



Effectiveness Study of the Revised Diploma in Primary Education (DPED)

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National Academy for Primary Education, (NAPE)

Ministry of Primary and Mass Education



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Effectiveness Study of the Revised
Diploma in Primary Education (DPEd)

‘The quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development.’

OECD (2018), *Effective Teacher Policies: Insights from PISA*, PISA, OECD Publishing



Message from National Academy for Primary Education



The students who study in our primary schools today will be the citizens who will lead Bangladesh tomorrow. We need skilled, caring and professional teachers who can help them realise their full potential so that Bangladesh achieves its goal of becoming a developed country by 2041.

The Professional Standards for Primary School Assistant Teachers (the ‘Teacher Standards’) defines the teacher who can create an inclusive, motivating, teaching-learning environment inculcating the skills of collaboration, creativity, and critical-thinking in their students to future-proof them for the demands of the, as yet unknown, workforce they will enter. This cannot be achieved through traditional teacher-centered approaches but requires teachers to draw on their deep knowledge of child development and pedagogy to create a safe and supportive learning environment where each child learns despite individual differences. Teachers must know their students, their capacities, and their learning preferences, and be able to carefully plan lessons that will scaffold learning challenges. Working together regardless of ethnic background, religion or social status, students will develop healthy attitudes and values that will stand them in good stead as democratic and global citizens in time to come.

The 10-month Basic Training for Primary Teachers (BTPT) was introduced in 2022 to provide teachers with practical experience that they can immediately apply in their own schools to create such a learning environment. As the national body charged with the execution of research to uphold the quality standards of primary education, the National Academy for Primary Education (NAPE) is pleased to present the current study which assesses the effectiveness of the BTPT and makes recommendations for its improvement. Just like the profession of teaching itself, education policy making is a task of research, reflection and evidence-base action to build quality. NAPE is committed to supporting the Directorate of Primary Education and the Primary Teacher Training Institutes in the iterative enhancement of primary teaching through research and training.

I would like to take this opportunity to give thanks to the Delegation of the European Union to Bangladesh, which contributed technical and financial support to the research process. I would also like to thank the research team who travelled the length and breadth of the country to collect feedback from all stakeholders and to the Technical Committee for their time and guidance.

Farid Ahmed
Director General
National Academy for Primary Education (NAPE)



Message from the Delegation of the European Union to Bangladesh



The European Union is a longstanding partner of Bangladesh on the journey to strengthen and transform its education sector, particularly in the foundational area of primary education. Quality education is at the heart of sustainable development, and well-trained, motivated teachers are essential to delivering the skills and knowledge that will shape the future of generations to come.

This study on the revised basic training of primary school teachers in Bangladesh represents a critical analysis of our collective efforts to enhance educational quality and accessibility. Teacher training, as we know, is not just a stepping stone for teachers themselves, but also a cornerstone for broader societal change. Through focused training programmes and ongoing support, teachers are empowered to foster a more engaging, inclusive, and equitable learning environment. Such initiatives help young learners develop their full potential, thereby contributing to Bangladesh's social and economic growth.

We are pleased to see that this study provides valuable insights into the strengths and challenges of the revised Diploma in Primary Education training. The findings highlight progress in areas such as student-centred teaching methods and formative assessment, while also identifying key areas for improvement. The study reveals concerns about the intensity of the training schedule, limited practical teaching experience, and gaps in training for inclusive education and the development of higher-order thinking skills. At the same time, the recommendations presented also offer a clear roadmap for enhancing the effectiveness of teacher training in Bangladesh. These include, in particular, revision of the training structure, expansion of practical teaching experience, updating the training materials, and improving ICT facilities and training. We believe these proposed changes have the potential to significantly strengthen the quality of primary education across the country.

I would like to commend the National Academy for Primary Education (NAPE) and the research team for their intensive work and actionable recommendations. As a development partner, the European Union remains committed to supporting Bangladesh in its efforts to improve the education sector. We hope this report will inform on-going stakeholder dialogue with the Government of Bangladesh and guide future reforms in the education sector.

Michal KREJZA

Head of Development Cooperation

Delegation of the European Union to Bangladesh

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Executive Summary

The 10-month Basic Training for Primary Teachers (BTPT) was introduced in July 2023 on a pilot basis to replace the 12-month Diploma in Primary Education (DPEd). This revised DPEd training is intended to develop trainee capacity against the 62 competencies of the Professional Standards for Primary School Assistant Teachers (the Teacher Standards).¹ It comprises:

1. A four-month face-to-face training course at Primary Teacher Training Institutes (PTIs)
2. A two-month practical training experience supervised by PTI Instructors in training schools close to the PTIs
3. A four-month teaching internship supervised by Head Teachers and an Upazila mentoring and monitoring team comprising UEO/TEO, AUEO/ATEO, and URCI. Schools are selected for the internship to be in the same Upazila as the trainee's regular school.

This evaluation of the effectiveness of the revised DPEd training addresses three research questions:

1. Do trainees who completed the pilot of the revised DPEd show evidence of achieving the competencies in the Teacher Standards?
2. What factors of the training program at the PTI, including the two-month teaching practice at PTI training schools, enable or constrain trainees in meeting the Teacher Standards?
3. Is the current structure of the revised DPEd including the four-month teaching internship appropriate and sufficient to support trainees to meet the Teacher Standards?

It builds on an earlier joint monitoring activity by NAPE and DPE in September-October 2023 as trainees from the pilot programme completed their four months in the PTIs. The data collection for the current study was conducted between April and July 2024 as this same group of trainees neared the end of their internship and, as a result, was able to focus on the extent to which trainees were able to translate what they had learnt at the PTI into classroom practice. The study was also able to take a holistic view of the structure of the programme assessing the adequacy of support provided for trainees during their time in the training schools and during their internship.

A key recommendation in the joint NAPE-DPE Monitoring Report was to reduce the number of sessions covered at the PTI. This brought the number of sessions down to 232 from 332.² A curriculum review workshop conducted in February 2024 under the current study sought to establish whether this reduced programme provided sufficient support to enable trainees to achieve the competencies of the Teacher Standards. It concluded that it did, if trainees were adequately supported while putting into practice the theory taught during their time at the PTI in the training schools and internship schools.

The current study conducted Focus Group Discussions (FGDs) with 326 teacher trainees and 293 Head Teachers from the internship schools, 36 interviews with Upazila Mentors, and interviews with eleven PTI Superintendents and Assistant Superintendents and 27 PTI Instructors.

In response to initial findings which suggested that the study would benefit from a further review of session content, a Session Content Review Workshop was conducted in September 2024.

The study found that the overcrowded routine followed during the four months trainees spent at the PTI hindered rather than supporting learning. Where days were lost due to holidays, cultural or

¹ The indicators of the Teacher Standards are summarised in Annex G.

² Note that this number does not include session time for other activities such as a study tour, Cub Scouting, sports, debates, speeches and other assessment activities.

sporting events, sessions needed to be merged, further contributing to cognitive overload amongst trainees. Evening sessions were particularly challenging given the prevalence of load shedding in evening hours. Female trainees with young children found it difficult to attend evening sessions and for those residing off-campus, this requirement posed a security threat. Rather than supporting learning, the evening sessions contributed to learning fatigue and reduced time available for completing assignments. 70% of PTI Instructors interviewed felt that these sessions were not effective and, in 59% of interviews, suggested they be discontinued.

The combination of extensive Instructor shortages at the PTIs, and multiple parallel groups (sections) of trainees needing to work through the routine simultaneously mean that Instructors are often called upon to teach sessions outside their area of specialization and/or to share the teaching of sessions within the same sub-module with one or more colleagues. This creates an additional preparation load for Instructors and dissatisfaction amongst trainees. 78% of Instructors requested training in the new subjects that they are required to teach.

As well as the additional time required for session preparation, Instructors are faced with additional formative and summative assessment tasks (test design, invigilation and marking). As this is a new responsibility introduced under the revised DPED, further training in this is required. 73% of Superintendents /Assist. Superintendents recommended that Instructors be provided with an honorarium for this work and an additional allocation be provided to the PTI to cover assessment costs.

Although PTI Instructors' appraisal of the Manual (Instructor's Guide) for the revised DPED was mostly positive, some concerns were expressed about the adequacy of information. This is consistent with the findings of the Session Content Review workshop and suggestions for additional content were documented by participants in that workshop. Gaps in the content of the Resource Book provided to trainees were also identified. The main concern of PTI Superintendents and Assistant Superintendents regarded the timely provision of these materials. In the pilot phase, hard copy of these materials did not reach trainees until they were at the internship schools.

Issues such as delays in material distribution and acute HR shortages in the PTIs also affected the original DPED and need to be resolved to ensure the successful implementation of the revised version.

The main concerns expressed by trainees related to the adequacy of their Training Allowance to cover food, transport and Setup Costs (a charge imposed by the PTI to cover hostel costs such as staff salaries, repairs, and gas bills; electricity costs are covered by the Directorate of Primary Education).

Trainees also claimed that they needed to pay for all materials they used at the Training Schools although this issue has now been largely resolved. However, their main concern about their experience at the Training Schools was how little time they had with students due to school closures for various reasons. Although nominally a two-month period, trainees reported that schools were only open from between 15 to 18 days and it was impractical to attempt all the activities expected of them (writing reflective journals, conducting action research and Lesson Study and doing a Baseline Survey) in addition to teaching. The 5-day Cub Scouting exercise also interrupted their time at Training Schools without contributing to their pedagogical training. Nonetheless, trainees felt that the Training School experience was valuable and lauded the support of Guide Instructors from the PTI and teachers and head teachers at the schools who supported them with observations, feedback and demonstration teaching.

The internship programme was marred by an inappropriate selection of schools for trainee placement. Many schools had severe staff shortages which resulted in trainees having to take extra classes and Head Teachers having little time to observe their classes or mentor them. The schools frequently lacked ICT equipment and some did not have pre-primary classes. Their distance from trainees' home imposed a further burden. Despite the critical role of the mentor at this time, the majority of trainees in 75% of FGDs reported receiving less than three visits from Upazila Mentors during the 3-4 months they had been at the schools at the time of data collection. In interviews with Upazila Mentors, only 14% were able to claim that they had made three or more repeated visits to internship schools. Fortunately, trainees were much more likely to report that their Head Teacher observed their classes and provided useful feedback.

Given the brevity of teaching practice in the Training Schools, the trainees' time in the internship schools provides the best opportunity to evaluate the impact of PTI training on their teaching practice. Accordingly, trainees were asked to provide examples of how their teaching practice demonstrated capability against the Teacher Standards. Their responses were triangulated with inputs from internship school Head Teachers. Since the extent of mentoring by the Upazila Mentors (excluding head teachers) had already been shown to be insufficient, research focused on their capacity to mentor taking the perspective that while measures could possibly be taken to compel officials at this level to prioritise trainee mentoring and monitoring, this would not be successful if they did not have the capacity to mentor well.

Trainees were able to provide multiple examples of using play, song and rhymes to create a joyous and interactive learning environment. Learner-centred approaches such as group work and pair work were also frequently mentioned, and this was confirmed by Head Teachers. Trainees in most FGDs were able to provide examples of going the extra mile to resolve student behavioural issues including bullying thus maintaining a safe and supportive learning environment. In 67% of interviews, Upazila Mentors were able to provide strong or at least adequate examples of what they were looking for in assessing the learner-centredness of teaching-learning approaches. However, when asked how they assessed whether there was a safe and supportive learning environment, 30% responded in terms of the physical infrastructure of the classroom. Only 53% provided student-focused indicators of a safe and supportive learning environment. When asked how they knew if trainees communicated effectively with students, only 36% of Upazila Mentors considered factors such as body language and eye contact. 58% focused on the use of standard Bangla rather than regional dialects.

In 30% of FGDs, internship school Head Teachers reported observing their trainees using smartphones to show videos and images in class. While trainees claimed that this was because they had no alternative due to a lack of multimedia equipment in internship schools, this is not consistent with input from Head Teachers who only mentioned a shortage of digital resources in less than a quarter of their FGDs. Head Teachers and Upazila Mentors both mentioned that some trainees appeared to lack confidence in the use of ICT to support their teaching. Trainees themselves described their ICT training at the PTIs as suboptimal which would have contributed to a lack of confidence. In 50% of FGDs they described multiple people working on one computer during ICT sessions due to a lack of devices. 82% of PTI Instructors acknowledged that there were insufficient working computers at their institute for the number of trainees and 36% felt that the time allocated to ICT training was insufficient. In 33% of FGDs, there were trainees who complained that so much content was covered in a single session they had no hope of remembering it. A few reflected that it would have been better if they'd had opportunities to practice.

In FGDs, trainees presented confidently about lesson planning with all but 21% adapting the Teacher's Guide to suit the local context and/or the needs of their students. Head Teachers

confirmed the quality of lesson planning. Only two of the 36 Upazila Mentors interviewed were unable to provide examples of what they look for in a lesson plan although almost 30% appeared to think that trainees should strictly follow the Teacher's Guide.

Under the revised DPEd, trainees are directed to conduct a Baseline Survey of student capacity before they start teaching at their internship school. Trainees in all FGDs confirmed that they did this and 67% of Head Teachers as well as 81% of Upazila Mentors noted that they had checked the Baseline Surveys. It is expected that the results of the Baseline Survey will help trainees to get to know the individual capacities of their students quickly and support them to adapt the teaching-learning environment to the different needs of individual students. The Organization Development and Capacity Building Guidebook (ODCBG) of Primary Education updated in 2019 under PEDP3 stresses the importance of 'differentiated activities for different groups with different learning needs and interests, different levels of learning abilities and capacities requiring different learning styles, instructional strategies and teaching/learning materials' (p. 30). 72% of Upazila Mentors provided examples of how they ascertained that trainees knew their students well enough to adapt their teaching to meet individual needs although in 26% of cases, the mentors relied entirely on basic indicators such as whether the trainee called the students by name.

It is expected that the Baseline Survey will be supplemented with continuous formative assessment and in 96% of FGDs, trainees confirmed using formative assessment in class. However, despite the rich diversity of formative assessment tasks modelled for them at the PTI, almost all examples given were of verbal questioning and pen-and-paper tests. In 56% of FGDs, trainees were able to explain how their formative assessment tasks enabled them to provide feedback to the class, spend more time with lagging students, or take measures such as pairing weaker students with more capable ones. However, in only 30% of FGDs was there mention of reteaching a concept using a different strategy or providing poor performers with extra work to do at home. None mentioned organising remedial classes or personalising learning activities. This may reflect a lack of modelling at the PTI where formative assessment is usually conducted at the end of a sub-module giving Instructors no opportunity to mark the work and provide feedback or reteach concepts which was not well understood. Designing formative assessment tasks is new to PTI Instructors and is an area where 47% said they face challenges and would benefit from further training.

Only 36% of Upazila Mentors were able to adequately explain how they assessed the quality of formative assessment by noting considerations such as whether the tasks addressed learning outcomes and whether feedback was provided to students. The majority of Upazila Mentors (75%) were not able to provide valid examples of how they were able to assess whether trainees were basing their teaching on the results of formative assessment.

Ensuring inclusivity in education is a prime objective of the revised DPEd and this sentiment was reflected in trainee responses in all FGDs. The Teacher Standards stress that regardless of the capacity of their students, teachers should show that they have confidence in them and high expectations of their future. It was encouraging that 43% of Upazila Mentors demonstrated an ability to recognise this in classroom practice while a further 23% endorsed the stance but were unable to say how they detected this behaviour in the classroom.

Despite positive attitudes, trainee strategies for ensuring that all students have the opportunity to realise their full learning potential appear to be limited to seating lagging students or those with physical disabilities at the front of the classroom and providing them with extra, non-specialised, attention or pairing them with more able students. When questioned about common learning disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia, at least one trainee in

33% of FGDs was able to define these disorders but only three of these trainees were able to give specific examples of how to support students with such disorders to learn.

Finally, while developing Higher Order Thinking and 21st Century Skills are not competencies listed in the Teacher Standards, they are widely recognised as important skills for the workforce of the future. However, these skills are not covered in depth in existing sessions and, in 75% of FGDs, trainees displayed a misunderstanding of the terms; 37% of internship school Head Teachers were also unfamiliar with the terms.

In summary, the level of change in trainee teaching practice can be concluded to be below expectations in the areas of reflective practice, using the results of formative assessment to adapt their teaching, supporting students to develop Higher Order Thinking and 21st Century skills and supporting students with disabilities. There is also room for improvement in using a wider range of formative assessment tools, using ICT to support teaching and learning, and structuring the learning environment to accommodate individual differences. These areas where mentoring support is most needed were also, in some cases, the areas where Upazila Mentors demonstrated weak capacity.

Given the limitations of the internship phase and the positive perception of teaching practice at the PTI Training Schools, a primary recommendation of this study is to discontinue the internship phase and expand the time in Training Schools.

Based on the overwhelming evidence that PTI training for the revised DPEd continues to present too many new concepts in too short a timeframe for trainees to assimilate the knowledge and skills or to benefit from formative assessment tasks, a second session content review workshop was convened in early September where 14 PTI Instructors who had already taught two batches of trainees under the revised DPEd were asked to identify sessions that are too long or too short, sessions which could be merged or should be split, sessions which could productively be converted to an eLearning modality, and where the addition of supplementary information and learning materials such as videos would be beneficial. On the basis of this workshop, a revised routine requiring 115 contact hours of PTI training was formulated. To maximise the transfer of new knowledge and skills to teaching practice, it is recommended that periods of PTI training and teaching practice should alternate rather than pushing teaching practice entirely to the end of the programme.

Final recommendation include:

1. Extend contact hours at the PTI to 115 days moving evening sessions into the daily routine and building in sufficient flexibility to enable effective use of formative assessment.
2. Discontinue the internship phase and the cub scouting programme and schedule 75 days in PTI Training Schools intermittent with study at the PTI.
 - i. PTI – 55 days
 - ii. Training School – 35 days
 - iii. PTI – 50 days
 - iv. Training School – 40 days
 - v. PTI - 10 days

Include time in the schedule for a handover between PTI instructors and field level officers who will take over the monitoring and mentoring tasks after trainees return from their schools. Options for implementing this are discussed.

3. Update the Manual and Resource Books consistent with the recommendations of the Session Content Review Workshop, print them professionally and distribute in a timely manner.
4. Ensure the allocation for training materials is dispersed in a timely manner to PTIs.

5. Provide training for PTI Instructors in a second area of specialisation while expediting recruitment against vacant posts for both Instructors and support staff.
6. Provide training for PTI Instructors in effective design of formative assessment tasks and, where required, elements of the revised DPEd such as conducting and evaluating a Lesson Study, writing Reflective Journals, conducting debriefing sessions, conducting Baseline Surveys and training in Pre-Primary teaching.
7. Review the Training Allowance with GoB to cover all hostel costs to relieve trainees of the burden of paying Startup Costs.
8. Provide honoraria for Instructors involved in assessment tasks.
9. Ensure teaching equipment at PTIs is sufficient to support the number of concurrent sections of trainees including the provision of 30 working computers in a computer lab dedicated to trainees following the revised DPEd with extended opening hours to provide opportunities for practice and assignment work.
10. Require all newly appointed teachers to follow the recalibrated Diploma in Primary Education before taking up a position in a school.

Introduction

Primary education in Bangladesh does not currently support a pre-service teacher education programme. Historically, the 18-month Diploma in Primary Education (DPEd) offered to serving teachers replaced the 12-month Certificate in Education (C-in-Ed). In 2022, the GoB revised the DPEd programme under PEDP4 (Component 1, sub-component 1.4 Teacher Education, DLI 3.5) to become the 10-month Basic Training for Primary Teachers (BTPT) programme. The objective of the new programme is to provide teachers with practical experience that they can immediately apply in their classrooms.

It is intended that the revised DPEd will support teachers in their journey towards achieving the 62 competencies of the Professional Standards for Primary School Assistant Teachers (hereinafter referred to as the 'Teacher Standards'). The Teacher Standards were developed by the Directorate of Primary Education (DPE) in collaboration with development partners working on the Fourth Primary Education Development Program (PEDP4) and with reference to international primary teacher training standards. The standards have been approved by the Ministry of Primary and Mass Education (MoPME). The standards are defined in terms of nine standards and 62 competency indicators. A summary can be found in Annex G.

The revised DPEd is intended to initiate trainee achievement of the competencies listed in the Teacher Standards through:

1. A four-month face-to-face training course at Primary Teacher Training Institutes (PTIs)
2. A two-month practical training experience supervised by PTI Instructors in training schools close to the PTIs
3. A four-month teaching internship supervised by Head Teachers and an Upazila mentoring and monitoring team comprising UEO/TEO, AUEO/ATEO, and URCI.

It is intended that this initial training will be reinforced and extended through a comprehensive program of CPD.

From 1 July 2023, the revised DPEd was piloted in 15 PTIs and was extended to 67 PTIs from January 2024. This study on the effectiveness of the revised DPEd, supported by the EU Human Capital

Development Programme for Bangladesh (HCDP 21) and conducted by the National Academy for Primary Education (NAPE), addresses three research questions:

1. Do trainees who completed the pilot of the revised DPEd show evidence of achieving the competencies in the Teacher Standards?
2. What factors of the training program at the PTIs, including the two-month teaching practice at PTI training schools, enable or constrain trainees in meeting the Teacher Standards?
3. Is the current structure of the revised DPEd, including the four-month teaching internship, appropriate and sufficient to support trainees to meet the Teacher Standards?

The current study does not endeavour to replicate the excellent monitoring activity carried out in September-October 2023 by a joint NAPE-DPE team. The resulting Monitoring Report³ comprehensively documented the carrying capacity of the 15 pilot PTIs particularly in terms of the provision of training rooms and their equipment (projectors, smartboards, sound systems), laptops for PTI Instructors, numbers of working computers in PTI computer labs, conditions in PTI libraries, facilities in hostels, budget allocations for the PTI and the trainee scholarship, and the number of vacant posts at the PTIs.⁴ The recommendations made by the joint NAPE-DPE Monitoring Report for improvements to PTI facilities remain relevant.

An important recommendation made in the joint NAPE-DPE Monitoring Report was for a reduction in the number of sessions from 333 to 232. To address any concerns about the impact of these revisions, a preliminary curriculum review was undertaken on 13-14 February 2024 with the participation of four NAPE researchers, two NAPE officials, two DPE officials, three PTI Instructors and one consultant recruited by DPE. The workshop was inaugurated by the Director General, DPE.

This analysis concluded that, with some minor exceptions, the revised DPEd has the potential to support trainees to achieve the Teacher Standards if adequately supported through simulations, teaching practice at PTI training schools and mentored practice in internship schools. A few minor exceptions: standards that will only be partially achieved and standards that will not be achieved are summarized in Table 1. The detailed findings of the curriculum review are included in Annex C.

Table 1: Teacher standards not supported or only partially supported by the revised DPEd programme

Teacher Standard	Indicator	Conclusion
7. Engage in professional development	7.2 Conducts research supporting the development of its own methodology	Will be partially achieved
	7.3 Conducts case studies to identify specific student problems	No sessions or activities
	7.8 Undertake various trainings on self-initiative (e.g. Muktapath training)	Will be partially achieved
8. Maintain professional relationships with all stakeholders	8.4 Communicate with parents through regular home visits to improve the quality of education	Will be partially achieved

³ NAPE-DPE (2023), Basic Training for Primary Teachers (BTPT) Piloting Activities Monitoring Report

⁴ The number of vacant posts at PTIs continues to be a serious issue. The list of vacant posts updated in July 2024 is included in the Annex B of this report.

