

Present Status of Using Lesson Plan for Ensuring Quality Education in Primary School of Bangladesh

Researchers:

Dr. Sujan Kumer Sarker

Md. Abu Hares

Bithi Sarkar

Md. Ismail Hossain

Md. Nazrul Islam

Md. Mazaharul Islam Khan

Md. Joynal Abedin

Directed by:

Md. Shah Alam

Director General

National Academy for Primary Education (NAPE)

Mymensingh.

June, 2017

ACKNOWLEDGEMENT

The study team is indebted to the late Director General, Md. Fazlur Rahman, National Academy for Primary Education (NAPE) for providing the support and continuous inspiration to conduct the research “Present Status of Using Lesson Plan for Ensuring Quality Education in Primary Schools of Bangladesh” which may provide necessary inputs to the policy makers for taking further steps for upgrading the status of using lesson plan in order to enhance and sustain the quality teaching learning in the primary classroom.

The study team is also grateful to the Director General of National Academy for Primary Education (NAPE), Md. Shah Alam, for his cooperation and assistance in collecting the data from the selected schools and related stakeholders in Bangladesh which made remarkable contribution in making the study successful. The research team is also grateful to Deputy Director (admin), NAPE for her continuous cooperation.

The study team would like to express their deep gratitude to the selected respondents (URC Instructors, AUEOs, Head teachers, assistant teachers, students of the selected Upazilas and schools) for providing data through questionnaire, observation and supplying documents related with lesson plan.

The research team is also grateful to the faculty members of Research and curriculum faculty of NAPE as they were always co-operative to conduct the research work.

The study team would also like to convey sincere thanks to some other NAPE faculty members for their painstaking efforts in administering the research tools and in coding the collected data.

The study team would also like to pay thanks to all other faculty members of NAPE for their valuable suggestions and contribution in this research.

Finally, the team would give thanks to the well-wishers who supported directly or indirectly to complete the research work. The development of this research paper would not have been possible without the kind and valuable help of the people concerned.

The Research Team

Table of Contents

List of Tables	iv
List of Figures and graphs	v
List of appendixes	vi
List of Abbreviations	vii
Chapter 1: Introduction	1
Chapter 2: Literature review	13
Chapter 3: Methodology	27
Chapter 4: Data Presentation and Analysis	30
Chapter 5: Findings and recommendations	58
References	63

List of Tables

Table 1	:	Bangladesh educational structure	5
Table 2	:	Modified framework for analyzing PCK	26
Table 3.1	:	Research Locale, Participants and Tools	27
Table 4.1	:	Percentage of the respondents	30
Table 4.2	:	The experiences of the respondents	30
Table 4.3	:	The experiences of the other respondents as AT and HT	31
Table 4.4	:	The highest educational degree that the respondents have achieved	32
Table 4.5.1	:	Long term training of the respondents	32
Table 4.5.2	:	Basic/foundation training.	33
Table 4.6.1	:	Short term training for assistant teachers	33
Table 4.6.2	:	Short term training for HTs, AUEOs and URC Instructor	33
Table 4.7	:	Availability and use of Teaching-learning Materials in the School	34
Table 4.8.1	:	How do teachers use teaching-learning materials?	35
Table 4.8.2	:	How are the teaching learning materials used?	36
Table 4.9	:	Do the teachers conduct teaching-learning according to lesson planning regularly?	38
Table 4.10 a)	:	How do teacher develop lesson plan?	38
Table 4.10 b)	:	How did the academic supervisors advice to improve the develop lesson plan?	39
Table 4.10 c)	:	If the teachers do not develop lesson plan, what is done by the supervisors.	39
Table 4.11 a)	:	Information using lesson plan about the conducted classes in the last week?	40
Table 4.11 b)	:	ATs opinion about observed class teachers' teaching by HT/ AUEO/ URC regularly	40
Table 4.11 c)	:	Percentage of observed class teachers' teaching by HT/AUEO/URC regularly	41
Table 4.12 a)	:	Areas of providing suggestions for the lesson plan or lesson to develop	41
Table 4.12 b)	:	Percentage of written suggestions from academic supervisors	41
Table 4.13 a)	:	What were the suggestions?	41
Table 4.13 b)	:	Percentage of Head Teacher advice to the class teachers	42
Table 4.13 (c)	:	HTs advice for improving and using lesson plan	43
Table 4.14 a)	:	If the answer yes, Observed teaching activities	43
Table 4.14 b)	:	What sorts of advice did Supervisors give?	44
Table 4.14 c)	:	If the answer is yes, did the HT/AUEO/URC instructors advise and how?	45
Table 4.15 a)	:	Which structure was used to develop lesson plan?	47

