please let me know.

It would be appreciable if you could put your signature below if you are agreed to participate.

Regards,

Md. Robiul Islam

Participant's Signature

Appendix B: Interview Guide

Interview Guide for Teachers

I am going to ask you some questions about the process of connecting your students in online during this pandemic. Please feel free to add anything you think is important.

1. Q1: How do you connect your students during the school closure?

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a) How often do you connect your students in a week?

2. Q3: How do you teach your students using online platform?

3. Q4: How do you give and check homework of the students?

4. Q5: What do you do when students or their parents struggle to get connected on online platform?

5. Q6: How do students respond to the online class? What are the changes among the students in terms of responsiveness?

6. Q7: What do you do to make the online learning process more interesting and engaging?

7. Q8: What are some of the common barriers you and your students face during online classes and how do you address them?

8. Q9. How do you manage the cost of online class setup and maintenance?

9. Q10: How do the students manage the cost of device and internet to attend the online classes?

10. How do you prepare yourself for online teaching? How do you develop yourself professionally in this regard?

11. Based on your lived experience, what are the major barriers to adopt online learning platform at primary level and what do you suggest to address those barriers?

12. If there is anything more you want to reflect on?

Interview Guide for Head Teachers

I am going to ask you some questions about the process of connecting your students in online during this pandemic. Please feel free to add anything you think is important.

1. Q1: How do you support your assistant teachers in terms of taking online classes?

2. Q2: Do you observe any online classes? If yes, what do you observe most?

3. Q3: How do you guide your assistant teachers to conduct online classes?

4. How do you track the academic progress of the students?

5. Q4: Do teachers receive any training to conduct online classes? What do you do to the teachers who are technologically challenged and unable to conduct online classes?

6. Q5: How do the school manage the logistics to conduct online classes?

7. Q6: What are the major challenges for a school to adopt online learning platform?

8. Q7: What percent of the total students are able to attend online classes and what is your plan to increase the participation?

9. Q8. What are some of your suggestions to make the online learning process more viable at primary level?

10. Q9. What are the thoughts of the NGO owners to adopt online learning platform?

11. Q10. If there is anything more you want to reflect on?

Interview Guide for Government Education Officer

I am going to ask you some questions about the process of connecting your students in online during this pandemic. Please feel free to add anything you think is important.

1. Q1: What is government's plan to mitigate the literacy gap created by the school closure during the Covid-19 pandemic?

2. Q2: What did government do keep the primary students in the learning loop in times of school closure?

3. Q3: Is there any alternative plan of government if the school closure takes place again due to any unavoidable reason?

4. Q4: How the process of online teaching learning can be more viable at primary level?

5. Q5: What can be done to make our primary teachers technologically sound to perform online classes more smoothly?

6. Q6: How the process of distant learning or online learning can be monitored centrally?

7. Q7: How the outcome of the online learning can be measured?

8. Q8: What are the major barriers for government to adopt online learning platform at primary level?

9. Q9: How the barriers can possibly be addressed?

10. Q10: If there is anything more you want to reflect on?

Appendix C: Transcription

Interviewer: Hello sir, Assalamualaikum, how are you sir?

Participant: I am fine, how are you?

Interviewer: Fine sir. So, sir the school is closed down for so long and surely it is creating literacy gap among students. What do you think sir? What is governments' plan to mitigate the literacy gap?

Participant: Yes, I admit that it will create a big impact on the education of the students. Government is planning accordingly and thinking of different initiative to compensate the loss. Some of the

initiatives are, teaching by broadcasting channels, financial aids, fasten school reopening process etc.

Interviewer: Thank you sir for your answer, sir, what do you think? How the online teaching learning can be more efficient?

Participant: There are several ways to make the process more efficient. One can be From every school, the authority should train two teachers on online teaching learning procedure, then those teachers can train other teachers in the school and thus the authority can arrange the teacher training process in a feasible way.

Interviewer: Thank you, sir, what are the major challenges for our government to adopt online learning platform at primary level.

Participant: Resources and lack of technological knowledges. I think if the government can manage sufficient funding and train teachers and students to the accessibility of the technological tools, it will be possible for us to implement online teaching learning.

Interviewer: That was all from my side sir, you can share if there is anything else you want to add to this conversation.

Participant: No, I don't have anything else to add. Thank you.