9. Integrity and professional commitment	9.4 Continue teaching in changing circumstances according to emergency plans	Will be partially achieved
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A key finding of the February curriculum review was the importance of teaching practice to ensure that trainees will be able to achieve the Teacher Standards. As the joint NAPE-DPE Monitoring Activity was conducted towards the end of the PTI training component of the pilot phase, there was no opportunity to assess how trainees translated theory into action. This study complements that earlier monitoring activity by focusing on the impact of the revised DPEd training on the teaching practice of the trainees and the support they received from the Upazila Mentoring Team and Head Teachers at the internship schools. The Theory of Change through which the revised DPEd training should contribute to an overall goal of ‘equipping teachers with professional knowledge, skills, and a strong sense of values and accountability, enabling them to facilitate student and school development’ is included in Annex A. The current study is directed at the level of Intermediate Outcomes and seeks to understand any relevant limiting or enabling factors from the PTI training as well as the trainees’ very brief exposure to classroom practice at the PTI training schools.

The researchers for this study were:

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The research team would like to acknowledge the support of Dr Deborah Wyburn consultant to the EU Human Capital Development Programme for Bangladesh (HCDP 21).

The technical team keeping a watching brief on the study were:

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Methods

The findings presented in this report draw on 25 Focus Group Discussions (FGDs) held with 326 teacher trainees during the internship phase of their training, 25 FGDs with 293 Head Teachers at internship schools, 36 interviews with Upazila Mentors (UEO, AUEO and URCI), and interviews with eleven Superintendents and Assistant Superintendents (hereinafter referred to jointly as PTI Managers) and 27 Instructors from six of the 15 PTIs involved in the pilot phase (Tables 1 & 2). Note that, while interviews were scheduled with 40 Upazila Mentors, the interviews were aborted in four

cases due to the interviewee advising that they had not actually visited any of the internship schools assigned to their office.

Table 2: Sampling of trainees, head teachers, and Upazila Mentors

Location	District	# FGDs with trainees	# FGDs with Head Teachers	# Interviews with Upazila mentors
Char Fasson	Bhola	2	1	3
Rangunia	Chattagram	2	2	3
Nangolkot	Comilla	1	1	2
Birganj	Dinajpur	2	2	3
Bhanga	Faridpur	2	2	3
Sadar	Gazipur	1	1	1
Monirampur	Jashore	3	3	3
Sadar	Joypurhat	1	1	3
Dumuria	Khulna	2	2	3
Gafargao	Mymensingh	1	1	3
Godagari	Rajshahi	2	2	2
Baghaichari	Rangamati	2	2	3
Pirgacha	Rangpur	2	2	3
Beanibazar	Sylhet	2	1	2
Gopalpur	Tangail	2	2	3
TOTAL		27	25	40

The fifteen districts targeted for focus groups were the districts within which the fifteen pilot PTI are located. Within these fifteen districts Upazila were selected to represent a variety of geographic areas. Char Fasson Upazila in Bhola District contains char and coastal areas; Rangunia Upazila in Chattagram and Baghaichari Upazila in Rangamati District contain hilly areas; Beanibazar Upazila in Sylhet District is a remote area.

Superintendents and Assistant Superintendents together with general and subject specialist Instructors were interviewed from six of the fifteen districts (Table 3).

Table 3: Sampling of PTI management and Instructors

PTI	# Superintendents	# Assist. Superintendents	# Instructors (General)	# Instructors (Subject)
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PTI Bhola	1	1	4	0
PTI Gazipur	-	1	1	4
PTI Joypurhat	1	1	2	2
PTI Khulna	1	1	2	2
PTI Rangamati	1	1	2	3
PTI Sylhet	1	1	2	3

The trainee sample was selected to be representative of the total number and gender breakdown of trainees attending the pilot of the revised DPED. 1983 trainees participated in the pilot. At a 95% level of confidence with a $\pm 5\%$ margin of error, a sample of 322 is required. The final sample of trainees was 326 (Table 4).

FGDs with trainees were conducted at Upazila Education Offices (usually Upazila Resource Centres) by researchers from the National Academy for Primary Education (NAPE) and were intended to be with small groups of between 5 and 15 teacher trainees with experienced and less experienced teachers interviewed separately. However, as the researchers were dependent on Upazila Mentors to arrange the groups, the number of FGD participants sometimes exceeded this ideal (Table 4). In two cases, Godagai Upazila in Rajshahi District and Baghaichari Upazila in Rangamati District, Upazila Mentors arranged for all trainees to appear at the same time resulting in groups of 38 and 33 respectively. As the researchers had doubts about the value of inputs from such a large group, two additional online FGDs were held with small groups of trainees from these two Upazilas.

Table 4: Participants in Trainee Teacher FGDs

Location	District	# FGDs	# participants FGD 1	# participants FGD 2	# participants FGD 3	Total Participants
Char Fasson	Bhola	2	10	16		26
Rangunia	Chattagram	2	7	14		21
Nangolkot	Comilla	1	9			9
Birganj	Dinajpur	2	9	14		23
Bhanga	Faridpur	2	9	9		18
Sadar	Gazipur	1	22			22
Monirampur	Jashore	3	10	16	9	35
Sadar	Joypurhat	1	15			15
Dumuria	Khulna	2	6	16		22
Gafargao	Mymensingh	1	17			17
Godagari	Rajshahi	2	37	5		42

Location	District	# FGDs	# participants FGD 1	# participants FGD 2	# participants FGD 3	Total Participants
Baghaichari	Rangamati	2	33	4		37
Pirgacha	Rangpur	2	5	10		15
Beanibazar	Sylhet	2	4	7		11
Gopalpur	Tangail	2	5	8		13
TOTAL		27	198	119	9	326

Table 5: Participants in Head Teacher FGDs

Location	District	# FGDs	# participants FGD 1	# participants FGD 2	# participants FGD 3	Total Participants
Char Fasson	Bhola	1	10			10
Rangunia	Chattagram	2	12	9		21
Nangolkot	Comilla	1	10			10
Birganj	Dinajpur	2	9	14		23
Bhanga	Faridpur	2	9	9		18
Sadar	Gazipur	1	20			20
Monirampur	Jashore	3	8	8	16	32
Sadar	Joypurhat	1	13			13
Dumuria	Khulna	2	6	16		22
Gafargao	Mymensingh	1	17			17
Godagari	Rajshahi	2	38	5 (online)		43
Baghaichari	Rangamati	2	14	15		29
Pirgacha	Rangpur	2	5	10		15
Beanibazar	Sylhet	1	10			10
Gopalpur	Tangail	2	10			10
TOTAL		25	191	86	16	293

Of the trainees in the pilot 1,178 (59%) were female and 805 (41%) were male. In the final sample (Table 6) 187 FGD participants were female (57.4%) and 139 (42.6%) were male. Efforts were made

to include teachers with more experience as well as new teachers reflecting the fact that 60% of trainees in the pilot phase were new teachers with less than four years of teaching experience.

All but one of the PTI Superintendents interviewed were male and all but one of the Assistant Superintendents were male. PTI Instructors were almost equally divided between male (14) and female (13) respondents.

Table 6: Gender breakdown in trainee FGDs

District	Upazila	FGD 1		FGD 2		FGD 3		Total
		Male	Female	Male	Female	Male	Female	
Bhola	Char Fassion	14	2	3	7			26
Chattagram	Rangunia	6	8	0	7			21
Comilla	Nangolkot	5	4					9
Dinajpur	Birganj	6	8	5	4			23
faridpur	Bhanga	2	7	3	6			18
Gazipur	Sadar	3	19					22
Jashore	Monirampur	4	12	2	8	6	3	35
Joypurhat	Sadar	9	6					15
Khulna	Dumuria	7	9	2	4			22
Mymensingh	Gafargao	7	10					17
Rajshahi	Godagari	13	24	2	3			42
Rangamati	Baghaichari	20	13	3	1			37
Rangpur	Pirgacha	3	2	3	7			15
Sylhet	Beanibazar	5	2	0	4			11
Tangail	Gopalpur	5	3	1	4			13
TOTAL		109	129	24	55	6	3	326

In FGDs with Head Teachers, 55% of participants were male and 45% were female. Of the 40 Upazila Mentors interviewed, three were female.

PTIs were visited in person, again by the NAPE research team, in June 2024 as they were nearing the end of the second batch of trainees (Table 7). To ensure the currency of responses, PTI interviewees were asked to consider the current situation as well as their experience of the pilot in answering interview questions.

Table 7: Data collection dates

District / PTI	Date trainee FGD, HT FGD, Upazila Mentor interviews	Date PTI interviews
Bhola	22-23 April, 2024	9 – 10 June, 2024
Chattagram	22-23 April, 2024	
Comilla	8-9 April, 2024	

District / PTI	Date trainee FGD, HT FGD, Upazila Mentor interviews	Date PTI interviews
Dinajpur	31 March – 1 April, 2024	
Faridpur	5 – 6 March, 2024	
Gazipur	2 May, 2024	3 July, 2024
Jessore	24 – 25 April, 2024	
Joypurhat	1 – 2 April, 2024	3 – 4 July, 2024
Khulna	22 – 23 April, 2024	7 – 8 June, 2024
Mymensingh	1 – 2 April, 2024	
Rajshahi	13 – 14 May, 2024	
Rangamati	29 – 30 April, 2024	9 June, 2024
Rangpur	24 – 25 April, 2024	
Sylhet	5 – 6 May, 2024	3 – 4 July, 2024
Tangail	22- 23 April, 2024	

The FGD guides for trainees and internship head teachers and the interview schedules for Upazila Mentors and PTI officials are included in Annex D.

FGDs and interviews were recorded with the consent of participants and transcribed into English by Research Associates.⁵ Transcripts were subsequently coded using Dedoose™ qualitative analysis software.

Session Content Review Workshop

Based on the findings from the Focus Group Discussions (FGDs) and interviews it became apparent that a detailed review of session duration and content would be beneficial. Consequently, a mixed group of NAPE officials (5) and PTI Instructors (14) was convened for a thorough session review on the 6-7 September 2024. The group included Instructors from PTI Faridpur, PTI Manikganj, PTI Gazipur, PTI Tangail, PTI Shariadpur, PTI Munshiganj, PTI Dhaka, and PTI Naringanj. In addition to General Instructors, subject specialists in the areas of ICT, Science, Arts & Crafts, and Physical Education participated in the workshop. The template for inputs from the participants is included in Table 8.

Table 8: Template for Session Content Review Workshop

Session No.	Activities in the Session	Number of Activities	
		Group Work	
		Pair Work	
		Individual Work	

⁵ Research Associates were Masters of Education students from Dhaka University.

		Comments	
	Accuracy of Information	Not satisfactory	
		Satisfactory	
Comment			
	Adequacy of Information	Need major change	
		Need minor change	
		No change needed	
		Comments	
	Sessions may be merged (if needed)		
	Session Duration	Longer than required	
		Adequate	
		Shorter than required	
		Comments	
	Can become eLearning session	Whole	
		Part	
	Information in Resource Book		
	Difference with Subject-Based Training		
	Need additional session (<i>mention content name and learning outcomes</i>).		

Findings

This section of the report highlights the **main findings** from the FGDs and interviews. Comments made by only a few FGD or interview respondents are not reported here.

When reporting the findings from FGDs, the percentages of FGDs in which a given sentiment is expressed is noted. This is done only to give an indication of the strength of feedback. Unless otherwise stated, percentage figures should **not** be interpreted as they might be in presenting quantitative research survey responses where stating that 60% of respondents agreed with a statement means that 40% did not agree or did not make a response. In this case, if it is reported that, in 60% of FGDs the participants were of a particular opinion, it does not mean that, in the remaining 40% of FGDs, the opposite opinion was expressed. Participants in the remaining 40% of FGDs may have been silent on the issue giving their attention to other issues. As can be seen from the FGD guides and interview schedules, questions are generally open-ended inviting a range of opinions to be expressed. If a particular viewpoint is expressed in 60-70% of FGDs with trainees, it can be safely assumed that this is something that is strongly felt by trainees. Similarly, for the FGDs with Head Teachers. Where interviews were held with individuals, which is the case for PTI officials and Upazila Mentors, percentage figures directly represent numbers of interviewees.

The 4-month training period at the PTI

Trainees felt that the four months they spent at the PTI was overly demanding and a source of considerable stress to most. In 54% of FGDs, trainees said that they thought the time they spent in sessions each day was too long. Trainees are generally required to attend morning PT (Physical Training) from 6am and then work through a series of 1½ hour training sessions as well as sports activities until 5pm. Two days a week there are evening sessions that continue until 8-9pm. In 67% of

PTI sessions should have a longer duration to accommodate the numerous activities within a short timeframe. Cutting evening sessions and extending daytime sessions would mitigate mental pressure allowing more time for assignments and other tasks. (Trainee, Rangamati)

FGDs, trainees expressed the opinion that more than four months was realistically required to cover the coursework in the revised DPEd and suggested that either the training period at PTIs be extended or the number of sessions be reduced.

PTI officials concurred. 36% of PTI managers (Superintendents and Assistant Superintendents) and 30% of

PTI Instructors mentioned during interview that long days with limited breaks creates a stressful teaching-learning environment for both Instructors and trainees. It should be noted here that comments by PTI officials were made in June/July after the number of sessions was reduced from 333 to 232 (mainly as the result of combining sessions). Trainees participating in FGDs were from the pilot batch so their comments relate to a full routine of 333 sessions.

While the routine is intensive under normal conditions, 41% of PTI Instructors told us during their interviews that it often has to be compressed further by merging the content of sessions together to compensate for days lost to cultural or sporting events, visits by high officials, or national holidays. While trainees often have degree or master's qualifications in their subject areas, many are new to teaching or have limited prior exposure to pedagogical theory. The ideas and theories presented to them in PTI sessions are new and, with little time to reflect between sessions, this constant stream of new knowledge can be overwhelming.

There are 232 sessions that need to be completed in four months. While every topic is important, covering all of this content in the given timeframe is challenging. Trainee teachers need time to absorb what they are learning and there is not enough time for this. It feels like we are forcing them to attend every session and complete the tasks assigned. I suggest extending the training period to one year. (PTI manager, Rangamati)

The joint NAPE-DPE Monitoring Report recommended reducing the number of sessions to create opportunities to carry out missed sessions. Given that these comments from PTI officials were made after the number of sessions had been reduced to 232, it would appear this measure was not sufficient.

Here I would say that trainee teachers have some limitations. Learning so many new things in such a short time is very stressful for them. Also, as the trainees have no prior knowledge, they cannot integrate it with the new knowledge acquired and consequently forget everything. (PTI Instructor, Joypurhat)

45% of PTI managers mentioned during their interview that evening sessions are the most problematic. These sessions put an additional load on their Instructors and are frequently conducted without power due to the common phenomenon of load shedding during evening hours. Trainees themselves were not in favour of continuing the evening sessions which are particularly challenging for

female trainees with young children who often rent accommodation off-campus in order to be able to care for their children while they attend training at the PTI. PTI Instructors report the parents of female trainees approaching them with concerns about their daughters returning home late at night from the PTI. It can be argued that including evening sessions in the routine discriminates against female trainees.

With two evenings a week committed to attending sessions, there is also less time to work on assignments which might otherwise provide an opportunity to reflect on new concepts presented during the day and absorb new knowledge. Although the revised DPEd programme is nominally residential, it is common practice for trainees to return to their homes on weekends which further limits the time available for assignment work.

It is impractical to expect full engagement from 6 or 6:30 am to 5 pm. This long period inevitably leads to exhaustion and makes it harder to stay focused. Evening classes are especially challenging since participants often feel tired and are less attentive. Additionally, with sessions running late, there is not enough time to complete assignments and create wall magazines. Adjusting the schedule to allow for adequate rest and shorter, more focused sessions would likely yield better results. (PTI Instructor, Rangamati)

70% of PTI Instructors told us that they did not feel that evening sessions were very effective and, in 59% of interviews, PTI Instructors said that they thought the evening sessions should be discontinued or at least reduced (Fig. 1). This is consistent with recommendations (yet to be actioned) from the joint NAPE-DPE Monitoring Report.

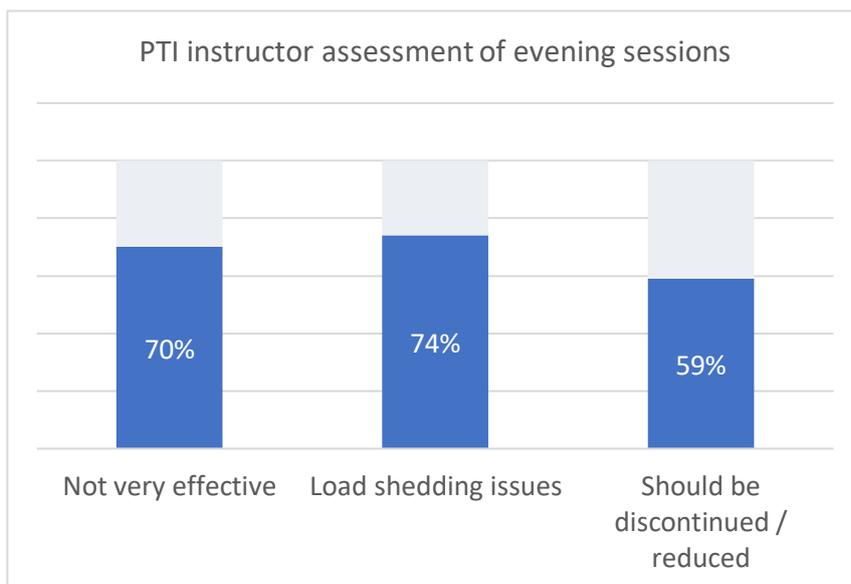


Figure 1: PTI feedback on value of evening sessions

In 74% of interviews with PTI Instructors, the problem of load shedding was mentioned indicating that the phenomenon is widespread throughout Bangladesh affecting most PTIs.

To address the load shedding issue, Instructors at PTI Khulna told us that they share the PowerPoint files for the evening session in the Facebook group for the batch so that trainees can read it on their mobile phones. While PTI Khulna

are to be commended for coming up with such an innovative solution, it would be preferable to follow the recommendations (not yet actioned) of the joint NAPE-DPE Monitoring Report to equip the PTIs with powerful generators.

I did physical subjects. The reason is that we have three sections. According to the routine given by NAPE, three sections have a fixed time for formative and summative evaluation. So we have to finish all the sessions together. Training quality is affected for this reason. (PTI Instructor, Sylhet)

In 38% of FGDs, participants complained about the poor quality of sessions which they claim were not taught by Instructors with expertise in the subject. When PTI Instructors were challenged about this, almost all of those interviewed (96%) confirmed that they were taking subjects outside their area of specialisation in addition to their

normal subjects (Fig. 2). Many Instructors (67%) also described sharing the teaching of sub-modules within a module with at least one colleague (Fig. 2). While they admitted that this is not optimal as it makes it difficult to support learners and design appropriate formative assessments, it is impossible to timetable three to five parallel groups (sections) of trainees in such a way that the subject matter expert could be

There are two instructors in each section. If someone is sick, s/he has to take leave. It may cause you to rearrange the routine. Unless we go to a very deadly level, we do not take leave. If I leave now, I will put a lot of pressure on someone else. (PTI Instructor, Sylhet)

available to teach all sub-modules of all modules in his/her area of expertise. This is exacerbated by the large number of vacant posts across all PTIs.⁶ It should be noted that while additional Instructors were seconded (deputed) to the 15 pilot PTIs for the initial batch of trainees for the revised DPED, most of them have since returned to their original posts with the result that the PTI officials

⁶ For PTI Instructors, the number of approved posts is 1,014 but only 596 of these are filled (Annex B).

interviewed for this study were experiencing the weight of vacant posts in the same way that officials at all 67 PTIs will currently be experiencing it. Hence while the joint NAPE-DPE Monitoring Report concluded that 76% of Instructors in pilot PTIs have the required subject knowledge, the current proportion is conceivably much lower. The shortage of support staff at PTIs was also identified in the NAPE-DPE Monitoring Report and remains the case.

Teaching subjects outside one’s area of expertise, naturally requires additional preparation time. This was reportedly quite challenging during the pilot phase of the programme with some Instructors sharing with us the long hours they spent on preparation as they would otherwise feel embarrassed to be lecturing a group of well-qualified trainees when they were not confident that they could answer any questions the group might raise. 78% of Instructors mentioned during their interviews that they would welcome training in the subject areas that they are now required to teach. It should also be noted that Instructors recruited after 2018 have not received any training on Baseline Survey, conducting and evaluating a Lesson Study, writing Reflective Journals, conducting Debriefing sessions and conducting Pre-primary sessions and will require training.

Instructors required to take more than 2 sessions a day in addition to their other duties (56% of interviewees mentioned this), reported increased pressure as these requirements reduced further the already limited time they have for session preparation (Fig. 2). PTI managers were supportive of the extra work being done by the Instructors with 73% of Supervisors / Assistant Supervisors stating that Instructors with extra duties such as summative and formative assessment duties should be provided with an honorarium.

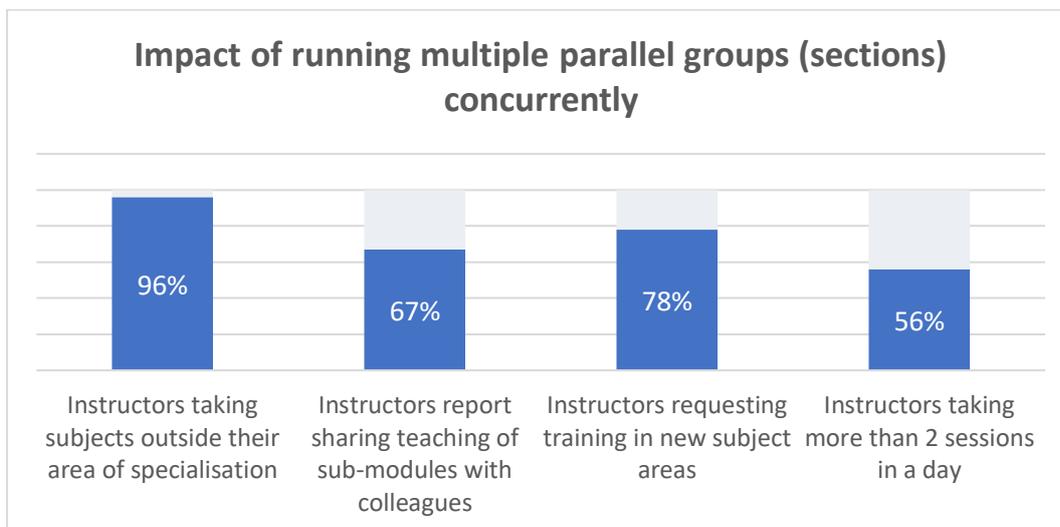


Figure 2: Impact of intensive session routine on PTI Instructors

Apart from the extra load on Instructors, PTI officials also frequently mentioned equipment shortages, particularly shortages of projectors, computers and printers while Supervisors and

We did not get any allocations for summative assessment. We spent huge amounts of money to conduct summative assessments which we used from our resources and other budgets. The costing is huge for summative assessment because we have to print questions papers and so on. The spent money is around 76,000 Taka. There should be a budget and it should be given before starting the training. (PTI manager, Sylhet)

Assistant Supervisors were concerned about shortfalls in funding. 73% of these PTI managers complained of insufficient funds to conduct formative assessment. Further, they claimed that not only was there no allocation for summative assessments, but it was also challenging to make trainees take the summative assessment seriously since it was done entirely inhouse unlike the situation under the DPEd.

Feedback regarding the provision of the Manual⁷ and the Resource Book was positive with 48% of Instructors agreeing that the content in the Manual is accurate; 41% agreeing that it is adequate; 67% agreeing that the methods suggested are appropriate; 70% agreeing that materials specified in the manual are relevant and necessary in most cases; and 59% agreeing that the scope of activities expected of trainees in most sessions is OK (Figs. 3 – 7). Note that, unlike other parts of the FGD and interview guidelines, the questions regarding these resources were put to Instructors in the style of closed survey questions. Hence the percentages displayed in Figures 3-7 are representative of individual responses. Where no response was received, the ‘no response’ percentage is specified in the graphs.