Table 4.15 b)	:	Ratio of getting support from teachers Colleagues, Head teachers, AUEOs and URC Instructors in developing a lesson plan	47
Table 4.15 c)	:	Ratio of providing support by teachers Colleagues, Head teachers, AUEOs and URC Instructors in developing a lesson plan	48
Table 4.16 a)	:	Responses of ATs about constraints in developing and using lesson plan.	49
Table 4.16 b)	:	Responses of HTs, AUEOs and URC Instructors about constraints in developing and using lesson plan by ATs	49
Table 4.17	:	What is the percentage in using lesson plan in teaching by teachers?	50
Table 4.18	:	What are the causes not for using lesson plan?	51
Table 4.19.1	:	What type of help do teachers want regarding developing and using lesson plan?	52
Table 4.19.2	:	What type of support do teachers want in developing and using lesson plan?	52
Table 4.20 a)	:	Record keeping of lesson plan and other supportive materials of grade-1 in the selected schools	53
Table 4.20 b)	:	Record keeping and preserving lesson plan and other supportive materials in grade-2 in the selected schools	54
Table 4.20 c)	:	Record keeping and preserving lesson plan and other supportive materials in grade-3 in the selected schools	55
Table 4.20 d)	:	Record keeping and preserving lesson plan and other supportive materials of grade-4 in the selected schools	55
Table 4.20 e)	:	Record keeping and preserving lesson plan and other supportive materials of grade-5 in the selected schools	56
Table 4.21	:	Teacher performance about teaching learning in the classroom	56

List figures and graphs

Figure 1	Organizational Structure of Primary Education in Bangladesh	8
Figure 2	Three angles of teacher education	14
Figure 3	Different phases of teacher education	15
Figure 4	Conceptual Framework	25
Graph-1	The experience of the respondents	31
Graph-2	Percentage of advices from supervisors for improving lesson plan	44
Graph-3	Record keeping of lesson plan in and other supportive materials in geade-1 in the selected schools	54

Appendixes

Appendix A	Questionnaire for class teachers	66
Appendix B	Questionnaire for head teachers	69
Appendix C	Questionnaire for AUEOs	72
Appendix D	Questionnaire for URC instructors	75
Appendix E	Format for keeping record/preserving lesson plan and other supportive materials in the selected schools class 1 to 5	78
Appendix F	Class teaching observation check list	79

Abbreviations

APSC	- Annual Primary School Census
AUEO	- Assistant Upazila Education Officer
B.Ed	- Bachelor of Education
C-in-Ed	- Certificate in Education
CPE	- Compulsory Primary Education
DEPd	- Diploma in Primary Education
DPE	- Directorate of Primary Education
DPEO	- District Primary Education Officer
EBM	- Ebtadayee Madrasha.
EFA	- Education for All
ELC	- Essential Learning Continua
Exp	- Experimental School
FGD	- Focus Group Discussion
GDP	- Gross Domestic Product
GER	- Gross Enrolment Rate
GPS	- Government Primary School
HAPS	- High School Attached Primary School
H.S.C	- Higher Secondary Certificate
IDEAL	- Intensive District Approach to Education for All
IER	- Institute of Education and Research
JICA	- Japan International Cooperation
JSP	- JICA Support Program
LP	- Lesson Plan
LS	- Lesson Study
MDG	- Millennium Development Goal
M. Ed	- Master in Education
MoPME	- Ministry of Primary and Mass Education
NAPE	- National Academy for Primary Education
NCTB	- National Curriculum and Textbook Board

NGO	- Non-Governmental Organization
NGPS	-Non-Government Primary School
NORAD	- Norwegian Development Assistance
PEDP III	- Third Primary Education Development Program
PSQL	-Primary School Quality Level
PTI	- Primary Teachers Training Institutes
KG	-Kinder Garten Primary School
RNGPS	-Registered Non-Government Primary School
S.S.C	- Secondary School Certificate
SLIP	- School Level Improvement Plan
ToT	- Training of Trainers
UEO	- Upazila Education Officer
UNICEF	- United Nations Children Fund
URC	- Upazila Resource Center