One concern frequently mentioned regarded the timeliness with which both the Manual and Resource Book were supplied to PTIs. This was mentioned in 55% of interviews with PTI managers. In 45% of interviews, PTI Supervisors / Assistant Supervisors expressed a preference for training materials to be printed and supplied by NAPE centrally. In the pilot phase of the revised DPEd, Manuals were initially sent to PTIs as soft copy only with a limited set of printed copies later supplied to PTIs by DPE. A small number (22%) of Instructors continue to use the soft copy but 48% said that their PTI had printed hard copy for them.

⁷ The Manual is the training guide provided to PTI Instructors while the Resource Book is the ‘textbook’ provided to trainees.

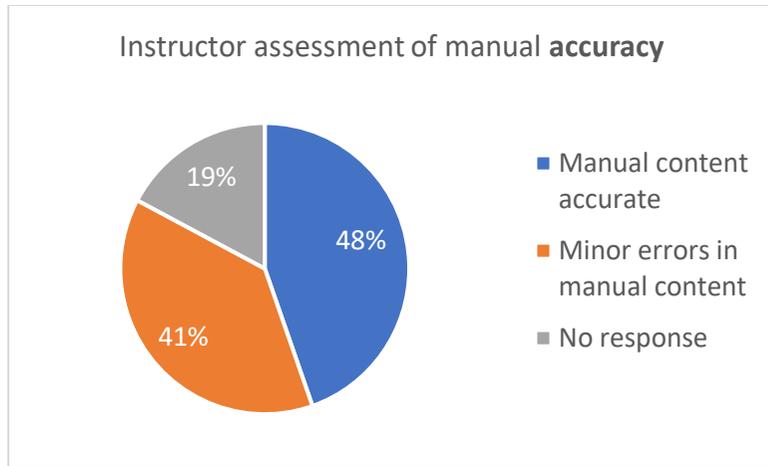


Figure 3: Instructor assessment of manual accuracy

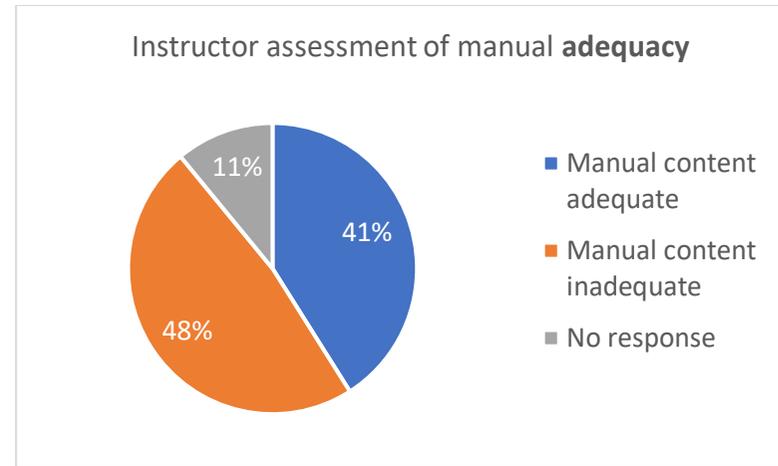


Figure 4: Instructor assessment of manual adequacy

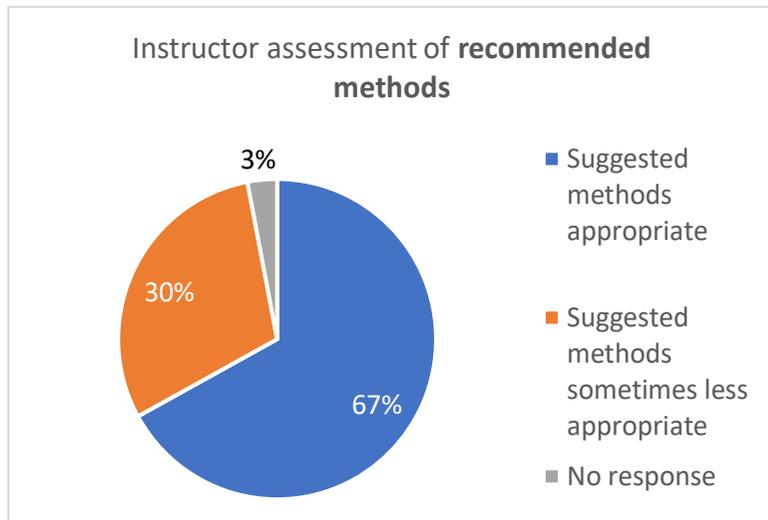


Figure 5: Instructor assessment of teaching methods recommended in manual

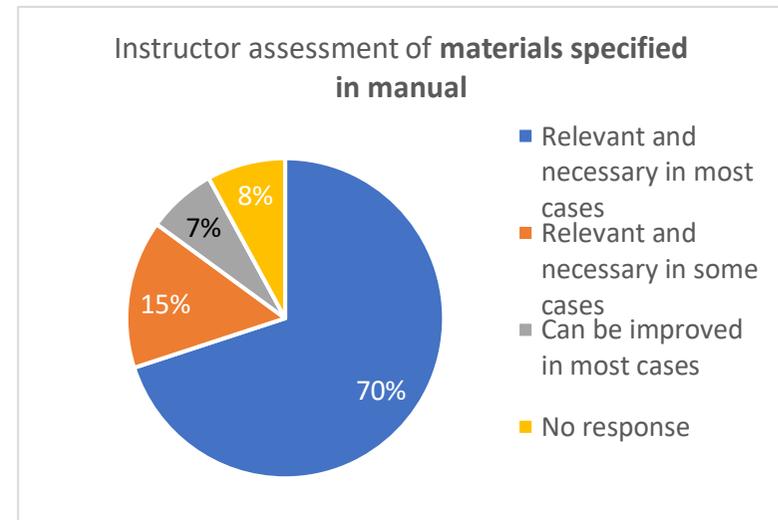


Figure 6: Instructor assessment of teaching-learning materials specified in manual

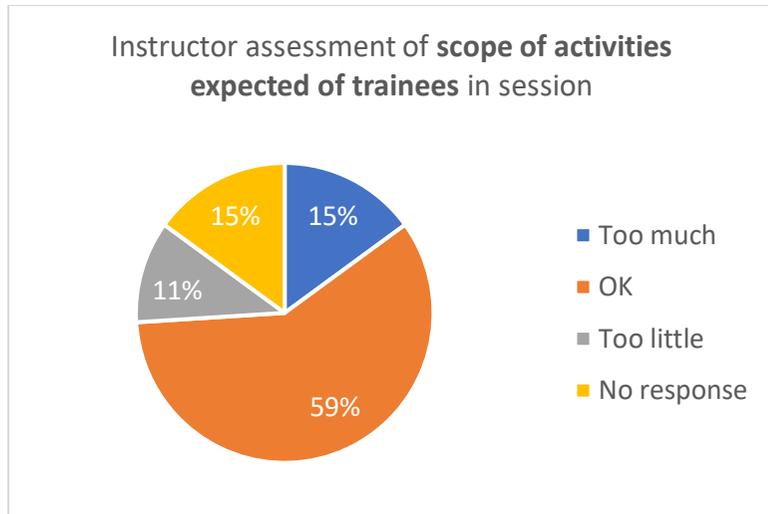


Figure 7: Instructor assessment of the scope of activities expected of trainees in sessions

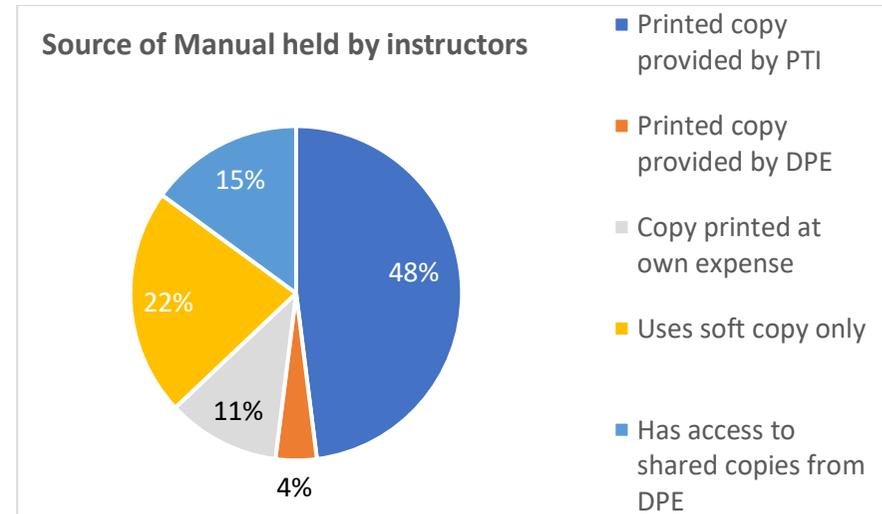


Figure 8: Source of manual used by Instructor

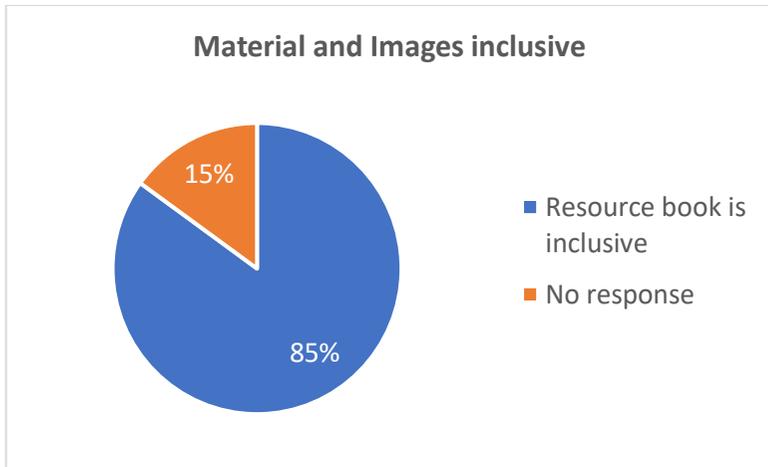


Figure 9: Social Inclusion assessment of Resource Book for trainees

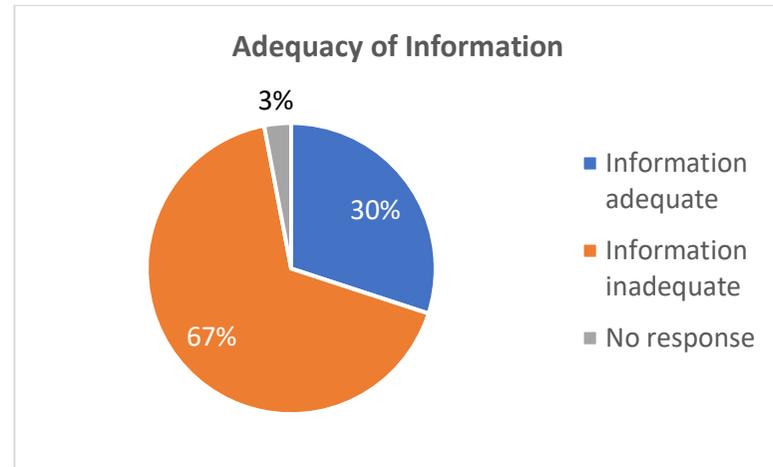


Figure 10: Instructor assessment of the adequacy of information in the Resource Book

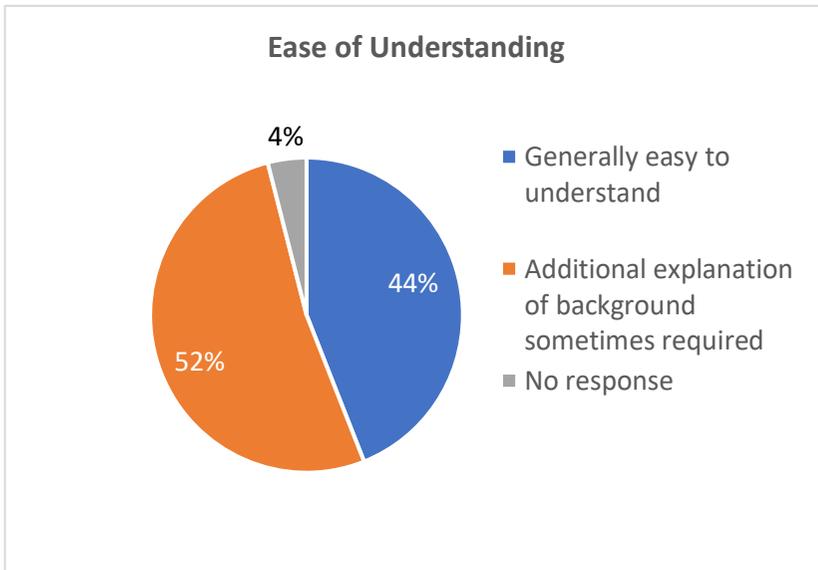


Figure 11: Instructor assessment of how easy it is to understand the content

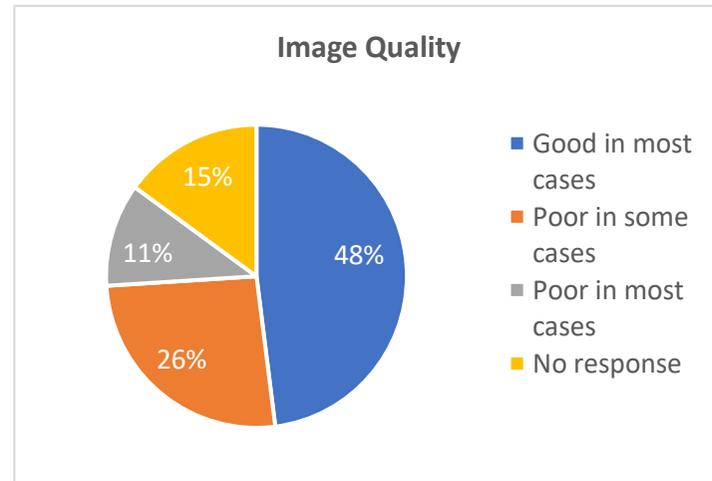


Figure 12: Instructor assessment of the quality of images

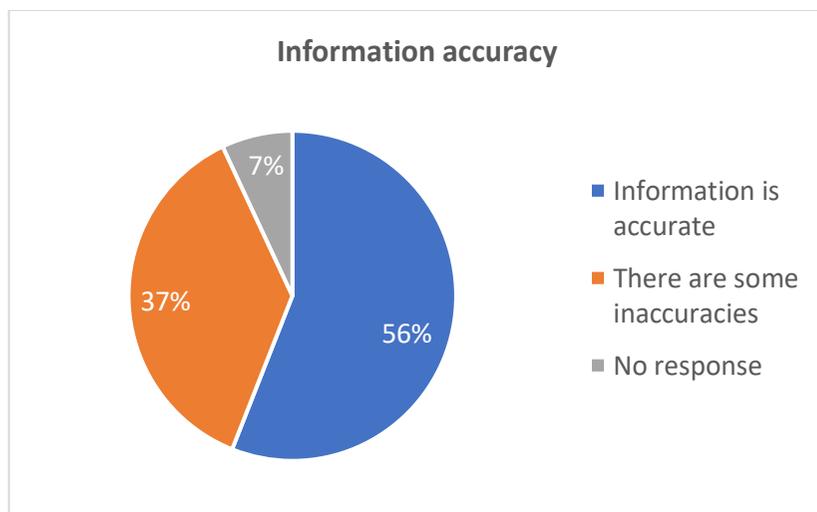


Figure 13: Instructor perceptions of the accuracy of Resource Book content

During piloting, there was no hard copy. There was a soft copy. Nothing was determined from PTI. Teachers printed hard copies from soft copies by themselves. They got a free Resource Book from the PTI when it was available. (PTI Instructor, Sylhet).

Instructor impressions of the quality of the Resource Book was also largely positive. All Instructors who responded to the question (85% of interviewees) agreed that images and examples of women, people with disability (PWD), minority ethnic and religious groups are included in the resource book and no material disrespectful to minority groups is included. The social inclusivity of the Resource Book is solid (Fig. 9). There was however some criticism of the adequacy of information provided with 67% of Instructors claiming that there was insufficient information on many topics (Fig. 10) forcing some of them to use the DPED book to supplement sessions. In addition, 52% of Instructors mentioned that additional explanation or background was sometimes required to help trainees understand the topic (Fig. 11). Image quality was regarded as 'Good in most cases' by 48% of Instructors although a few registered a preference for colour illustrations. The information provided in the Resource Book was perceived as accurate by 56% of Instructors (Fig. 13).

One of the complaints made by trainees is that they had to pay for printing of the Resource Book since it was only available in soft copy format at the start of their training. However, 74% of Instructors disputed this claim. In cases where the PTI had asked for money from trainees to print the Resource Book, Instructors told us that this money had been refunded after the Resource Books arrived in mid-March (midway through the internship component of the programme). In other cases, trainees were provided with soft copy until the printed version of the Resource Book arrived but many of them elected to personally bear the cost of printing.

Other complaints made by trainees regarding having to pay an establishment or setup cost to cover

Food expenses, cooks' salaries, and repairs such as light, fan, toilets and gas bills are all covered by the trainee. We charge them 400 BDT per month for everything except food expenses. For food, each trainee needs 4,500 monthly, but the authority provides only 3,000 BDT which is not enough. They need nutritious food. (PTI Management, Rangamati)

hostel expenses were also verified by PTI officials. Although DPE make an allocation for hostel electricity bills, other costs such as cooks' salaries, repairs and gas bills are not covered. All PTI managers interviewed confirmed that they had to charge setup costs from trainees because the allocation from the government is insufficient to run the hostels. Even trainees such as women with young children who elect to live outside the PTI to care for their

children are asked to pay the establishment cost from their 3,000 Taka Training Allowance.

Two-month practical at training schools

Most trainee teachers participating in FGDs were positive about their experience at the training schools although, for various reasons including national holidays, sports days, cub scouting (orientation and 5-day basic training), and cultural events, they only had a very limited time in front of students. Trainees reported that schools were only open from between 15 to 18 days. Of course, this was inadequate to attempt to put into practice what they had been taught during their four-months at the PTI as well as completing all the activities assigned to them (writing reflective journals, conducting a Lesson Study exercise, conducting action research and doing a baseline survey). Given this, it is unsurprising that trainees in 33% of FGDs complained that the workload they were supposed to complete at the training school was too high. In fact, it is surprising that this complaint did not come up more frequently in the FGDs. These findings add weight to the recommendation of the joint NAPE-DPE Monitoring Report to increase the duration of time trainees spend in the training schools.

We didn't get time like that; we didn't get even seventeen days; we had to go to watch the football game. Then there was Sheikh Russell Day, Sheikh Kamal Day, and other days. ... Orientation was one day, and at the school I think I was able to take seven days of classes. Not more than that. (Trainee, Chattagram)

Although some training schools were unsupportive about providing the trainees with basic teaching

During my training school experience, the PTI Guide Instructor provided continuous support, monitoring all my lesson plans and offering feedback accordingly. ...However, the short timeframe at training school created challenges as we had to complete numerous activities, including writing reflective journals and preparing lesson plans for the next day. (Trainee, Rangamati)

tools such as chalk, dusters and marker pens, trainees in 42% of FGDs volunteered that Head Teachers and Assistant Teachers at their training school were very supportive, observing their classes and providing feedback; in some cases, even conducting demonstration classes which was highly appreciated by the trainees. 74% of PTI Instructors confirmed that trainees had been asked to provide their own

materials at the training school and explained that this was partly due to training school dissatisfaction at not receiving funding to cover the trainee intake.

In 46% of FGDs, trainees paid tribute to their Guide Instructors explaining that they were very helpful in providing advice and support during the short period at the training schools. Guide Instructors are

We prepare a trainee as a skilled teacher and send them to the school. As long as these skilled teachers stay under PTI, the Guide Instructor visits the school almost every day. But last course, we spent only two weeks in the training school. Out of this the Cub Scout training was one week. In total, a trainee teacher got 4-5 days in the training school. (PTI Instructor, Joypurhat)

PTI Instructors who have been given the task of mentoring the trainees while at the training schools. Guide Instructors visit the training schools and trainees normally return to the PTI for a weekly debriefing session with the Guide Instructor. In response to feedback from trainees in the pilot batch, NAPE sent instructions to PTIs to implement a daily debriefing session beginning from the second batch.

Although the timing of Cub Scout training was undoubtedly problematic since it interrupted the training school experience, trainee opinion of its value was highly variable. In 50% of FGDs, trainees were of the opinion that the Cub Scout programme was valuable. But in 42% of FGDs, the participant reaction was highly negative with most finding it to be too intense. This polarisation of opinion across FGDs probably reflects the fact that the Cub Scout programme is organised by the local Scouting organisation and, as a result, varies substantially from PTI to PTI.

Other complaints about the training school experience made by trainees during FGDs were variously supported or rebutted by PTI Instructors (Fig. 14). As mentioned above, 74% of Instructors confirmed that trainees needed to supply their own teaching materials although they said that it was mainly

The Cub Scout training experience was great. It was a relief in the difficult professional skill development journey. I can learn about discipline,, fairness, punctuality; these things play a helpful role to be a perfect teacher. (Trainee, Khulna)

The daily repetition of the same activities from 6am to 10pm was too challenging, We, majority of teachers, fell ill. (Trainee, Rajshahi)

marker pens that were not supplied and not chalk or dusters. One Instructor said that it would be better to revert to the practice followed during the time of the DPEd where the PTIs were funded to supply teaching materials to trainees. 26% of Instructors expressed sympathy for trainees during their interviews saying that they thought their Training Allowance was insufficient for food, hostel and travel expenses back and forth to training schools. The joint NAPE-DPE Monitoring Report recommended that

trainees receive TA/DA but this has still not been actioned. While a small group of trainees had complained that lesson plans had to be done on expensive offset paper, 67% of Instructors said that this was certainly not the case; that lesson plans could be written in exercise books. Instructors at the PTI which had made the offset paper requirement explained that this was only for lesson plans that were part of an assignment and not for every day lesson plans. It is probable that trainees misunderstood the requirement. Writing lesson plans was seen as laborious by trainees but 56% of PTI Instructors were adamant that the exercise was necessary during the training period with the

necessity decreasing with increasing practical teaching experience. The requirement to write reflective journals was also a source of discontent amongst trainees and although 74% of Instructors confirmed that they were done, they also said that the quality was highly variable. 96% of Instructors confirmed that the approach of trainees teaching at the same training school observing each other's classes and providing each other with feedback had been done and proved helpful.

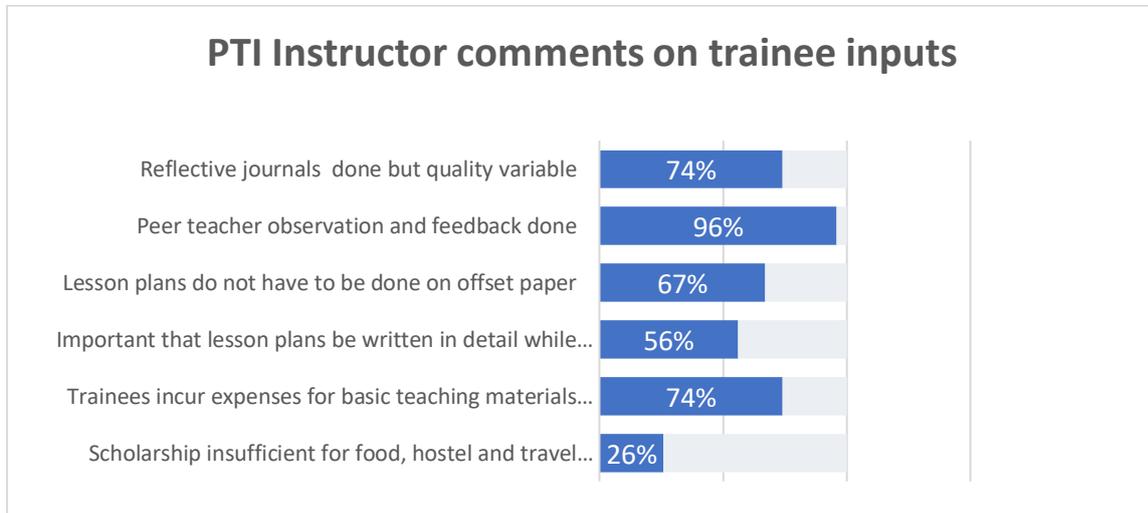


Figure 14: PTI Instructor responses to trainee inputs regarding their time at the training schools

Despite the minor issues related to the training school experience, 89% of Instructors were of the opinion that more time was needed in training schools. PTI Instructors were much more confident about the value to trainees of time in the training schools than they were of the internship component of the programme. They expressed doubts about the level to which Upazila Mentors were able to support trainees in internship schools. When asked whether they thought the internship period should be reduced to provide trainees with more time in training schools, 63% agreed (Fig. 15). Some PTI Instructors suggested, as recorded in the joint NAPE-DPE Monitoring Report, that Instructors should be included in mentoring and monitoring teams for the internship phase although this would be challenging considering the level of vacant posts in PTIs and the remoteness of some of the internship schools.

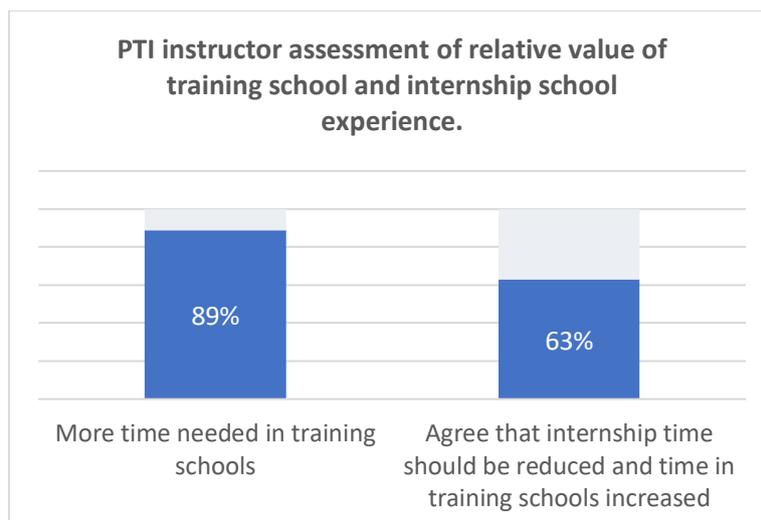


Figure 15: PTI Instructor assessment of the relative value of the training school and internship school experience

There are some problems in the internship school programme. The number of education officers is very small and they cannot properly monitor and mentor the internship teacher as they also have other official work besides this. The assessment of intern teachers is suspicious as we can see that their training period and internship period assessment results are far different. There should be a facility for instructors and superintendents to mentor and monitor teachers during internship. (PTI Management Sylhet)

Four-month internship

The curriculum review conducted in February 2024 established that reinforcing the PTI training with adequately mentored teaching practice is key to supporting trainees to achieve the Teacher Standards. As the longest period of teaching practice, the importance of the four-month internship period cannot be understated.

However, the selection of schools for trainee internships created a sub-optimal professional development environment for trainees. Many of the schools selected were in remote locations with a shortage of teachers and limited facilities. In 71% of trainee FGDs, participants described how a shortage of assistant teachers at their internship school resulted in them taking extra classes. This was confirmed by Upazila Mentors during their interviews. In 19% of FGDs, Head Teachers at internship schools recommended selecting schools with a sufficient number of teachers – both for their benefit and for the benefit of trainees. In 15% of FGDs, Head Teachers also recommended selecting internship schools close to the trainee’s own school.

It turned out that sometimes I had to take six classes. This problem has occurred due to the shortage of teachers and sometimes I had to take seven classes. (Trainee, Chattagram).

We had to take four classes a day. It is not possible to make four lesson plans daily. Frankly speaking, among lesson plans we were told to submit, many were created after the class because we did not have enough time to prepare four lesson plans and take class accordingly. (Trainee, Bhola)

Similarly, trainees in 63% of FGDs complained about the workload they were expected to shoulder during their internship with most claiming that it was not possible to get the work done in the time available. In 38% of FGDs, trainees noted resource shortages (electricity, digital devices and teaching materials) that hampered their work. Due to the remote location and smaller size of many of the internship schools, many did not have a multimedia classroom or a Sheikh Russel computer lab or, if they had, the poor quality of maintenance

support available locally had resulted in the equipment becoming non-functional. Such shortages made it difficult for trainees to put into practice what they had learnt at the PTI particularly in terms of the use of ICT to support learning but also negatively impacted opportunities to plan and reflect.

Partly because of acute teacher shortages and partly because of the burden of other duties outside the school which result in Head

Teachers at some schools not having sufficient time to mentor trainees and partly because some Head Teachers were trained many years ago and have not had updated training, the quality of mentoring

Several head teachers were not capable of mentoring. Trainees should be sent to better schools. (Upazila Mentor, Tangail)

that trainees receive from their Head Teachers was variable. In 70% of FGDs, internship school Head Teachers commented that they faced challenges in mentoring teachers. In 19% of FGDs, Head Teachers indicated that they saw mentoring and monitoring activities during the internship period as

I mentored her during the preparation of materials, such as which materials will be compatible with the lessons, and how to prepare them. I published a wall magazine on 21st February. I explained everything to her about how to make a wall magazine. Then she made it successfully. In fact, I helped her in every task. Suggested where her gap was. That's how I mentored her. (Head Teacher, Faridpur)

an extra burden. It was also unclear whether Head Teachers fully understood what trainees were required to do while at their school. In 30% of FGDs, at least some Head Teachers were able to list expected activities. However, in another 44% of FGDs, Head Teachers demonstrated only a partial awareness of trainee responsibilities. Nonetheless, in 67% of FGDs, trainees noted that they received useful feedback from their internship school Head Teachers.

Examples included advice to reduce the content of classes or restructure to aid time management; use low-cost/no-cost educational materials; focus on reading as students are weak in this skill; record assessment results and share with parents; when giving feedback to students, use the 'sandwich' model of positive feedback; pay special attention to lagging students and students with special needs; and use real materials where possible. They also noted many instances of personal support from Head Teachers including taking demonstration classes. A Head Teacher at one school said that

she had taught his trainee many games and the total physical response method for teaching English and had observed that the trainee successfully applied this approach in classes.

Upazila Mentors reported cases where internship schools do not have pre-primary classes. During the internship, trainees are required to teach for a set period at each grade level. Trainees

If the standard-level schools were selected, it would have been more fruitful. Where there are no pre-primary students, teachers 15 days will go in vain. Such schools have also been selected where there is no pre-primary education. (Upazila Mentor, Mymensingh)

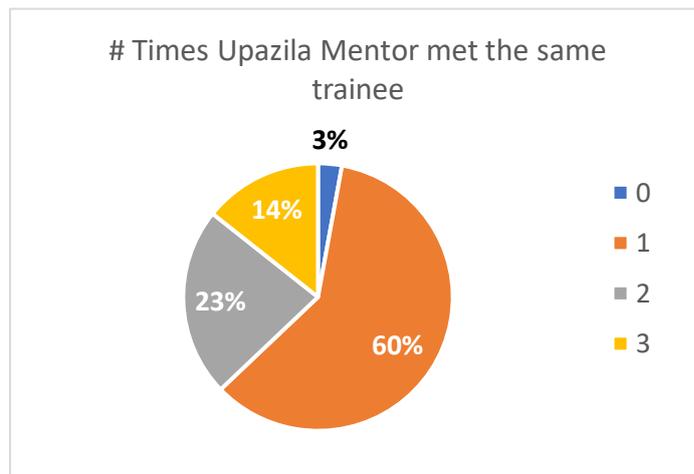
themselves reported cases where they were not allowed to teach students in grade five as these students were preparing for an annual examination.

Finally, many of the schools are located far from students' homes. In 67% of FGDs, trainees complained about this, citing the expenses and time involved in their daily commute and the lack of TA to cover these

expenses. In one case, a trainee in Rangamati, explained that, because his assigned school was too far from his home, he had to rent a house.

Support from the Upazila Mentoring Team

It is important for trainees to be supported and mentored as they explore how to apply the theoretical knowledge they have acquired from their four months at the PTI, in primary school



classrooms. The NSA 2022 report⁸ found that the practice that had the most statistically significant impact on student performance in Bangla and Mathematics amongst all the contextual variables that influence student learning was the involvement of the Head Teacher either through discussions on teaching-learning practices or through classroom observations. During the internship, Upazila Mentors and internship school Head Teachers have responsibility for this important task. However, in 75% of

FGDs, most of the participating trainees reported receiving less than three monitoring/mentoring visits from Upazila Mentors in the three or four months between the start of their internship and the date of the FGD.

Head Teachers did better, with trainees in 67% of FGDs confirming that their internship school Head Teacher observed their classes more than three times in the three-month period prior to the FGD. In 41% of FGDs, Head Teachers were able to demonstrate knowledge of their responsibilities for

Figure 16: Upazila Mentor self-reporting of the number of times they met the same trainee

supporting trainees during the internship period and spoke of observing classes and other activities (37% of

FGDs). Given this, support from Upazila Officers and support from Head Teachers is analysed

⁸ Monitoring & Evaluation Division, Directorate of Primary Education (2023), 'The National Student Assessment (NSA) 2022'.

separately. For the purposes of this report, the term Upazila Mentor is reserved for officials from Upazila offices.

When we cross-checked the level of mentoring and monitoring with Upazila Mentors in April/May (3-4 months after the start of the internship), 23% of those interviewed had not yet met all of the

It is better if the course is designed according to the working days of the school. The course is designed for four months. But if you look at the number of working days, it is very few in number. For this reason, I along with many officials, struggled to visit all the trainee teacher's classrooms. (Upazila Mentor, Joshore).

trainees assigned to them for mentoring. While 60% reported that they had observed the class of their assigned trainees at least once, only 14% had made three or more repeated visits to the internship schools assigned to them and were thus able to guide the professional growth of trainees at that school (Fig. 16). There were of course many good reasons for this

including holidays and school closures for various reasons and many of the Upazila Mentors we spoke to expressed regret at not being able to provide more support for their assigned trainees.

49% of Upazila Mentors mentioned their official workload as the biggest challenge to being able to visit their mentees while

Since I could only visit each class twice, I couldn't see if they improved their teaching strategies later on. I'm in charge of 11 teachers, and the internship is four months long, with a 1.5-month vacation (Schools were off for Eid and heatwave). That leaves just 2.5 months to track their progress, which made it tough to revisit every class. (Upazila Mentor, Sylhet).

26% mentioned the remote location of the internship schools as the major obstacle. Two Upazila Mentors told us that, because they found it so difficult to visit their mentees repeatedly, they had set up WhatsApp groups to communicate with them. Others suggested locating schools within the cluster of schools already assigned to them for general monitoring or closer to their office to make it easier to visit. A number suggested that trainees could come to the URC periodically to meet and discuss issues although, while convenient for the officers concerned, this solution would clearly not have as much value for trainees. Still others suggested making the internship period longer to provide opportunities for multiple mentoring and monitoring visits.

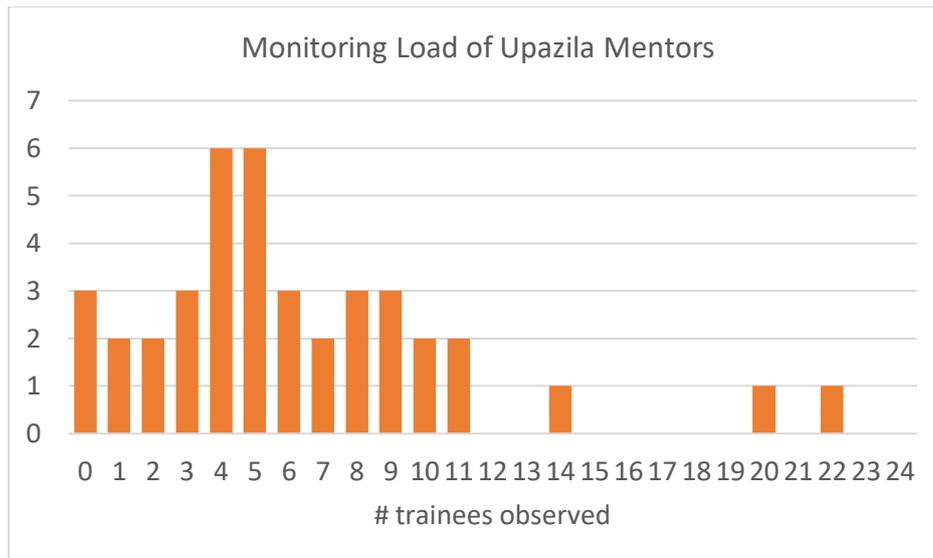


Figure 17: Mentoring Load of Upazila Mentors

It was also apparent that some Upazila Mentors had a heavier mentoring load than others (Fig. 17) although the reasons for this were not clear. While the outliers in Figure 17 may have resulted from a misunderstanding of the interview question, it is clear that some Upazila Mentors have heavy mentoring responsibilities.

While not wanting to call into question the good, albeit unrealised, intentions of the mentors, there were also some indications of poor planning that would have resulted in less than the required number of internship school visits. Upazila Mentors in all districts attended a three-day training by DPE prior to commencing their mentoring and monitoring responsibilities. Although interviewees in one district said that training was late (1-3 March) and two of the 40 Upazila Mentors interviewed had not received training as they have recently been transferred from an Upazila with no PTI, it is reasonable to assume that most of the officers interviewed were aware of their responsibility to conduct a planning meeting in early January in their Upazila and to call a meeting with Head Teachers and trainees at the URC to ensure that everyone was aware of their assigned tasks. However, in three of the fifteen districts where interviews were conducted, the stakeholder meeting was not held. Upazila Mentors in three districts admitted that they did not conduct a planning meeting while, in one district, Upazila Mentors told us that they had met to plan the mentoring programme during Ramadan (11 March – 9 April) as they were overwhelmed by work earlier in the year but then found that schools were closed because of a nation-wide heatwave making it impossible to implement the plan.

In all, the number of mentoring and monitoring visits by Upazila Mentors did not meet the requirements set by NAPE and DPE. However, in 71% of FGDs with trainees, participants were able to provide examples of meaningful feedback given by Upazila Mentors. Examples include advice to use games to introduce new concepts, how to make better use of formative assessment, how to form groups more effectively, to pay attention to lagging students, and to use ICT in lessons to make them more effective. **Hence this section of the report considers the mentoring capacity of Upazila Mentors in order to define more precisely the dimensions of the challenge with internship mentoring. Should it be possible to resolve the workload and other issues impeding the expected schedule of visits to internship schools, as well as addressing the limitations in the current selection of internship schools, would the internship period under the mentorship of Upazila**

mentoring and monitoring teams be the best value option for the revised DPEd or, as advised by the PTIs, would it be best to extend time in the training schools at the expense of the internship?

This analysis is set at the intermediate outcomes level of the Theory of Change (refer Annex A) and considers how trainees were fulfilling the functions of the MoPME Professional Standards for Primary School Assistant Teachers (hereinafter referred to as the Teacher Standards⁹). The analysis seeks to identify constraining and enabling factors from the context of PTI training and training school experience described above and analyses in depth the potential ability of Upazila Mentors to support trainees to apply the knowledge and skills gained in the previous six months of the revised DPEd programme.

FGDs held with Head Teachers from the internship schools are referenced to triangulate claims made by the trainees themselves. Although in 37% of FGDs with internship school Head Teachers, participants mentioned that they are not sufficiently familiar with the Teacher Standards to be able to use it in guiding trainees, they were

confident in their ability to provide meaningful feedback. It may be that the proportion of Head Teachers unfamiliar with the Teacher Standards is much higher this statistic would indicate. When asked directly about their knowledge of the Teacher Standards, answers indicating some level of familiarity were only forthcoming from Head Teachers in 22% of FGDs. However, in 63% of FGDs, trainees said that Head Teachers used the Internship School Mentoring and Evaluation checklist while observing their classes and this is based on the Teacher Standards.

Improving teacher standards is a continuous journey. If teachers are diligent in their work and continue to apply the feedback they received from us, they can reach a higher level of quality. Additionally, I follow the checklist while providing advice to trainees. (Head Teacher, Comilla)

Aspects of internship teaching where evidence of good practice was found

In focus group discussions, trainees were able to provide multiple examples of where they had used play activities to maintain the attention of students and make lesson content more accessible to them. Learner-centred approaches such as group work and pair work were also frequently mentioned. Internship school Head Teachers confirmed this activity mentioning observations of pair

There was a boy in that class who studied very well. But read slowly. So, one day I was standing near and suddenly realized that he can't actually read. He is just moving his lips and saying whatever he wants. From a distance, it seems that he is reading fluently. Then I asked some more. That student doesn't even know the alphabet but pretending to read. He does not qualify for class 1 but was in class 5. I explained to him but could not actually do anything separately or according to his learning needs. (Trainee, Faridpur).

and group work in 26% of their FGDs and game-based activities or stories and songs in 22% of FGDs.

There were many heart-warming stories from trainees of how they found ways to help students with family problems or to address their behavioural issues. Internship school Head Teachers also observed trainees demonstrating pastoral care.

Classroom management, especially at the pre-primary level, may have been challenging at the start of the internship

but was not a critical issue according to Head Teachers or the trainees themselves. In 19% of FGDs,

⁹ Professional Standards for Primary School Assistant Teachers were approved by MoPME in

Head Teachers mentioned good classroom management by their trainees including attention to seating arrangements, creating a joyful atmosphere in the classroom, and ensuring students found school to be a safe and supporting environment by eliminating bullying.

There was a bit of bullying in my school. The teacher engaged the student in another activity. She told the rest of the class that from now on, you will ask him for permission to go out. Then she told the student that you need to make sure that nobody goes out more than once. The student was quite happy with this responsibility and stopped bothering the other students. (Head Teacher, Faridpur)

In assessing whether Upazila Mentors were able to identify a good teaching-learning environment to be able to reinforce these behaviours in trainees, three competencies of the Teacher Standards were considered: 1) whether the class was learner-centred, 2) whether the learning environment was safe and supportive, and 3) whether trainees communicated well with their students.

Teacher Standard 4.4: Applies student-centred multi-faceted teaching-learning strategies according to students’ interests, tendencies, and abilities in lesson presentation

4.5: Conducts active and participatory learning activities

In 45% of interviews, Upazila Mentors were able to provide valid examples of what they were looking for in assessing the suitability and learner-centeredness of teaching methods. A further 22% provided good, although not strong, examples of how they were able to assess whether the classes they observed were learner-centred in order to provide appropriate advice to trainees.

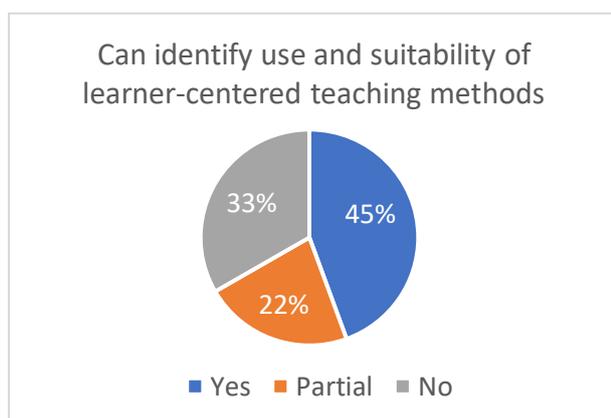


Figure 18: Proportion of Upazila Mentors who were able to provide valid examples of learner-centered teaching practice

In the classroom, the students were assigned individual and group tasks, and they completed the tasks spontaneously. Through this, I understood that the classroom was student-centered. (Upazila Mentor, Dinajpur)

I observed whether the trainee teachers incorporated various student-centric methods like group work, pair work, and individual tasks, as well as their use of the blackboard to facilitate learning. Additionally, I saw a shift from lecture-based teaching to more participation-based activities, which indicates a student-centric approach. (Upazila Mentor, Rajshahi).

Teacher Standard 5: Create and maintain a supportive and safe learning environment.

5.1 Creates a pleasant, non-intimidating and safe learning environment;

- 5.2 Create an environment for conducting inclusive class activities in the classroom;
- 5.3 Provide instructions in standard, clear and understandable language in effective classroom management;
- 5.4 Talks to students with a smile;
- 5.5 Encourage students to ask questions or participate in discussions in class.

When asked how they assessed whether the learning environments they observed were safe and supportive, 30% of Upazila Mentors answered in terms of the physical infrastructure of the classroom (desks, light, room size, etc). This indicates that they were thinking like administrators rather than pedagogues although it must be acknowledged that these factors do impact learning. The NSA 2022, for instance, found that ‘In grade 5, adequate ventilation in the classroom had a positive association with both Bangla and Mathematics performance’ (p. 71). However, there were also many strong examples given. 53% of the Upazila Mentors interviewed were able to provide valid examples of how they knew that a classroom was safe and supportive (Fig. 19).

This thing works more among BTPT teachers. They do it better than other teachers. The student liked the teacher more. They spoke positively, did not threaten anyone, and kept personal inquiries about everyone. (Upazila Mentor, Mymensingh).

When the students participated spontaneously in the class, I realized that the learning environment is safe. If there is no safe environment, there is fear on the face of the students. They have inertia. (Upazila Mentor, Faridpur).

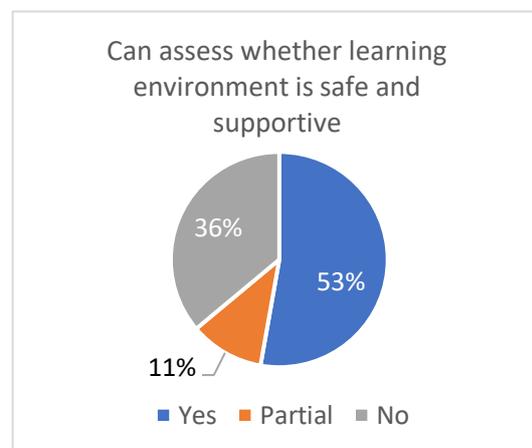


Figure 19: Assessment of the capacity of Upazila Mentors to determine whether the learning environment is safe and supportive

Teacher Standard 4.6: Communicates effectively with students in the classroom using verbal and non-verbal strategies

In terms of communication between trainee teachers and their students, the primary focus of Upazila Mentors was on discouraging the use of local dialects in favour of standard Bangla. There was

For teachers who had hesitation in speaking in the classroom, or had regional accents, I motivated them to gather courage and develop the habit of speaking with fluent pronunciation. I also emphasized the importance of eye contact in the classroom. (Upazila Mentor, Dinajpur).

little mention of non-verbal communication such as body language or eye contact. 36% of Upazila Mentors provided evidence that they considered multiple aspects of communication while a further 58% indicated that they only assessed whether trainees were using standard Bangla or a regional dialect / pronunciation (Fig. 20).

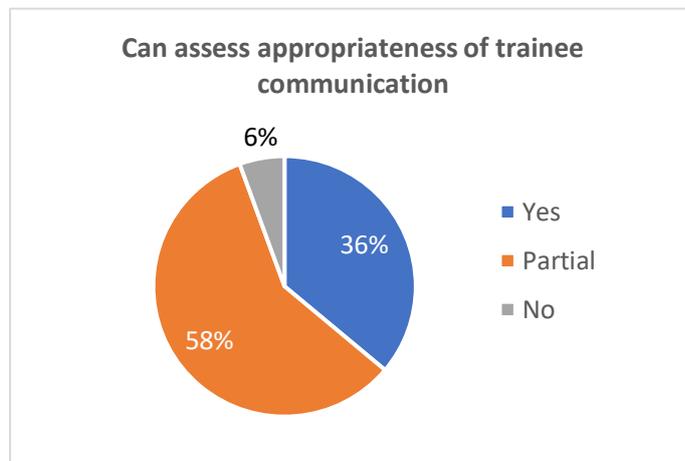


Figure 20: Upazila Mentor ability to assess quality of trainee communication

Teacher Standard 3.2 Planning of teaching and learning activities takes into account curriculum, competence (class and subject-wise) and learning outcomes;

3.3 Lesson plans reflect a comprehensive understanding of teaching methods and techniques for different types of learning;

The PTI training places substantial emphasis on lesson planning since good

It is not possible to take classes using the same TG because there are different types of students in the same class. It is not necessary to teach in the same way for everyone. For this, I have taken help from Google during lesson planning. Also, there are many online platforms, and I have tried to create lesson plans with their help. (Trainee, Bhola).

I had many struggling students in my class so simply following the TG wasn't sufficient to achieve the desired learning outcomes. I always sought out better examples, teaching styles, and assessments based on my students when creating my lesson plans. (Trainee, Rajshahi).

teaching involves adapting the guideline in the Teacher’s Guide to the needs of individual students and local context.

In FGDs, trainees presented confidently about lesson planning. In only 21% of FGDs were there trainees who strictly followed the Teacher’s Guide without considering the capacity of their students or their local context. This was confirmed by internship school Head Teachers; in 26% of Head Teacher FGDs, participants mentioned that trainees were preparing their lesson plans following the Teacher’s Guide. In 42% of FGDs, trainees were able to give examples of how they improved on the suggested activities in the Teacher’s Guide while in 42% of FGDs, they gave examples of how they adapted the activities in the Teacher’s Guide to suit the needs of their students.

With some exceptions Upazila Mentors demonstrated sound knowledge of lesson planning and

Yes, I noticed that some lesson plans tried to cover too many learning outcomes in a single class, which could be challenging within a 40-minute period. I suggested they modify the plans to focus on what can realistically be achieved in that time frame. Although it might take a bit longer to finish a chapter, it would ultimately benefit the students and make teaching more effective. (Upazila Mentor, Rajshahi)

I saw trainee teachers' tendency to copy the lesson plans from the TG. In one particular case, I told one trainee teacher to add some creativity in the lesson plans rather than just following the TG. I said, 'The evaluation method in TG would not be effective in your class'. (Upazila Mentor, Joypurhat)

explained that they were looking for an understanding of learning outcomes, teaching methods and evaluation and how trainees planned to meet the needs of the diverse group of students in their care. Only two of the 36 Upazila Mentors interviewed were unable to provide convincing evidence of their ability to assess the quality of a lesson plan.

However, ten of the 36 Mentors interviewed appeared to think that trainees should strictly follow the Teacher's Guide. Unfortunately, this would have meant that their trainees were receiving conflicting messages from PTI Instructors and Upazila Mentors.

In 30% of FGDs with Head Teachers, participants demonstrated knowledge of the components of a lesson plan. They were looking for time management, appropriate use of teaching materials, and whether achievement of the learning outcomes was feasible in the time available and measured through appropriate assessment tools.

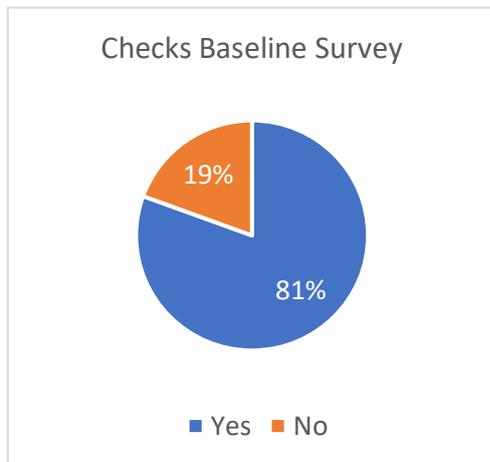
To generate a lesson plan that meets the needs of all students, trainees are directed to do a Baseline Survey of the capacity of their students and to become familiar with how they prefer to learn. This is related to Teacher Standard 1: 'Learn about students and their learning preferences'. Upazila Mentors were questioned about how they assessed trainee performance in these two areas.

If time management in lesson planning was correct, there was proper use of teaching materials and evaluation methods tested whether learning outcomes were achieved, I understood that it is a standard lesson plan. (Head Teacher, Khulna)

Teacher Standard 1: Know the student and their learning preferences

- 1.1. Maintains regular student profiles including physical, mental, family, social, cultural, economic, and other relevant conditions of the student.**
- 1.2. Address the student by name.**
- 1.3. Plans class activities taking into account the physical and mental, family, social, cultural, economic and other relevant conditions of students.**

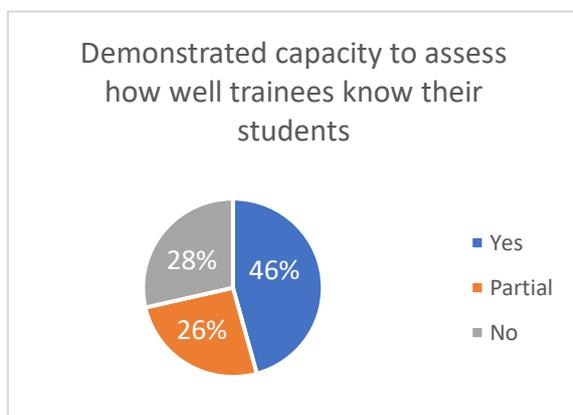
In 67% of FGDs, internship Head Teachers confirmed that trainees at their schools conducted Baseline Surveys to better understand their students. The majority of Upazila Mentors (81%) were able to provide convincing evidence that they had checked the Baseline Surveys done by trainees and knew what a credible Baseline Survey should contain (Fig. 21).



We can know the level of a child through the baseline. Then, through the baseline, the position of the child is determined, and according to his current condition, the lesson plan is designed to lift him up from that position. I saw that they had plotted it, with the names of the students on one side and the characteristics of the children on the other. (Upazila Mentor, Chattagram).

Figure 21: Capacity of Upazila Mentor in checking baseline surveys done by trainees

Since interviews with Upazila Mentors were held 3-4 months into the internship period, it can be expected that trainees would know their students quite well and be planning their lessons to accommodate their different learning needs. 46% of Upazila Mentors provided valid examples of what they could look for in a classroom observation to establish how well trainees know their students and how they learn best (Fig. 22). A further 26% provided less comprehensive answers such as only noting whether trainees called their students by name.



Looking at these indicators, whether the trainee teacher calls the students by name, can identify the lagging students, how they have managed the mischievous/inattentive children, we understand that the teacher has an understanding of the child's mental, likes and dislikes, learning status, child's psychology. (Upazila Mentor, Dinajpur)

Figure 22: Upazila Mentor capacity to assess trainee knowledge of students

Teacher Standard 6: Assessment of student

learning, outcomes and reporting

- 3.1 Determines and applies appropriate assessment strategies in continuous assessment of students' lessons
- 3.2 Assess students and provide oral and written constructive feedback and remedial measures;
- 3.3 Maintains a written record of each student's achievement to maintain consistent learning progress;
- 3.4 Analyze the assessment results and use them to improve student learning;
- 3.5 Develop competency-based criteria for student assessment;

3.6 Prepares evaluation report and informs the parent.

4.7 Students engage in reflective practice and reflective practice techniques and remedial activities;

In almost all (96%) of FGDs, trainees were able to provide examples of formative assessment tasks they had used with their students. In 60% of FGDs, trainees volunteered that formative assessment activities at the PTIs had benefited them and given them ideas of how to do the same with their own students. Unfortunately, the types of formative assessment mentioned by the trainees (mainly verbal

Written feedback, presentations, group work, debate, extempore speech, simulation and micro-teaching helped us to learn formative assessment. (Trainee, Rangpur).

As the number of students in my class is low, after weekly test, I tell each student what mistakes they have made and how to write this in proper way. (Trainee, Bhola).

questions and paper tests) did not reflect the rich diversity of formative assessment tasks used in the revised DPED. In 56% of FGDs trainees were able to provide evidence of using the results of formative assessment to adapt their teaching to individual student needs giving them extra attention or pairing them with more capable students. In only 30% of FGDs did they mention repeating a poorly understood topic using a different strategy or teaching activity or giving poor performers extra work to do at home. None mentioned organising remedial sessions outside school hours.

It could be argued that this limitation in the use of formative assessment by the trainees reflects the fact that formative assessment during their training at the PTI was also not used to adapt training to their needs. At the PTI, formative assessment was usually done at the end of a sub-module and, while trainees might have been required to resubmit inadequate work, PTI Instructors reported that there was no opportunity within the constraints of the routine to repeat a session that had not been well understood or to supplement previous training. PTI Instructors were even hard pressed to find time to provide timely feedback. The joint NAPE-DPE evaluation of the pilot of the revised DPED recommended a reduction in the number of sessions to provide time to use formative assessment effectively. While the number of sessions was subsequently reduced, it does not appear to have resolved the issue.

73% of PTI Managers stated that they receive insufficient funds to conduct the various forms of formative assessment which is regrettable since they acknowledged that the different types of exercises (debates, presentations, wall magazine etc) are very valuable learning experiences for trainees. It is also regrettable that, in the opinion of 74% of PTI Instructors, trainees have insufficient time to prepare assignments and other formative assessment products which diminishes their learning value.

Apart from the lack of time and lack of compensation for extra work done, PTI Instructors also faced technical challenges in designing and applying formative assessment instruments. In 35% of interviews, PTI Instructors said they found designing formative assessment for sub-modules challenging (Fig. 23), and in 47% of interviews, they said that they found designing formative assessment for other activities challenging (Fig. 24).

One of the repeated complaints was about the time available to conduct debates. One Instructor mentioned that they were allocated three days to conduct and evaluate debate performances by ninety trainees.

Although it is called formative assessment, I feel it is a form of summative assessment. There is no provision to address the weaknesses of trainee teachers as there is no opportunity to take extra sessions in routine. There is no allocation of money for extra time and labor of trainers for frequent formative evaluation. (PTI Management, Bhola)

The assignment is self-study. Our trainees do not get time to self-study. As a result, in most cases, they copy each other's assignments and submit them." (PTI Instructor, Bhola).

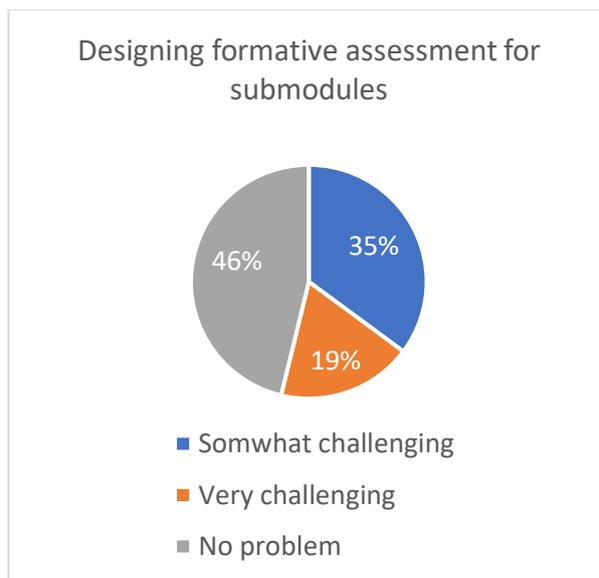


Figure 23: Challenges faced by PTI Instructors in designing formative assessment for sub-modules

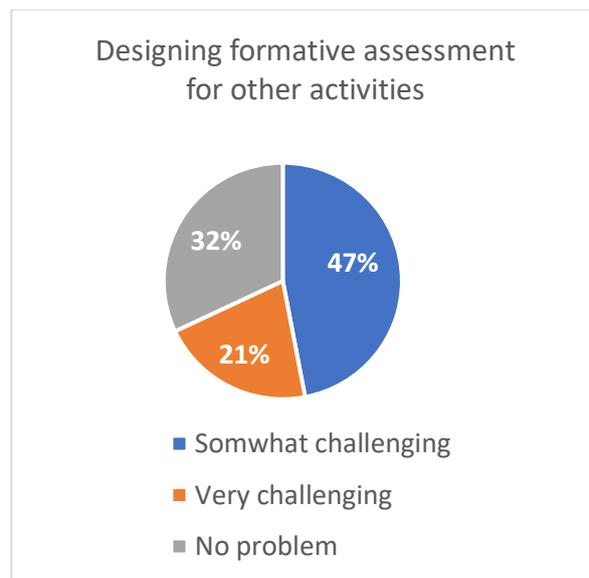


Figure 24: Challenges faced by PTI Instructor in designing formative assessment for other activities

Only 36% of Upazila Mentors were able to adequately explain how they assessed the quality of formative assessment methods in their classroom observations by noting considerations such as whether the assessment addressed the learning outcomes of the lesson or whether, and how, feedback was provided to students. 36% of interviewees gave superficial answers to this question such as noting that trainees used verbal questioning as well as, or instead of, written tests or that trainees did not assess/question all students in the class (Fig. 25). This was also the most common response of internship Head Teachers when asked about formative assessment tools used by trainees.

Every student answers the question of their teacher together in the classroom. There is no practice of asking to raise hands. So, I think it would be difficult for the trainee teachers to conduct formative assessment in the classroom. (Upazila Mentor, Khulna)

I observed if they were using formative assessment in the classroom and whether the assessment techniques aligned with the expected learning outcomes. Additionally, I checked if they provided feedback to every student as part of their evaluation methods. (Upazila Mentor, Rajshahi)

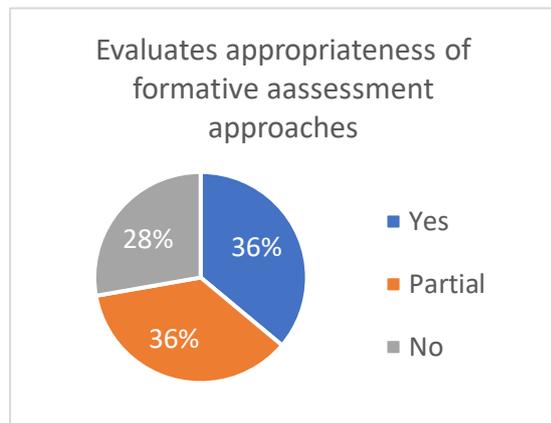


Figure 25: Upazila mentor ability to evaluate quality of formative assessment

The majority of Upazila Mentors (75%) were not able to provide valid examples of how they were able to assess if trainees were basing their teaching on the results of formative assessment exercises with their class (Fig. 26). Generally, if they saw an improvement in students since the time of the baseline survey, they took it as evidence that the trainee’s teaching had been informed by his/her formative assessment exercises. This deficiency is not surprising since the level to which lessons are planned to reflect past student performance would be best assessed by looking at a sequence of lessons over time and consulting with the trainee on the relevance of the lesson content to previous findings from formative

tests. Upazila Mentors were not usually able to visit trainees more than once or twice during the internship and so did not have this broader perspective.

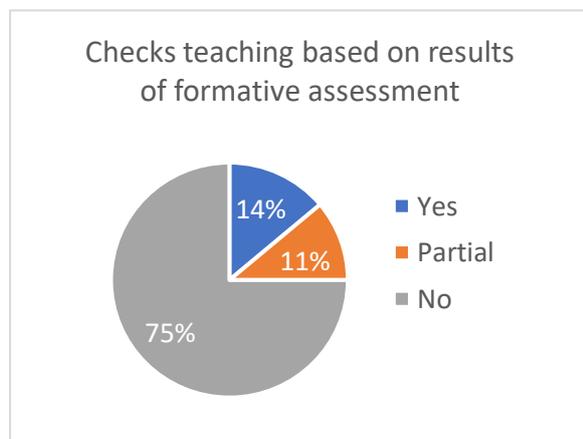


Figure 26: Capacity of Upazila Mentors to check the extent to which trainees base their lessons on formative assessment results

I looked at the baseline survey, and then I asked the weaker students questions and saw that they could answer the questions. I also observed the spontaneous participation of all students in the classroom. Since the weaker students could answer the questions, it means the teacher took further actions considering the assessment results. (Mentor, Dinajpur).

Aspects of internship teaching where evidence of good practice was lacking

Areas where trainees were relatively weak in providing examples of good practice were:

- ◁ Supporting development of Higher Order Thinking (HOT) and 21st Century skills
- ◁ Catering to individual differences in the class
- ◁ Supporting students with disabilities
- ◁ Supporting development of the values and attitudes targeted in the new curriculum
- ◁ Use of ICT in teaching and learning

While developing Higher Order Thinking (HOT) and 21st Century skills are not competencies listed in the Teacher Standards, they are widely recognised as important skills for the workforce of the future. PTI Instructors told us that there is one session on higher-order thinking, although it mainly deals with how to pose questions to students that require them to apply their knowledge rather than how to support them to develop HOT skills, and several sessions in sub-module 2.3 that cover 21st century skills. However, they noted that the topics are not covered in depth. It is unsurprising then that, in 79% of FGDs, trainees displayed a misunderstanding of HOT and 21st Century Skills. In 50% of FGDs,

In my English classes, I read the passage to the students and give them homework. The homework is to read the passage and create a similar passage like this in the next class. This helps to develop synthesis skill among the students. (Trainee, Bhola).

Students can learn compassionate behaviours from the lesson they have on Sheikh Mujib in Bengal (Trainee, Faridpur).

they appeared to confuse development of HOT and 21st Century Skills with the development of desirable values and attitudes. It is unlikely that trainees would have received guidance on the topic during their internship since in 37% of FGDs internship school Head Teachers were unable to define these skills. Where Head Teachers were able to define HOT or 21st Century skills, they gave examples of trainees working with their students to create wall magazines (creativity) or requiring

students to provide examples of local instances of concepts such as environmental pollution (problem-solving and critical thinking).

In 29% of FGDs, no trainee could recall the topic being taught at the PTI while in 25% of FGDs, they could only recall being taught how to structure questions to test HOT ability. However, in 42% of FGDs, there were trainees who gave examples of using pair or group work to promote collaboration skills and in 46% of FGDs, trainees gave examples of where they had supported students to be able to apply their knowledge. However, the similarity of examples provided across FGDs suggest that some trainees may have been teaching the same lesson to their students that had been demonstrated to them at the PTI as being an example of a lesson to develop these advanced skills.

Teacher Standard 1.4: Plan class activities taking into account students' learning style and behaviour;

1.5 Plan class activities taking into account students' interests, tendencies, abilities, learning deficits and needs.

4.8 Give necessary time and effort to lagging students;

3.4 Lesson planning and teaching activities reflect a thorough understanding of teaching strategies for children with special needs (where applicable).

In any classroom, there is a diversity of students, and a professional teacher will be able to recognise this diversity and provide each and every student with the opportunity to reach their full potential. While it was clear from trainee responses that their training at the PTI had reinforced this point, and while in 42% of FGDs at least a few trainees claimed to recall strategies for inclusive teaching from their PTI training, this appeared to be limited to putting students of mixed ability together in groups or changing seating patterns to accommodate students who need more attention. In 46% of FGDs, trainees said that they mix capable and less capable students in groups or pair them together. In 21% of FGDs, trainees gave examples of allowing students to learn in their preferred mode whether that involve writing on the board, reading, reciting or interacting verbally.

Even when working with students with special needs, teaching strategies appeared to be limited to

One student was in class IV but he could not hear. I first went to see why he was sitting apart. I noticed that if he did not do well in the class work, he would be kept apart. Then I explained to all of them that he is also a part of our country and part of the family. If he can't do anything when he grows up, it's our burden and the country's burden. (Trainee, Rangamati).

seating them at the front of the room and spending more time with them (mentioned in 42% of FGDs) or pairing them with a more capable student (13% of FGDs). Internship school Head Teachers confirm that trainees do take extra care with special needs students (mentioned in 44% of FGDs) although, again, this is limited to seating them at the front and giving them extra attention. Trainees claimed (in 63% of

FGDs) to recall strategies taught at the PTI for supporting students with disabilities but, apart from one or two isolated instances, this was limited to seating and grouping approaches.

When questioned about common learning disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia, at least one trainee in 33% of FGDs was able to define the disorder but only three of these trainees were able to explain how to support students affected by ADHD or dyslexia. Since research conducted internationally suggests that between 5% and 20% of the school-age population suffer from some level of dyslexia and research conducted in Dhaka itself diagnosed 9.02% of fourth grade students with dyslexia,¹⁰ this lack of awareness is a matter of grave concern. 48% of PTI Instructors confirmed that supporting students with physical or learning disabilities is not discussed in depth in the revised DPED.

Teacher Standard 2: To instil deep confidence and ambition in the student and inspire him to dream of a better life

¹⁰ Ali, M & Sarwar, A.S.M. (2015), *Prevalence of Dyslexia in Primary Schools in Dhaka: Its Effects on Children's Academic and Social Life*, International Journal of Advanced Research (2015), v3, i12, 1327-1331

The Teacher Standards stress that regardless of the capacity of their students, teachers should show that they have confidence in them and high expectations of their future. It was encouraging that 43% of Upazila Mentors demonstrated an ability to recognise this in classroom practice (Fig. 27) while a further 23% endorsed the stance but were unable to say how they detected this behaviour in the classroom.

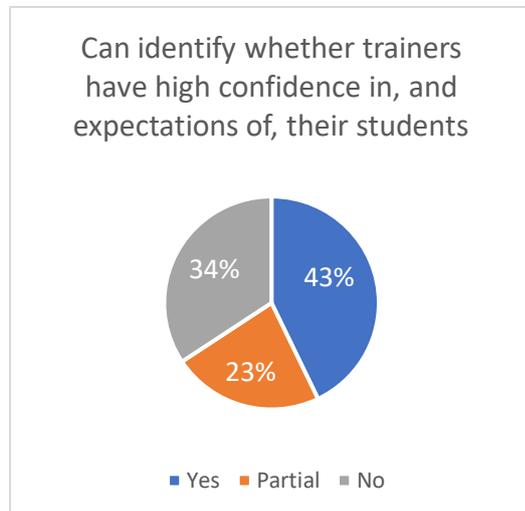


Figure 27: Upazila Mentor capacity to identify and reinforce trainee positive expectations of their students.

I told them that all students should dream of a better life. Some students can do nothing. Don't be disappointed with them. They should be taught little by little. For example, there are students in grade 3 who do not know the letters. In their case, the teachers said, 'Sir, we have tried a lot'. Then I said, 'In fact, you are trying alone. Everyone should try together'. I told the head teacher that the baseline survey the trainee did is not for him alone. You can use that too. And you should also do a baseline survey. Many of the other teachers also did this baseline survey. (Upazila Mentor, Faridpur).

Teacher Standard 8: Maintain professional relationships with all stakeholders

As we are reminded by the Upazila Mentor above, creating a positive learning environment for students and encouraging them to have expectations of a better life is not a task that can be performed by a single teacher working in isolation. It is expected that trainees will forge good relationships with other teachers and parents and work closely with them for the benefit of the students in their care. With only one or two exceptions, this was reported by Upazila Mentors to be the case. A small number (11%) of Upazila Mentors said that they had not been able to discern the quality of collegiate relationships in their visits to internship schools but 81% were able to give examples of how they



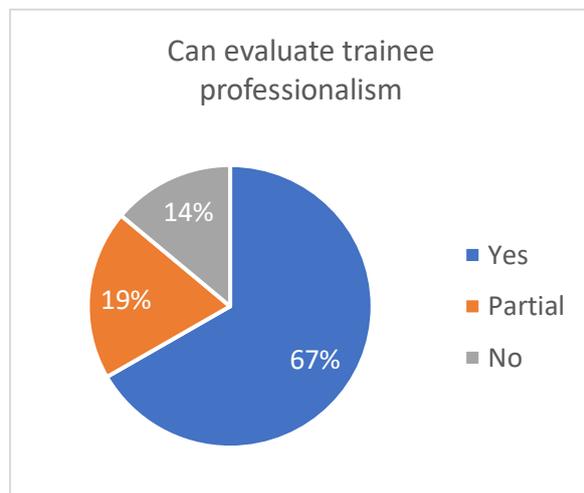
Figure 28: Upazila Mentor assessment of trainee relationship with stakeholders

I talked with the headteacher of the internship schools, to check if they maintained good relationship with everyone or not. Also, I went to the general assembly of the internship school. And asked the parents if they knew the intern teacher or not. Or whether the trainee teacher talked with the parents or not. This is how I evaluated their relationship with the stakeholders. (Upazila Mentor, Joypurhat).

had checked this (although this was often simply by asking the Head Teacher) (Fig. 28). It is regrettable that only 36% of Upazila Mentors mentioned checking trainee relationships with parents or guardians in their interviews. However, internship school Head Teachers confirmed that trainees maintained good relationships with parents and guardians as well as with their colleagues and managers.

The relationship with co-workers was good, respectful and cooperative. My teacher was respectful to everyone. She always maintains time. She used to interact with parents during mothers' gatherings. Apart from the mothers' gatherings, when I saw a student missing class, I would ask her to contact the student's mother. (Head Teacher, Chattagram)

Upazila Mentors also demonstrated capacity to evaluate trainee professionalism which naturally contributes to maintaining good relationships with colleagues. 67% described taking a comprehensive view of this while a further 19% mentioned one or two salient aspects such as professional dress and punctuality (Fig. 30).



I assessed the trainee teachers by checking if they were regular in the school or not, if they came on time or not, and whether they perform their social responsibilities or not. For instance, I visited the schools on sports days and checked whether the trainee teacher from BTPT was participating and conducting the activities just like the regular teachers of that school or not. (Upazila Mentor, Bhola).

Figure 30: Upazila Mentor assessment of trainee professionalism

Internship school Head Teachers confirmed that trainees demonstrated professionalism during the internship period. In 56% of FGDs, Head Teachers noted that trainees followed professional etiquettes including in their arrival and departure times, attending meetings, and participating in co-curricular activities.

Teacher Standard 2.1: Have deep trust and respect for the learner's experience, knowledge, skills and attitudes and values.

The ability of trainees to instil laudable attitudes and values in their students is critical. The Organization Development and Capacity Building Guidebook (ODCBG) of Primary Education (updated in 2019) notes that teachers are expected to lay the social foundations of community and society through the values they impart to their students. The National Curriculum Framework 2021 seeks to encourage the values

of solidarity, patriotism, harmony, tolerance, respect, empathy, and integrity. It notes that these values are reflected in the personal traits of honesty, enthusiasm, democracy, non-communalism, initiative, positivity, aesthetics, humanity and responsibility. In 46% of FGDs, trainees were not able to identify the values and attitudes targeted in the new curriculum although many shared personal perspectives based on laudable values. A few mentioned values of punctuality and self-discipline in connection with Cub Scout training as well as leadership skills. In 25% of FGDs, trainees could recall some of these targeted values and attitudes; most frequently patriotism, but also democracy and tolerance. In 58%

During PTI training, trainers taught us to encourage students to participate in and celebrate various national events. This fosters a sense of patriotism and helps students learn the importance of supporting one another. (Trainee, Comilla).

Students should aim to develop values such as respecting others, refraining from misbehaviour, and using respectful language towards others, and showing respect to elders. (Trainee, Rangamati).

Students from different socio-economic backgrounds and different religions did not sit together in class. My trainee teacher reshuffled the seating arrangements such that everyone had to sit with everyone, so it eliminated discrimination among the students. (Head Teacher, Joypurhat)

of FGDs, trainees claimed to recall relevant sessions conducted at the PTI but, in most cases, could not provide examples of strategies to support development of the attitudes and values targeted. Nonetheless, some instances of such strategies were mentioned by internship Head Teachers. One Head Teacher observed that the trainee at his school got the third-grade students to elect the class leader through voting. She noted that this sort of behaviour is helpful in acquiring 'tolerance, democratic attitudes and leadership qualities.

Teacher Standard 4.3: Prepares, selects and appropriately uses ICT and other relevant teaching materials in content presentation.

In FGDs, trainees displayed a keen awareness of the importance of ICT to support learning, but many felt that their ICT training at the PTIs was suboptimal. In 42% of FGDs, trainees claimed to have received less than the mandated number of sessions on ICT. In 50% of FGDs, they described multiple people working on one computer due to a lack of devices. In 33% of FGDs, there were trainees who complained that so much material was covered in a single session that they had no hope of remembering it.

Time was scarce in digital technology; more time must be added here as there is no alternative to information technology in the future. (Trainee, Dinajpur)

Different ICT trainings were going on continuously in PTI. Our ICT module classes were not held as our instructor was engaged there. (Trainee, Faridpur)

It has always been true that we have ICT training here, but now every school has a laptop. Most schools have more than one. When we send letters to them to come, it is mentioned to bring a laptop while coming. Because my ICT session has only sixteen computers to use. (PTI Instructor, Sylhet)

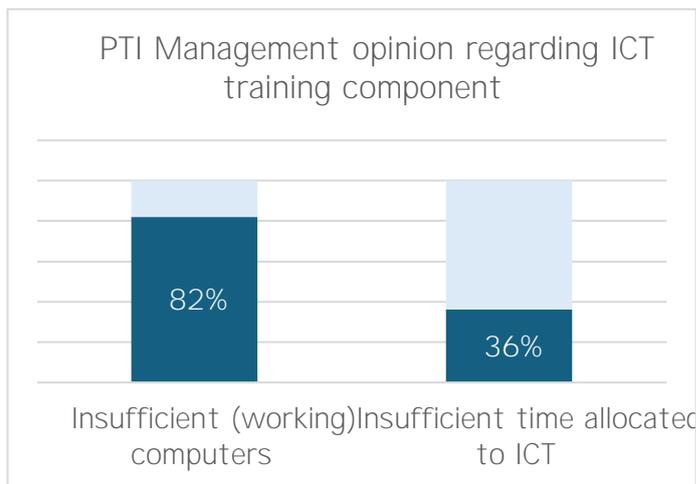


Figure 31: PTI Management assessment of issues related to ICT instruction

PTI Managers and Instructors confirmed a need for more computers and/or computer labs with the capacity to handle the numbers enrolled in the revised DPEd. 82% acknowledged that there were insufficient working computers for the number of trainees and 36% felt that the time allocated to ICT training was insufficient (Fig. 31). These complaints were also registered in the earlier joint NAPE-DPE Monitoring Activity but the situation remains unchanged.

PTI Instructors suggested that trainees could bring in laptops from their schools to be used in practical sessions

and to give them an opportunity to practice outside session time. Instructors were evenly divided on whether trainees were justified in complaining that parallel ICT sessions at the institute reduced their access to computer labs. Those dissenting said that only theory components were taught in the classroom while practical sessions were always held in labs. They felt that trainees had the false impression that all ICT sessions should be held in labs.

Having purportedly not had sufficient training at the PTI, many trainees found themselves in internship schools that either did not have projectors or laptops or where these devices were not working or of insufficient number to meet the demand. Responses in FGDs were very mixed. In 67% of FGDs, some trainees claimed to be only able to use their smartphones to present multimedia material while others in the same FGD did have access to multimedia equipment. Although Head Teachers reported observing their trainees to use mobile phones in classes (in 30% of FGDs), trainee assertions that this was because they had no alternative is not consistent with data from Head Teacher FGDs since a shortage of digital resources was only mentioned in 22% of FGDs with Head Teachers. Some Head Teachers did however note that their trainee appeared to be somewhat inexperienced in the use of digital tools or required the assistance of another teacher so it may be that the use of smartphones rather than multimedia tools was, in some cases, a preference rather than a necessity.

I divided the students into small groups. At a time, one group was given the phone to see the video. After one group finished watching, another group saw the video. By this process, everyone can see the digital content with my mobile phone. (Trainee, Joypurhat)

My school has multimedia equipment. But teachers are not skilled in using them. So, my trainee teacher didn't use them much either. He used a phone and sound box. (Head Teacher, Faridpur)

Upazila Mentors were very aware of the value of ICT to provide a better learning experience for students, but the question put to them in interviews was about the suitability of teaching materials in general (including ICT tools) and many failed to address this or limited their response to the use of ICT (Fig. 32). In fact, some said they could not give an assessment of the use of teaching-learning materials since there was no ICT equipment in the school. Given the limited availability of digital devices in good working order in internship schools, being able to assess the use of a range

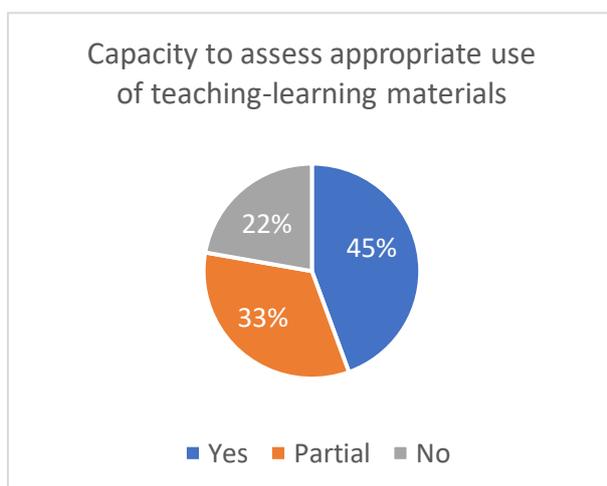


Figure 32: Upazila Mentor capacity to assess appropriate use of teaching-learning materials

of other teaching-learning materials is important.

They used traditional materials. However, the materials were consistent with the content of the class. They have used the right materials for the concept of number and addition. I have not seen any school using ICT. When I asked them, they said that they don't have much opportunity for ICT classes in PTI. So, they could not learn, so they could not use ICT skill in the classrooms. (Upazila Mentor, Faridpur).

In 11% of FGDs, internship school Head Teachers recommended that authorities provide materials to trainees so that they can use them in classes.

Many used purchased materials. I advised them to prepare the materials themselves or involve the students to prepare the materials if they can. Then it will be fruitful. Later the teachers accepted that suggestion. (Upazila Mentor, Faridpur)

Mechanisms of mentoring and monitoring

In 79% of FGDs, most of the participating trainees said that they had not been given completed Internship School Mentoring and Evaluation Forms although they had been given verbal feedback by visiting Upazila Mentors. A later cross-check with Upazila Mentors established that this was probably the result of a misunderstanding. Only 26% of Upazila Mentors interviewed said they had provided a copy of the form to trainees while all but two of them said that they had submitted the form to the Head Teacher as this was what they thought was the correct procedure. All of them said that they had given verbal feedback to trainees. One suggested that since the form has a dual purpose – for both mentoring trainees and evaluating their performance – it would be better if the comments and marks sections were separate with only comments provided to trainees for their guidance.

I have visited two classes of each trainee teacher and filled out the form while observing their classes. I faced some challenges regarding filling out the checklist. For example, there are indicators like “teachers prevented bullying”. How can I assess this? Bullying doesn’t happen every day. When I observed the class, there was no bullying, but it may have occurred on other days. So, some indicators seemed challenging for me. Additionally, the chart was too lengthy. There were some indicators that were not inclusive or applicable to everyone, such as the use of ICT. Some schools lack multimedia or ICT facilities. So when I need to assess and give marks, what should I do? (Upazila Mentor, Sylhet).

Although 23% of Upazila Mentors interviewed complained that the form took too long to complete and some individuals identified issues with it, the requirement to complete the form ensured that mentoring activity was both focused and comprehensive with attention given to all activities expected of trainees and the standards expected of them.

Although internship school Head Teachers observed classes more frequently and provided verbal feedback in all cases, trainees in 74% of FGDs, commented that the Head Teacher does not share the completed checklist with them. This may be partly because the Head Teachers found it difficult to complete the form with some complaining that it is too lengthy, but many also stated that they did not think sharing the completed forms with trainees was official procedure. Based on their assessment of trainees against the criteria in the Mentoring and Evaluation Form, Head Teachers in 19% of FGDs concluded that trainees had low capacity to achieve the Teacher Standards although they felt it would help if the internship period was longer. In 59% of FGDs, Head Teachers recommended that time in the internship schools be scheduled so that trainees have 120 days in the school rather than scheduling for four months and subsequently losing too many days to holidays, natural disasters etc.

Session Content Review

As a result of the session review by NAPE and PTI Instructors, sessions were identified where Instructors felt that more or fewer activities were required; where more or less information was required including where the addition of video content would aid understanding; and sessions which could be merged or should be split or where new sessions are required. Sessions were identified that could be presented online or in a blended learning modality. This might make use of the LMS functionality of the IPEMIS recently tested by rolling out a Bangla training course using resources developed by Room to Read or on Muktapath which already maintains a DPE sub-domain. We note that DPE has recently initiated a framework for Remote Learning which could be expanded to cover teacher training either within the scope of the revised DPEd or to support ongoing CPD.

Instructors identified a substantial number of sessions which required more time to present than is currently allocated. Finally, advice was given where it would be beneficial to edit or rewrite the manual. The workshop outputs related to sessions in the manual are included in Annex E. There are also a large number of sessions reserved for assessable activities. Details are included in Annex F.

Based on the outputs of the workshop a revised routine requiring a total of 110 hours was generated (Table 9).

Table 9: Comparison of existing and proposed routine

Serial	Session	Existing # Sessions	Proposed # Sessions
1	Module Based	232	332
2	Evening	26	-
3	Simulation	15	30
4	Assessment & Other Activities	-	39
Total		273	401 (101 Days)
5	Inaugural and instructions	1 Day	1 Day
6	Study Tour	1 Day	1 Day
7	Sports Competition	-	1 Day
8	Summative Assessment	5 Days	5 Days
	For Unexpected Circumstances/ To cover contingencies	-	5 Days
Total days PTI			115
9	Training School Placement	29 days	75 days
Total Days			190 days¹¹

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Module	Serial	Sub Module Number	Sub Module	Existing # Sessions	Proposed # Sessions	Remarks
Module 1 Professionalism, accountability and commitment to	1	1.1	Sub module 1: Professionalism and Commitment	9	11	Proposed 324 sessions (considering merge, split the existing sessions and
	2	1.2	Sub module 2: Government	8	10	

¹¹ Based on the academic calendar for 2024, PTIs have only 200 working days.

Module	Serial	Sub Module Number	Sub Module	Existing # Sessions	Proposed # Sessions	Remarks
school development			service rules and regulations			some new sessions)
	3	1.3	Sub module 3: Reflective Learning	8	15	
	4	1.4	Sub module 4: Leadership	4	9	
	5	1.5	Sub module 5: School Development	12	17	
Module 2 Student Development	6	2.1	Sub module 1: Child development and learning behavior	14	19	
	7	2.2	Sub module 2: Pre-primary Education	12	13	
	8	2.3	Sub module 3: Student Development	8	12	
Module 3 Curriculum, teaching-learning process and assessment	9	3.1	Sub module 1: Learning areas and Curriculum and assessment: Test	30	31	
	10	3.2	Sub module 2: Teaching learning methods and techniques	7	14	
	11	3.3	Sub module 3: Bangla	16	24	
	12	3.4	Sub module 4: English	18	26	
	13	3.5	Sub module 5: Mathematics	20	24	
	14	3.6	Sub module 6: Primary Science	16	25	
	15	3.7	Sub module 7: Social Science	6	8	
	16	3.8	Sub module 8: Religion and moral education	7	10	
	17	3.9	Sub module 9: ICT and Library	16	30	
Module 4	18	4.1	Sub module 1: Art and Craft	14	18	

Module	Serial	Sub Module Number	Sub Module	Existing # Sessions	Proposed # Sessions	Remarks
Physical and mental health education Art and Craft	19	4.2	Sub module 2: Physical and mental health education	7	16	
			Total Session	232	332	

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Serial	Subject	Session Number	Proposed Session	Remarks on existing routine
1	Co-curricular	1	1	Evening Session 30 (26 for assessment related instruction and activities + 4 sessions from sub module School Development)
2	Cultural Activity	3	4	
3	Assessment Instruction	1	1	
4	Assignment Instruction	1	1	
5	Relation with Teachers' Standard and Assessment	1	1	
6	Speech Instruction	1	1	
7	Speech (extempore)	3	4	
8	Presentation Instruction	1	1	
9	Presentation (English)	3	4	
10	Wall Magazine Instruction	1	1	
11	Wall Magazine	1	4	
12	Debate Instruction	1	1	
13	Debate	3	4	
14	Book Review Instruction	0	1	
15	Book Review	3	4	
16	Practice School Instruction	2	6	
17	Simulation	15	30	
Total		41	69	
18	PT	60 (Working Day Based)		
19	Assembly	60 (Working Day Based)		
20	Inaugural and instructions	1 Day		
21	Study tour	1 Day		
22	Sports Competition	1 Day		
23	Summative Assessment	5 Days		

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U g t	V q r k e	G z k u v k j F c { u	R t q r q u g	T g o c t m u
1	Meeting with Training School Teachers & introduction to GPS	1	1	
2	Trainees Observe Classes conducted by School teachers	-	2	1 day for pre-primary & 1 day for other grades
3	Baseline Survey	2	3	

4	Pre-primary sessions	5	15	4+ (7days), 5+ (8 days)
5	Bangla	4	10	
6	English	4	10	
7	Mathematics	4	10	
8	BGS	3	5	
9	Science	4	5	
10	Lesson Study	2	3	
11	Religion	-	2	
12	Arts and Crafts	-	2	
13	Psychical and mental Health	-	2	
14	Action Research		5	
		29 days	75 days	

Discussion

A discussion of the findings above will benefit from a short digression into Cognitive Load Theory. Cognitive Load Theory¹² suggests that memory has several components. As depicted in Figure 32, a learner initially collects information through the visual and auditory senses into sensory memory. Information from sensory memory may be selected for temporary storage and processing in working memory, which has very limited capacity. Learning occurs when the learner is able to create links with their prior knowledge to encode the material into long-term memory which has virtually unlimited capacity.

Cognitive Load theory has several implications for the PTI training period. Firstly, as observed by PTI Instructors, many of the trainees following the revised DPEd have been recently recruited as teachers and, although they may have strong subject knowledge from tertiary study, pedagogy is new to them. With no, or little, prior knowledge to link new learning to, trainees need to engage with the content from many different perspectives including guided practical experience before they can ingest learning theory into their long-term memory and consider strategies for incorporating this new knowledge into their teaching practice. Trainees do not have opportunities to fully engage with the new content presented in the revised DPEd during the intensive four months at the PTI. Even the formative assessment process which all agree is well designed and which should, in theory, reinforce the content for trainees, is an opportunity lost when assessment products are rushed or plagiarized. The primary message here is well know to all good teachers: **covering the content does not equate to learning the content**. If the teaching practice of trainees during the internship does not reflect an application of what has been taught (or covered) at the PTI, the revised DPEd program cannot be deemed to have achieved its goals.

Both trainees and PTI Instructors told us how the relentless routine during PTI training causes stress and fatigue. If trainees are fatigued when presented with new content, it is likely that a lapse of concentration will result in critical concepts being missed. If too much new content is presented in a short session, it overloads the capacity of working memory causing cognitive overload and learning loss. **Trainees are in a constant state of cognitive overload.**

¹² Clark, R.C., Nguyen, F. and Sweller, J. (2006). Efficiency in learning: evidence-based guidelines to manage cognitive load. San Francisco: Pfeiffer.

Comments made by PTI Instructors such as the one quoted below, confirm that Instructors are well aware of the implications of cognitive load theory but are helpless given their task of covering the content.

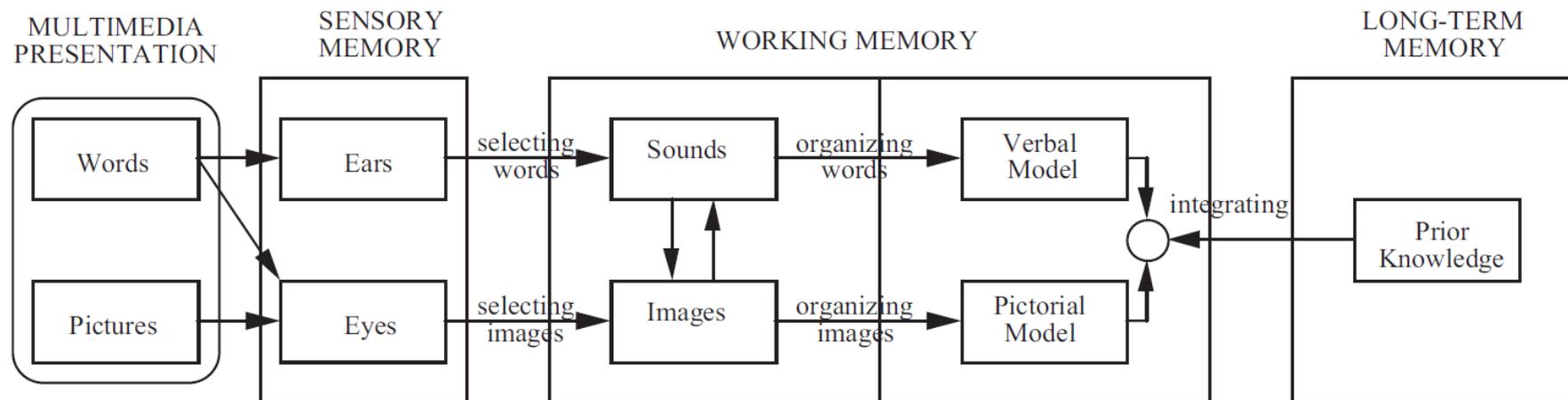


Figure 33: Cognitive Theory of Multimedia Learning (Mayer 2014)¹³

Here I would say that trainee teachers have some limitations. Learning so many new things in such a short time is very stressful for them. Also, as the trainees have no prior knowledge, they cannot integrate it with the new knowledge acquired and consequently forget everything. A lot of new content is covered in the training, which is quite difficult for them to learn. (PTI Instructor, Joypurhat)

¹³ 1. Mayer RE. Cognitive Theory of Multimedia Learning. In: Mayer RE, ed. *The Cambridge Handbook of Multimedia Learning*. Cambridge Handbooks in Psychology. Cambridge University Press; 2014:43-71.

Upazila Mentors: Strengths and Weaknesses



- Checking baseline survey
- Evaluating teacher professionalism
- Assessing relationship with stakeholders
- Checking assessment records
- Evaluating lesson plans



- Checking learning environment safe and supportive
- Assessing teaching methods
- Evaluating trainee expectations of students
- Assessing trainee knowledge of students
- Assessing appropriateness of teaching-learning materials



- Checking appropriateness of trainee communications
- Checking assessment methods
- Assessing if teaching based on formative assessment

Figure 34: Strengths and weaknesses of Upazila Mentors' mentoring

The second point to be made is that an extended period of teaching practice is an important part of beginner teacher training. An OECD report based on PISA results internationally, states that ‘...at least three elements tend to be common to high-performing countries’ professional development policies for teachers: **a mandatory and extended period of clinical practice as part of pre-service teacher education or of the induction period**; the presence of a variety of bespoke opportunities for in-service teachers’ professional development, such as workshops organized by the school; and teacher-appraisal mechanisms with a strong focus on teachers’ continuous development’ (OECD, 2018, p.23).¹⁴ Providing more detail, the report states that ‘the way in which requirements for clinical practice are actually met matter at least as much as their duration for the quality of student-teachers’ learning. To help teachers move from theory to practice (and from practice to reflection) at the beginning of their teaching career, **it is important that their classroom practice is enriched with timely and precise feedback**, and that the field experience is not disconnected from coursework in teacher education’ (OECD 2018, p. 48).

While it was planned that trainees’ time in the training schools would equate to this ‘extended period of clinical practice’ closely connected with coursework at the PTI, this did not happen in the pilot phase and has not been the case in any subsequent phase. Our findings indicate that trainees had only the briefest exposure to classroom practice in the training schools although they were well-supported by PTI Guide Instructors during their time there. The second opportunity for clinical practice is the internship. Our findings indicate that this phase was marred by two critical factors:

1. The selection of remote and understaffed schools as internship schools. Because trainees were asked to take more classes, they did not have enough time to properly plan or reflect. Lesson plans and reflective journals, both powerful learning tools, were rushed and poorly done. Because, in many schools, ICT equipment was either not available or broken, trainees did not have an opportunity to practice using ICT to support learning compounding the issue of insufficient practical training at the PTI. Finally, some schools did not have a pre-primary section resulting in trainees not being able to practice early childhood teaching skills.
2. Trainees did not receive the ‘timely and precise feedback’ that should accompany an experience of clinical practice. This should have been the objective of the internship mentoring process. However, mentoring is a partnership between the mentor and mentee. Repeated classroom observations should inform professional dialog and guidance with the goal of improvement over time. This guidance should not be disconnected from what has been learnt during the revised DPED. Our findings show that Upazila Mentors usually have the ability but not the time to fill this role. With an opportunity to make only one or two visits to their assigned trainees during the internship period, Upazila Mentors were most easily able to inspect baseline surveys, check with head teachers on trainee professionalism and stakeholder relations, check assessment records and evaluate lesson plans (Fig. 33). Where deeper knowledge of change achieved over time was required (e.g. to know whether trainees had considered findings from formative assessment in planning their lessons, or whether the type of assessment used was the most appropriate given the targeted learning outcomes and student profiles), Upazila Mentors were challenged (Fig. 33). From an appraisal of Figure 33 which shows mentoring tasks that most Upazila Mentors did well (green light), mentoring tasks that some did well (amber light), and mentoring tasks that few

¹⁴ OECD (2018), *Effective Teacher Policies: Insights from PISA*, PISA, OECD Publishing.
<http://dx.doi.org/10.1787/9789264301603-en>

did well (red light), it is clear that Upazila Mentors will need to be able to allocate more time to the mentoring task to provide the ‘timely and precise feedback’ required.

It was also suggested in the DPED Effectiveness Evaluation Study (2020) that the 6-month internship of the DPED program wasn't functioning well. Therefore, it should be removed from the course (PTTC, 2023, p. 6).

Nonetheless, field level officers including UEOs, AUEOs and URClS will play an important role in monitoring and supporting trainees once they return to their own schools. As per the recommendations of the PISA study it is important that there is no disconnect between the training received at the PTIs and expectations of trainees once they are back in schools.

Finally, we face the issue of using ICT to support learning (EdTech). While consultations with PTI Instructors indicate that some of the negative trainee feedback about this component of the course was a misunderstanding (e.g. that theory classes were not taken in labs because labs were being used for other purposes), it was confirmed that the PTIs do not have enough working equipment and that trainees do not have enough time to practice their ICT skills. Feedback from Upazila Mentors indicated that some trainees did not use digital tools to enhance their lessons even when such tools were available in an internship school because of a lack of confidence. However, as has already been noted, internship schools often did not have working digital equipment. The first opportunity that trainees in these schools will get to practice using ICT in classes will be when they return to their own schools, four months after the end of their training. This is in direct contradiction to one of the basic principles of andragogy: the value of just-in-time learning.

Bangladesh is a country highly susceptible to the impact of climate change. Cyclones, floods and heatwave events often result in school closures and such events are becoming ever more prevalent. This situation has prompted the GoB to launch an interministerial Blended Education Master Plan (2022 – 2031). Making blended education a reality for the primary education sector will require teachers with strong skills in ICT and confidence in its use and obstacles to this must be addressed.

Recommendations

To avoid the cognitive overload currently resulting from the packed training schedule and help trainees to understand and assimilate new knowledge ultimately supporting a change in practice, there are three options:

1. Extending the time at the PTI to 115 days (excluding days at the Training Schools). The period of 115 days is based on input from PTI Instructors and NAPE officials during the Session Content Review workshop and reflects the calculations summarised in Table 9 above.
2. Moving selected content to eLearning. Suitable content was identified in the Session Content Review workshop and is identified in Table 9.
3. Moving selected content to in-service CPD.

Evening sessions are not effective and demotivating for Instructors and trainees alike. Load shedding is an issue and security of female trainees is a major concern. **It is recommended that evening sessions be rescheduled into the daily routine.** The suggested 115-day training phase at the PTI is based on evening sessions being absorbed into the daytime routine.

Trainees do not currently benefit from formative assessment at the PTI as they do not receive feedback while studying related content and Instructors have no free time within the routine to take action such as repeating a class or revising content on the basis of the results of formative assessment. Time lost to unscheduled cultural and sporting events, natural disasters and visits from senior officials cannot be recovered other than by further compacting sessions. **Flexibility should be built into the routine to enable Instructors to revisit content that is not well understood or to accommodate days lost to unanticipated events.** In the suggested routine outlined in Table 9, a five-day allocation is made for such contingencies.

Trainees need to have the opportunity to put theory into practice under the guidance of skilled mentors. Practice teaching under Guide Instructors in Training Schools is generally regarded as the most effective option to ensure this. Currently, Cub Scouting disrupts trainee time in the training schools and does not contribute directly to trainee mastery of pedagogy. The quality of mentoring during the internship is questionable. Upazila Mentors have capacity but no time and are not prioritising trainee mentoring. Additionally, the selection of schools for hosting interns is sub-optimal. However, it is important that that transition between revised DPED training and work be seamless, and the Upazila Mentors have an important role in ensuring this so coordination between the PTI and field level officers is important.

It is recommended that the internship program and Cub Scouting both be discontinued, and 75 days allocated to work experience in PTI Training Schools as detailed in Table 9 above. To support trainees to put theory into practice while it is still fresh in their minds, PTI training and teaching practice should be sequenced as follows:

1. PTI – 55 days
2. Training School – 35 days¹⁵
3. PTI – 50 days
4. Training School – 40 days
5. PTI - 10 days

It is important that time be allocated as days rather than months since the number of working days at different times of the year will vary. The total number of days is 190. Based on an appraisal of the academic calendar for 2024 (Annex H), around 200 working days will be available in any year so this allows ten days to prepare PTI facilities for the incoming new batch.

To smooth the transition between training under the guidance of PTI instructors and a return to school where guidance will be the responsibility of UEOs, AUEOs and URCIs, a handover process is recommended. This might take the form of individual field level officers travelling to the PTI to accompany Guide Instructors on their training school observation rounds or it might take the form of a half day webinar which could then be recorded for officers who may be unable to attend. Clearly the first option has higher budget implications so the choice between the two is left to DPE.

The session revisions advised by Session Content Review workshop participants, are substantial. Manual and Resource Books needs to be updated accordingly. **It is recommended that the Manual and Resource Book be updated and that both be printed professionally and distributed in a timely manner. It is also important for the allocations for training materials to be dispersed in a timely manner to the PTIs.**

¹⁵ Based on Introduction to School (1 day) + Observing classes by school teachers (2 days) + Initial baseline survey (2 days) + conducting classes for Bangla, English and Math (30 days). Other elements of Training School timetable to be completed in second phase of practice teaching.

The current situation of multiple concurrent trainee groups (sections) and excessive vacant posts at the PTIs have several negative consequences:

1. Instructors need to teach topics they are not expert in, diminishing the quality of the training.
2. Instructors are not able to teach all the sessions of a submodule limiting continuity and making it challenging to design assessment.

It is recommended that Instructors be trained to teach in a second area of specialisation. At the same time, resolving the issue of excessive vacant posts for both Instructors and support staff should be expedited. Training is also required for Instructors recruited after 2018 in fundamentals such as conducting a Baseline Survey, conducting and evaluating Lesson Study, writing Reflective Journals, conducting Debriefing and conducting Pre-primary sessions.

The revised DPEd programme is under-funded. Instructors and PTI Superintendents are demotivated as no budget covers additional work on assessment which, being a new responsibility, takes time. Trainees claim that their training allowance is insufficient to pay hostel costs, food, transport and the cost of materials at training schools. **Training Allowances should be reviewed, and GoB should fully cover hostel costs. Instructors should receive an honorarium for assessment activities together with further training in designing formative assessment.**

PTI facilities (projectors, printers, computer labs, sound system) are not sufficient. **Computer labs in PTIs need to be equipped with 30 working computers made available to trainees after hours for follow-up practice and assignment work. Other equipment should be sufficient for number of concurrent sections.** Trainees with low levels of confidence in the use of ICT in the classroom should be able to access relevant CPD courses.

Teachers are increasingly coming into the profession with tertiary level qualifications in particular subject areas but little prior knowledge of pedagogy. It is recommended to **require all newly appointed teachers to follow the recalibrated DPEd before taking up a position in a school.**

Annex A: Theory of Change for the revised DPEd

Goal

Equip teachers with professional knowledge, skills, and a strong sense of values and accountability, enabling them to contribute/facilitate student and school development.

Outcomes

Teachers acquire and skillfully apply knowledge and skills related to curriculum, pedagogy, and subject matter within their teaching-learning activities.

Teachers employ the knowledge of child development and learning behaviour to cultivate and nurture the desired values and skills of students.

Teachers become innovative, create health-hygiene and enabling environment and be smart in school management. Teachers also develop professional relationships with all stakeholders.

Teachers uphold their dedication to continuous professional development with reflective practice and high standards of professionalism and embrace professional commitment.

Intermediate outcomes

Teachers successfully apply domain specific strategies to support students to achieve subject competencies.

Teachers create a joyous classroom environment emphasising play and exploratory activities in early years and experience-based learning in grades 4-5

Teachers plan lessons according to all students' learning needs in an inclusiveness T-L environment.

Teachers employ digital tools to make T-L interactive and collaborative.

Teachers use appropriate strategies to support students' emotional development and behaviour management.

Teachers conduct formative assessments and providing effective feedback.

Teachers develop professional relationships with all stakeholders.

Teachers use strategies to support students to achieve 21C skills.

Teachers engage in reflective practice and adapt their teaching practice accordingly.

Teachers demonstrate professional commitment and professionalism.

Outputs

Teachers can recall and explain the competencies to be achieved for each subject they teach.

Teachers acquire knowledge and skills in child-centric and subject-specific pedagogies.

Teachers have a good understanding of government rules and regulations.

Teachers are able to develop lesson plans considering inclusiveness and teach in the classroom.

Teachers are capable of developing a range of formative and summative assessment tools and conducting them accordingly.

Teachers are aware of effective classroom management strategies and how to make joyful activities.

Teachers have the skills to use common digital tools in teaching-learning.

Teachers have a positive perception of professionalism and commitment.

Teachers have a good understanding of child learning style and child development both mentally and emotionally

Teachers have a good understanding of how to develop professional relationships with different stakeholders and manage school administration.

Inputs - process

The BTPT curriculum exposes trainee teachers to role plays, case, play-based, and hands-on activities that support the development of desired knowledge, skills, values and attitudes.

The BTPT provides practical experience to develop and conduct teaching-learning activities considering students' learning needs and appropriate methods and strategies.

Teachers get hands-on support to achieve 21C skills

Trainee Teachers receive appropriate training to enable them to support students' different needs

Trainee teachers are supported to develop appropriate age- and subject-specific pedagogies and teaching skills.

Trainee teachers get support to develop their personal digital literacy to a level of self-sufficiency.

PTIs deploy a range of formative and summative assessment tools and approaches.

Trainee teachers are trained in child development and behaviour management strategies.

The BTPT provides opportunities to develop and use teaching materials in T-L activities.

Trainee Teachers receive strategies for developing professional relationships.

PTI Instructors mentor trainee teachers to practice the theoretical knowledge in practice school.

Upazila mentors and Head teachers in internship schools effectively mentor teachers to follow desired T-L approaches.

PTI Instructors provide case-based knowledge for school development.

Trainee teachers get support to develop communication skills

The PTI familiarises trainee teachers with government rules and regulations.

ASSUMPTIONS

1. PTIs have the resources (human, equipment, enthusiasm and infrastructure) to implement the BTPT effectively.
2. Interruptions to the academic year do not negatively impact the learning experience of BTPT trainees.
3. School management and Upazilla mentoring and monitoring staff support teachers in the implementation of T-L approaches fostered by BPTP training..

Annex B: PTI Vacant Posts (July 2024)

Serial	Name of the Post	Total Post	Employed	Vacancy/Zero	Selected post for promotion	Posts for Direct Recruitment
1	Instructor (General)	608	383 (65 persons are promoted from experimental school)	225	(35%of 608=213) 213-65=148	77
2	Instructor (Arts & Crafts)	49	36	13	00	13
3	Instructor (Physical Education)	49	40	09	00	09
4	Instructor (Science)	49	41	08	00	08
5	Instructor (Agriculture)	49	46	03	00	03
6	Instructor (Bengali)	67	00	67	00	67
7	Instructor (English)	67	00	67	00	67
8	Instructor (Mathematics)	48	00	48	00	48
9	Instructor (Computer Science)	55	50	05	00	05
	Total	1041	596	445	148	297

Annex C: Alignment of sessions and activities with the Teacher Standards.

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
1	Know the student and his learning preferences	1.1 Maintains regular student profiles including physical, mental, family, social, cultural, economic, and other relevant conditions of the student;	will be fully achieved	2.1.1, 1.5.6		will be fully achieved
			will be partially achieved	2.1.6	Baseline	
		1.2 Address the student by name;	will be fully achieved	1.1.3	Simulation, practice in training school, practice in internship school	will be fully achieved
		1.3 plans class activities taking into account the physical and mental, family, social, cultural, economic and other relevant conditions of students;	will be fully achieved		Baseline, simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	2.1.9, 2.1.8, 2.1.11, 2.1.12, 2.1.2, 2.1.3, 2.1.4, 2.1.7		
		1.4 Plan class activities taking into account students' learning style and behaviour;	will be partially achieved		Simulation, practice in training school, practice in internship school, baseline	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved	2.1.1, 2.1.7, 2.1.11 to 2.1.13 3.1.1 to 3.1.4, 2.1.8, 3.2.2, 3.2.3, 3.2.7		
		1.5 Plan class activities taking into account students' interests, tendencies, abilities, learning deficits and needs.	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	2.1.1, 2.1.2, 2.1.10, 3.1.1 to 3.1.4, 3.2.2, 3.2.3, 3.2.7		
2	To instill deep confidence and ambition in the student and inspire him to dream of a better life	2.1 have deep trust and respect for the student's experience, knowledge, skills and attitudes and values;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved
			will be partially achieved	1.4.1, 1.4.2		
		2.2 encourage and support student work;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved	1.4.2, 2.3.4		
		2.3 treats students with dignity and positively;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved
			will be partially achieved	2.1.2, 1.1.8, 2.1.4		
		2.4 Teacher's words and behaviour show a positive belief in the student's future prospects;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	1.4.1, 1.4.2, 2.3.4		
		2.5 The teacher endeavours to prevent himself and other teachers-students from any form of bullying;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	1.4.4, 2.1.4, 2.1.2, 2.1.10		
		2.6 Provide motivation to students to advance in their respective abilities in various activities of the school;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved	1.4.1, 1.4.2, 1.4.4		
		2.7 Praise students for good work.	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	1.4.2, 2.1.4, 2.3.7		
3	Knowledge of content and teaching-learning methods and techniques	3.1 Lesson presentation reflects clear understanding of textbook content;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	2.2.8 to 2.2.11, 3.1.6 to 3.1.14 3.3.2 to 3.3.6 3.5.2 to 3.5.19 3.6.2, 3.7.2, 3.8.2 3.8.3 4.1.1 to 4.1.3, 4.2.2		
		3.2 Planning of teaching and learning activities takes into account curriculum, competence (class and subject-wise) and learning outcomes;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved	1.4.3, 2.2.2 3.1.5, 3.1.7 to 3.1.14 3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.8.1 2.2.1 2.2.2, 3.3.16		
		3.3 Lesson plans reflect a comprehensive understanding of teaching methods and techniques for different types of learning;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved
			will be partially achieved	2.1.12, 3.3.16, 3.4.2 to 3.4.17, 3.5.2 to 3.5.20, 3.6.5 to 3.6.13, 3.8.4 to 3.8.6, 3.3.7 to 3.3.13, 2.2.3 to 2.2.6		
3.4 Lesson planning and teaching activities reflect a thorough understanding of	will be fully achieved will be partially achieved	2.1.11 to 2.1.13, 3.2.2, 3.2.3	Simulation, practice in training school, practice in	will be fully achieved		

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		teaching strategies for children with special needs (where applicable).			internship school, debriefing	
4	Implementation of effective teaching-learning activities	4.1 deliver lessons in line with learning outcomes / competencies and content;	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school	will be fully achieved
			will be partially achieved	3.6.3, 3.6.16, 3.7.3 to 3.7.6, 3.8.5 3.8.6		
		4.2 applies appropriate teaching-learning methods and techniques according to the prescribed learning outcomes of the lessons;	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school	will be fully achieved
			will be partially achieved	3.2.2 to 3.2.7, 3.4.3 to 3.4.17, 3.5.20, 3.6.16, 3.7.5, 3.7.6, 3.8.4, 3.8.5, 3.8.6, 4.1.4 to 4.1.7		
		4.3 Creates, selects and appropriately uses ICT and other relevant educational	will be fully achieved		Simulation, practice in training school, practice class lesson	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		materials in content presentation;			in internship school, ICT Practical	
			will be partially achieved	3.6.4, 3.6.12, 3.6.13 3.9.1 to 3.9.5, 3.9.8 to 3.9.13		
		4.4 Apply student-centered multifaceted learning-teaching strategies according to students' interests, tendencies and abilities in lesson presentation;	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school	will be fully achieved
			will be partially achieved	2.1.7 3.2.2 to 3.2.6		
		4.5 conduct active and participatory learning activities;	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school	will be fully achieved
			will be partially achieved	3.2.1 to 3.2.6		
		4.6 communicates effectively with students in the classroom using verbal and non-verbal strategies	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school, debriefing	will be fully achieved
			will be partially achieved	3.2.1		

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		4.7 Students engage in reflective practice and reflective practice techniques and remedial activities;	will be fully achieved		Simulation, practice in training school, practice class lesson in internship school	will be fully achieved
			will be partially achieved	2.3.1 to 2.3.6, 3.1.17		
		4.8 Give necessary time and effort to lagging students;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	2.1.2, 2.1.12, 3.2.3, 3.1.17		
		4.9 Implements co-curricular activities.	will be fully achieved		Culturul activities, cub scouting, debate, speech, wall magazine	will be fully achieved
			will be partially achieved	1.5.7, 4.1.1 to 4.1.14, 4.2.1 to 4.2.8, 2.1.6, 1.4.3, 1.5.7		
5	Create and maintain a supportive and safe	5.1 Creates a pleasant, non-intimidating and safe learning environment;	will be fully achieved	1.4.4, 1.5.8 3.2.1, 4.2.1	Cultural Activities, Simulation, practice in training school,	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
	learning environment				practice in internship school	
			will be partially achieved			
		5.2 Create an environment for conducting inclusive class activities in the classroom;	will be fully achieved	2.1.12 2.1.13 3.2.3	Simulation, practice in training school, practice in internship school	will be fully achieved (
			will be partially achieved			
		5.3 Provide instructions in standard, clear and understandable language in effective classroom management;	will be fully achieved	3.2.1	Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved			
		5.4 Talks to students with a smile;	will be fully achieved		Simulation, practice in training school, practice in internship school, debriefing	will be fully achieved
			will be partially achieved	1.1.3		
			will be fully achieved		Simulation, practice in training school,	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		5.5 Encourage students to ask questions or participate in discussions in class.	will be partially achieved	3.2.1	practice in internship school	
6	Assessment of student learning, outcomes and reporting	6.1 Determines and applies appropriate assessment strategies in continuous assessment of students' lessons;	will be fully achieved		Simulation, practice in training school, practice in internship school)	will be fully achieved
			will be partially achieved	3.1.15, 3.1.16 to 3.1.19, 3.3.14, 3.4.18 3.6.14 3.6.15		
		6.2 Assess students and provide oral and written constructive feedback and remedial measures;	will be fully achieved	3.1.16 to 3.1.19 3.4.18	Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved			
		6.3 maintains a written record of each student's achievement to maintain consistent learning progress;	will be fully achieved	3.1.16 to 3.1.19	Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved			

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		6.4 Analyze the assessment results and use them to improve student learning;	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	3.1.16 to 3.1.19		
		6.5 develop competency-based criteria for student assessment;	will be fully achieved	3.1.20 to 3.1.30	Simulation, practice in training school, practice in internship school, assignment	will be fully achieved
			will be partially achieved			
		6.6 Prepares evaluation report and informs the parent.	will be fully achieved		Simulation, practice in training school, practice in internship school	will be fully achieved
			will be partially achieved	3.1.16 to 3.1.19, 2.2.12, 2.1.14		
7	Engage in professional development	7.1 Write a self-reflection/reflective journal at regularly scheduled times;	will be fully achieved	1.3.3, 1.3.6	Practicing training school activities (reflective journal writing)	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		7.2 conducts research supporting the development of its own methodology;	will be fully achieved			will be partially achieved
			will be partially achieved	1.3.4 1.3.5		
		7.3 conduct case studies to identify specific student problems;	will be fully achieved			No achievement support sessions or activities
			will be partially achieved			
		7.4 organize/participate in lesson studies;	will be fully achieved	1.3.2	Practicing training school activities (lesson study)	will be fully achieved
			will be partially achieved			
		7.5 S/he observes the lessons of his colleagues with interest and provides constructive feedback on the lessons s/he observes and strives to improve his own quality.	will be fully achieved		Practicing training school activities (pair trainee's lesson observation)	will be fully achieved
			will be partially achieved	1.3.2		
		7.6 To take initiatives in the field of learning programs through collaborative and collaborative mentoring for quality improvement in learning programs;	will be fully achieved		Practicing training school activities (lesson observation by pair trainee)	will be fully achieved
			will be partially achieved	1.3.2		

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)	
		7.7 To accept and implement any positive recommendations from partners in future development;	will be fully achieved		Practicing training school activities (lesson observation by pair trainee)	will be fully achieved	
			will be partially achieved	1.3.2			
		7.8 Undertake various trainings on self-initiative (eg, Muktpath, training etc.);	will be fully achieved			ICT Practical	will be partially achieved
			will be partially achieved	1.3.6, 1.3.7 1.3.8			
		7.9 Regular reading of books, articles, newspapers and research papers etc. to acquire advanced and modern skills;	will be fully achieved	3.9.15 3.9.16	Book discussion	will be fully achieved	
			will be partially achieved				
8	Maintain professional relationships with all stakeholders	8.1 Maintain positive professional relationships with colleagues;	will be fully achieved		Active participation, sports, field trips, wall magazine, social work, cultural activities, Cub Scout	will be fully achieved	
			will be partially achieved				
		8.2 Cooperate spontaneously in the work with all colleagues according to ability;	will be fully achieved		Active participation, sports, field trips, wall magazine,	will be fully achieved	

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
					social work, cultural activities, Cub Scout	
			will be partially achieved			
		8.3 Organize regular parent/guardian gatherings, yard meetings to discuss the learning progress of their children with parents/guardians	will be fully achieved	1.5.2, 2.1.14, 2.2.12	Practicing training school and internship school activities (arrange mother/guardian gatherings/ yard meetings)	will be fully achieved
			will be partially achieved			
		8.4 communicate regularly with their children and schools through regular home visits to improve the quality of education;	will be fully achieved			will be partially achieved
			will be partially achieved	1.5.6	Practicing training school and internship school activities (arrange mother/guardian gatherings/ yard meetings)	
		8.5 Attend other meetings including SMC and PTS (where applicable);	will be fully achieved			1.1.4, 1.5.2

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
					activities (arrange mother/guardian gatherings/ yard meetings)	
			will be partially achieved			
		8.6 Involve the parents and local community in any activities including school programs, student admission, dropout prevention, implementation of SLIP, collection of materials;	will be fully achieved	1.5.5 1.5.6		will be fully achieved
			will be partially achieved	1.1.4	Practicing training school and internship school activities (arrange mother/guardian gatherings/ yard meetings)	
		8.7 Maintain positive professional relationships with mentors;	will be fully achieved		Practicing training school and internship school activities (Maintain professional relationships with mentors)	will be fully achieved
			will be partially achieved			

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
		8.8 Various developments of the school with the help of all stakeholders.	will be fully achieved	1.5.2	Practicing training school and internship school activities (integrity and professional commitment)	will be fully achieved
			will be partially achieved			
9	Integrity and professional commitment	9.1 Actively participates in every workplace activity in a timely manner (arrival, conduct of teaching-learning activities, departure etc.);	will be fully achieved	1.2.3	Attendance and behavior, physical exercise, active participation	will be fully achieved
			will be partially achieved	1.2.2		
		9.2 Completes each assigned duty in a self-motivated and spontaneous manner;	will be fully achieved	1.1.2	Practicing training school and internship school activities	will be fully achieved
			will be partially achieved			
		9.3 Give full support to the Headmaster in the management of the school;	will be fully achieved	1.1.4	Attendance and behavior, practicing training school and internship school activities	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved			
		9.4 continue teaching in changing circumstances according to emergency plans;	will be fully achieved	1.5.9		will be partially achieved
			will be partially achieved		Practicing training school and internship school activities	
		9.5 Maintain transparency, ethics and accountability in all school activities (eg financial/other);	will be fully achieved	1.5.10 1.5.11 1.2.2, 1.2.4, 1.1.9	Practicing training school and internship school activities	will be fully achieved
			will be partially achieved			
		9.6 Comply with dress code	will be fully achieved		Attendance and behavior, Practicing PTI activities, training school and internship school activities	will be fully achieved
			will be partially achieved	1.1.9 1.2.3		
		9.7 Comply with existing laws, policies, regulations;	will be fully achieved	1.2.1 to 1.2.8	Attendance and behavior, practicing PTI activities, training school and	will be fully achieved

Serial	Teacher Standard	Indicator	Degree of Similarity/alignment	Will be achieved through the session. (with sub modules)	Will be achieved through activities	Opinion (full achievement/partial achievement/No session or activities supporting achievement)
			will be partially achieved		internship school activities	
		9.8 refrain from all anti-social and anti-state activities;	will be fully achieved	1.2.6 1.2.7	Attendance and behavior, practicing PTI activities, training school and internship school activities	will be fully achieved
			will be partially achieved			
		9.9 Know and follow social media usage rules.	will be fully achieved	1.2.6 1.2.7	Attendance and behavior, practicing PTI activities, training school and internship school activities	will be fully achieved
			will be partially achieved			

Annex D: Data Collection Tools

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5 0-----

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F g u k i p c v k q p <

1. Assistant Teacher:

U g z < "

1. Male teacher:
2. Female teacher:

V g c e j k p i " G z r g t k g p e g <

1. 0-7 years:
2. 7+ years:

W r c | k n n c <

F k u v t k e v < "

O q f g t c v q t < "

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1. How many times did the Upazila Mentoring and Monitoring Team (ADPEO, UEO, AUEO, URCI, AURCI) monitor your teaching practices (class)?

	Designation of the Officer	How many times?
1		
2		
3		
4		

1.1 Did the upazila mentor discuss teaching strengths and areas of improvement with you individually after observing your lessons?

1.2 Specify what feedback the observers (Upazila Mentors) have provided to improve your teaching practice so far.

1.3 At the end of the observation and discussion, did the Mentor give you the signed monitoring and evaluation chart?
"

2. How many times did the headteacher of the internship school observe your teaching practice (class)?

2.1 Specify what feedback the head teacher gave you.

2.2 Did the headteacher observe according to the monitoring and evaluation chart?

2.3 Did the headteacher discuss strengths and areas of development with you individually after the class observation?

2.4 Does the head teacher provide you with his/her signed monitoring and evaluation chart after the observation and discussion?

2.4.1 What factors (if any) have you considered in your lesson plan in light of the feedback?"

3. Describe a lesson you presented last week and explain how the lesson relates to any curriculum-defined competencies and learning outcomes.

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4. How do you create lesson plans?

Prompt: Do you make any changes in the lesson plan described in the Teacher's Guide? Explain with examples if so.

5. Describe with examples what digital materials you have used in lesson planning and classroom presentation.

5.1 Where did you get the knowledge of using digital materials?"

5.1.1 If the digital technology (ICT) session in PTI is not as per the manual, what could be the reason?

6. Describe, with examples, how you have resolved behavioral problems (sadness, confusion/confusion, excessive mischief, inattention, lethargy, etc.) of students during classroom management.

7. What kinds of play-based activities do you use with your students?

Prompt: teaching how to play, sharing, reading other students' emotions

8. Give examples of what different activities you use in presenting lessons to classes at different grade levels..

9. What activities do you conduct/undertake to develop your students' 21st Century (collaborative, problem-solving, critical-thinking, creativity, self-management and global citizenship) skills? Specify.

10. Describe with examples how you ensure the learning of students with different learning needs in your class.

10.1 What skills have you acquired while training at PTI in delivering lessons to students with different learning needs?

11. Describe with examples how you help students develop higher order thinking skills (application, analysis, synthesis).

11.1 What skills did you acquire or learn about developing higher order thinking skills (application, analysis, synthesis) while undergoing training at the PTI?

12. Are there any special needs students in your class?"

12.1 What specific activities do you undertake for students with special needs?

Prompt: How do you help students with special needs succeed in learning and feel part of the school community?

12.2 What skills have you gained at the PTI in learning development and management of children with special needs?

13. How do you identify if your school has ADHD (Attention Deficit Hyperactivity Disorder) or dyslexia (students who have trouble keeping focus and see the alphabet upside down)?

13.1 What skills have you acquired in the PTI in identifying students who have attention problems and flip the alphabet?

14. What methods of formative assessment have you conducted in your class?

14.1 How have you used the results of formative assessment to support your students' learning?

15. How did formative assessment conducted by PTI help your learning during your training

Prompt: How did the formative assessments you participated in help you understand the training?

16. Describe your experience with the training school program.

Prompts: Was the timing of the training program correct or not? How did the head teacher of the training school support you? Did the assistant teachers monitor your lessons? Is the guide instructor mentoring properly? Do you have any suggestions to improve training school activities? Did your fellow trainee teacher observe your lessons? Was there any feedback given? Have you planned the next lesson according to the feedback?

17. What values and attitudes do you seek to help your students develop in light of the new National Curriculum?

17.1 Are you aware of activities/activities that help develop the values and attitudes expected of your students?

17.2 Give examples if known.

17.3 How was this topic (inculcation of values and attitudes expected in students) presented during PTI training?

18. What kind of problems did you face during the internship school program? Give examples.

19. What are your suggestions for making the internship school program more productive?

20. How is your experience with cub scout training?

Prompts: What did you learn? How will this training help students teach Cub Scouting? What is the Scouting training requirement?

21. What is your experience about the sessions conducted at PTI?

Prompt: Feedback on number of sessions, time, duration, content, presentation, assessment.

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Upazilla:

Date:

Moderator:

PTI:

District:

Division:

No	Head Teacher	Trainee Teacher	Distance between own school and internship school

3 What do you think about the Teacher Standards?

Prompts: Why is the Teacher Standard needed? How can the Teacher Standards be achieved? Who should help trainee teachers achieve the Teacher Standards?

4 What is the “Internship School Program”?

Prompt: What is to be done by the trainee at this time? What is to be done by the head teacher?

5 What is the role of the head teacher in mentoring the trainee to achieve the Teacher Standards? What is your experience with this?

Prompt: What is mentoring? How does you mentor a trainee teacher? What is the role of the head teacher as a mentor?

6 Do you monitor and mentor the activities of your trainee teachers?

Prompts: How many times have you observed the trainee teacher’s lesson? Did you give feedback each time? How was the feedback given written/verbal? Did you give the post-monitoring mentoring and evaluation chart to the trainee? What is the role of the head teacher as a mentor?

7 How do you see integrity and commitment in the behavior of trainee teachers who come to do internships at your school?

Prompts: Punctual attendance in class, participation in regular meetings, dressing elegantly, interest in co-curricular activities, maintaining good relations with colleagues and parents.

8 How will it be possible for the trainee teacher to achieve the Teacher Standards during the internship school period? Give an example of which work will be helpful to achieve the Teacher Standard? Are there any areas of trainee teacher development where you feel more training or support is needed?

8 Q3 What are your observations/experiences of classroom management by trainees with special consideration of students' behavioral issues?

Prompts: Creating a fun/funny environment in the classroom, creating a non-intimidating and safe learning environment, treating students with respect and positivity, trying to prevent bullying? Decorating the classroom with different pictures or writings by students? Developing values and attitudes among students such as: tolerance, sympathy, empathy, cooperation and a democratic attitude?

8 Q4 What are your observations on the use of activity-based and student-centered learning processes such as games, projects, group work and pair work?

Prompts: What teaching methods and strategies do trainee teachers use for 4th and 5th grade (Class 4 and class 5) and 1st to 3rd grade (Class 1 to Class 3) students considering their age and ability?

8 Q5 How do trainee teachers use digital materials for lesson planning and class presentation? (What materials? How did they use them?)

8 Q6 What are your observations on the creation of standardized lesson plans by trainee teachers?

Prompts: Do they present lessons directly following the TG, or do they present lessons with positive modifications to the TG as needed?

8 Q7 How do you assess whether your trainees are supporting students to develop the values and attitudes expected of students such as helping to achieve tolerance, sympathy, empathy, co-operation and democratic spirit.

8 Q8 What are your observations about the trainee teacher's awareness of students' individual abilities, receptivity, interests, learning styles and how do they take these into account in conducting inclusive lessons?

Prompts: Do the trainee teachers conduct a baseline survey? Do they communicate regularly with parents? Do they conduct formative assessments to identify student learning gaps? What necessary actions are taken based on the formative assessment results?

8 **Q** What are your observations on the ability of trainee teachers to provide psycho-social support to pre-primary and 1st and 2nd class students?

Prompts: Teaching how to interact with adults and other children, teaching to control emotions, teaching to be able to communicate one's problems and emotional state to others.

8 **Q** What is your experience with helping 4th and 5th grade students acquire higher order thinking skills and 21st century skills?

Prompts: Higher Order Thinking skills – application, evaluation, synthesis; 21st century skills – collaboration, problem-solving, critical thinking, creativity

9 **Q** Are there any students with special needs at your school? If so, how do trainee teachers support their learning?

Prompts: Have trainee teachers ever told you that a student with special needs has a particular learning problem and needs to be tested? e.g., suspected that someone has ADHD or dyslexia (seeing jumbled letters, seeing letters as jumping around, seeing b as d?)

: **Q** Have you faced any problems or challenges in monitoring and mentoring trainee teachers in the internship school program? If yes, what kind of challenges or problems did you face?

; **Q** What are your recommendations to make the internship program more productive?

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O q f g t c v q t < "**

Name:

Designation:

Gender:

Upazila:

District:

Age:

Work Experience In The Current Position:

Educational Qualification	Professional Training
- Honors - Masters - Others	- B. Ed - M. Ed - C-in Ed - DPEd - DEP-in-Ed

Number of trainee teachers in upazila:

Number of Internship Schools in upazila:

Cluster-wise trainee of AUEO:

Cluster-wise school of AUEO:

1. Before trainee teachers go to internship schools, was there any meeting between Upazila mentors, head teachers, and trainee teachers at the Upazila Resource Center?
2. Have you received training on monitoring, mentoring, and evaluation of the internship school programs?

- 4 013** The training is supposed to be available to everyone. If you were not trained, what is the reason for not having it?
3. What are your thoughts on monitoring, mentoring, and evaluation of internship schools?
Prompts: What areas need to be monitored? How should mentoring be done? How should evaluation be conducted?
4. Have you planned for monitoring and mentoring of the internship school program at the upazila level?
- 6 013** Yes, how many trainee teachers have been assigned to you for monitoring, mentoring, and evaluating?
- 6 014** Not, why wasn't it planned?
5. Have you monitored, mentored and evaluated internship school activities of any trainee teachers yet?
- 7 013** Yes, how many trainee teachers was monitored, mentored and evaluated by you?
Prompts: How many classes have been observed? For how long have observations been conducted? When and how have trainees been provided guidance or mentoring?
6. How have you completed the mentoring and evaluation form for the internship school program?
Prompts: How many visits have you made? Have you identified any problems? What are those problems? Have you filled out the evaluation form during visits or afterward? Have you provided feedback? How? Verbal/written?
7. How have you assessed that the trainee teachers know their students and their learning preferences?
Prompts: Based on which indicators, did you conclude that the trainee teacher understands the students' mental, economic and social conditions? Do they know the learning needs, learning conditions, child psychology, student preferences? Do they know the reasons behind students' behaviors, various behavioral management, what to do when faced with different behaviors?
- 9 013** You have identified any weaknesses regarding the trainee teachers' understanding of their students and their learning preferences, mention what solutions/advice you have provided.
8. How have you identified/evaluated whether the trainee teachers have confidence and positive expectations towards the students or not?

Prompts: Can you give examples of how the trainee teachers have worked to increase their students' self-confidence or demonstrated belief that they can succeed if they try? Have they motivated them with high expectations?

: **01B** you have identified any weaknesses regarding the trainee teachers' confidence in, and expectations of, the students, mention what advice you have provided to them..

9. How have you evaluated whether the lesson plan prepared by the trainee teachers is valid or not?

Prompt: Based on which indicators did you evaluate whether the lesson plan is correct? Whether it aligns with the TGI? Whether it considers the children's situation? Is conducted following an appropriate method? Is specific and implementable?

; **01B** you have identified any area for improvement in the lesson plan among trainee teachers, what advice have you provided? Explain with examples.

10. How do you recognise the suitability and student-centeredness of the teaching methods and skills specified in the lesson plan prepared by trainee teachers?

Prompts: Based on which indicators have you determined if the teaching methods and skills specified in the lesson plan assist in achieving learning outcomes? Are they student-centered? Participatory? Do they align with the new curriculum?

3 2 0 Bf you have identified any weaknesses in making the teaching methods and skills specified in the lesson plan appropriate and student-centered, what advice have you provided?

..

11. How have you assessed if the selected teaching-learning materials used by the trainee teachers (ICT and others) are compatible with the content of the lesson?

3 3 0 Bf you have identified any weaknesses in ensuring compatibility between selected teaching aids (ICT and others) and the subject matter among trainee teachers, what advice have you provided?

12. How have you evaluated whether trainee teachers can communicate with appropriate and proficient physical language and accent?

(How have you understood whether trainee teachers' language is proficient, pronunciation is clear, physical language is appropriate?)

3 4 0 **Bf** you have identified any area of improvement in ensuring appropriate and proficient physical language and pronunciation among trainee teachers, what solutions/advice have you provided?"

13. How have you assessed whether the teaching-learning environment created by the trainee teachers in the classroom is safe and supportive?
Prompts: Give examples of how you understood that the teaching-learning environment created by trainee teachers is safe? Whether it is supportive for achieving learning outcomes or for delivering lessons appropriately.

3 5 0 **Bf** you have identified any weaknesses in ensuring a safe and supportive teaching-learning environment among trainee teachers, what advice have you provided?

14. How have you assessed the accuracy of the trainee teachers' learning assessment methods?
Prompts: Examples should be provided to demonstrate whether students' learning assessment methods and skills align with the new curriculum? Whether they align with the taught methods and skills? Is it possible to assess learning outcomes through this assessment? Whether they conduct continuous or formative assessment, and if so do they give feedback?

3 6 0 **Bf** you have identified any weaknesses in the accuracy of the learning assessment methods and skills among trainee teachers, what advice have you provided?

15. How have you assessed whether trainee teachers are keeping accurate records of the assessments they conduct or if improvement is needed?
Prompts: How have you understood whether they are following NCTB guidelines to keep records? Whether they are using the "Noipunno" app? Whether they are aligned with DPE's directed methods?

3 7 0 **Bf** you have identified any area for improvement in maintaining evaluation records by trainee teachers, what advice have you provided?

"

16. How have you understood whether trainee teachers use evaluation records to analyze the results of students' learning development and base their actions accordingly?

17. How have you verified the professional relationships of trainee teachers with other stakeholders?

Prompts: How have you assessed whether trainee teachers have good or bad professional relationships with head teachers, assistant teachers, AEUO, URCI, parents, and other staff?

3 9 0 If you have identified any areas for improvement in the professional relationships of trainee teachers with other stakeholders, what advice have you provided?

18. How have you evaluated the professional conduct and professional relationships of trainee teachers?

3 : 0 If you have identified any area for improvement in the professional conduct and professional relationships of trainee teachers, what solutions/advice have you provided?

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19. How have you evaluated the Baseline Survey conducted by the trainee teachers?

Prompts: How have you assessed whether the baseline tool was correct? Whether the collected data was correct? Whether the baseline evaluation records are correct?

3 ; 0 If you have identified any area for improvement in conducting baseline survey among trainee teachers, what advice have you provided?

20. How have you identified the areas for professional development of trainee teachers and evaluated their efforts in developing their professional skills?

Prompts: How have you evaluated the efforts of trainee teachers in developing their professional skills? Based on what, have you determined the areas of professional development of trainee teachers?

21. Have you provided the trainee with a copy of your completed "Internship School Program Mentoring and Evaluation Form" along with written advice?

4 3 0 If no, then what is the reason?

22. What challenges have you faced in completing the "Internship School Program Mentoring and Evaluation Form"?

23. Have you submitted a copy of the "Internship School Program Mentoring and Evaluation Form" for record-keeping to the head teacher?
"

24. What challenges have you faced in Monitoring and Mentoring the Internship School Program?

25. In your opinion, what can be done to address these challenges? (Your suggestions)

26. What is your advice for successfully implementing the Internship Program?

**Interview Schedule
For Superintendent**

1. PTI: _____ District: _____ Division: _____
 2. Name of the Superintendent _____

Superintendent’s Opinion about revised DPEd Training. **(Questions to be answered as per current situation not pilot)**

Regarding the training routine as practiced in your PTI including scheduling of evening sessions.	Strengths	
	Areas for improvement	
How do you manage time for the social activities, sports, library, study tour?	Strengths	
	Areas for improvement	
Regarding conducting training sessions What are the costs involved? What is the allocation? Is the allocation adequate to conduct the activity effectively?	Strengths	
	Areas for improvement	

Regarding training manual <i>What is the cost of printing?</i>	Strengths	
<i>What is the allocation?</i>	Areas for improvement	
Regarding training materials (for sessions and for practice school) <i>What is the cost of printing?</i>		
<i>What is the allocation?</i>		
Regarding resource book <i>What is the cost for printing?</i>	Strengths	
<i>What is the allocation?</i>	Areas for improvement	
Instructions received regarding management of revised DPEd	Strengths	
	Areas for improvement	
Co-curricular activities <i>What are the costs involved?</i>	Strengths	

<p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Areas for improvement	
<p>Assessment (Formative)</p> <p>What are the costs involved?</p> <p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Strengths	
<p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Areas for improvement	
<p>Assessment (Summative)</p> <p>What are the costs involved?</p> <p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Strengths	
<p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Areas for improvement	
<p>Training School Activities</p> <p>What are the costs involved?</p> <p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Strengths	
<p>What is the allocation?</p> <p>Is the allocation adequate to conduct the activity effectively?</p>	Areas for improvement	
<p>Internship School Activities</p>	Strengths	

	Areas for improvement	
ICT Activities	Strengths	
	Areas for improvement	
Apart from the revised DPED, what other training/events do you conduct and what is the impact of this on the revised DPED?	Comment	
Are there any challenges with hostel management (budget issues, complaints from trainees)?	Comment	
What has been the impact of the absence of the establishment cost under the revised DPED?	Comment	
Do you have any suggestions for improving the revised DPED?	Comment	

Overall Comments:

**Interview Schedule
For Assistant Superintendent**

3. PTI: _____ District: _____ Division: _____
 4. Name of the Assistant Superintendent _____

Assistant Superintendent's Opinion about revised DPEd Training. **(Questions to be answered as per current situation not pilot)**

Regarding the training routine as practiced in your PTI including scheduling of evening sessions.	Stronger side	
	Areas of development	
Managing the social activities, sports, library, study tour?	Stronger side	
	Areas of development	
Regarding conducting the training sessions	Stronger side	
	Areas of development	
Regarding training manual	Stronger side	
	Areas of development	

Regarding the provision of training materials (for sessions and for practice school)		
Regarding the resource book	Stronger side	
	Areas of development	
Instructions received regarding management of the revised DPEd	Stronger side	
	Areas of development	
Co-curricular activities	Stronger side	
	Areas of development	
Assessment (Formative)	Stronger side	
	Areas of development	
Assessment (Summative)	Stronger side	

	Areas of development	
Training School Activities	Stronger side	
	Areas of development	
Internship School Activities	Stronger side	
	Areas of development	
ICT Activities	Stronger side	
	Areas of development	
Apart from the revised DPEd, what other training/events do you conduct and what is the impact of this on the revised DPEd?	Comment	
Are there any challenges with hostel management (budget issues, complaints from trainees)?	Comment	

What has been the impact of the absence of the establishment cost under the revised DPED?	Comment	
Do you have any suggestions for improving the revised DPED?	Comment	

Overall Comments:

PTI Instructor Interview Guide

PTI: _____

Date: _____

Name of instructor: _____

Designation: _____

Area of specialisation: _____

ANSWER ALL QUESTIONS BASED ON THE CURRENT COHORT

First, we would like to ask you about your own personal experience and preparation for conducting the revised DPEd.

1. What is your technical/professional qualifications?
2. How many years have you worked at the PTI?
3. The teachers complain to us about the long hours they have to be involved in sessions and others activities. Is this complaint justified and what is the reason for the long hours?
4. They also complained that they had very little time available to do the assignments and other work required of them. Is this complaint justified and why don't they have enough time to do the work assigned to them?
5. How many sessions do you have to conduct in a day?
 - a. If more than 2 sessions in a day, what is the reason for this?
6. How much preparation time (including PowerPoint and background reading) do you need for a session IN YOUR AREA OF EXPERTISE?
 - a. Is the preparation time enough?
7. Do you have to teach sessions which are not in your area of expertise?
 - a. Which sessions are you taking outside your area of expertise?
 - b. How much preparation time do you need for a session NOT in your area of expertise?
 - c. How do you prepare for those sessions, and do you need additional support?

8. Do you have enough materials (books, worksheets, stationery, digital devices, projectors) to do the job well? If no, what is the cause of the deficiency?
9. Have you had enough training on the revised DPEd and how to conduct it FOR SESSIONS/MODULES IN YOUR AREA OF EXPERTISE?
 - a. What about for sessions/modules outside your area of expertise?
 - b. Is there anything that you would like more training on?
10. Are you satisfied with the routine that you have been instructed to follow?
 - a. Is your PTI following the routine suggested by NAPE or has it been adjusted to suit the situation in your PTI?
 - b. If you are not satisfied, do you have any suggestions for improving it?
 - c. Are there any factors that make it challenging to follow the routine (e.g. load shedding, external training demands, holidays, staff shortages)?
 - d. How effective are the evening sessions?
11. Does one instructor usually conduct all sessions of a sub-module?
 - a. If not, what problems result from this? How have addressed these problems?
 - b. Is the manual followed exactly or do instructors with expertise in the area make changes?
12. Do all instructors have a printed copy of the manual? Who provided it (PTI, DPE or instructors paid for printing themselves)?

Now we would like to ask you about your experience of conducting sessions of the revised DPEd.

13. Although we know that each module is different, please comment in general terms on the following for the modules you conducted **DURING THE CURRENT BATCH AND IN YOUR AREA OF SPECIALISATION**
 - a. The time allocated for sessions was:
 - Mostly too long
 - Mostly too short
 - Mostly OK

No general trend - a mixture of too short and OK

Comment **with examples:** _____

b. In most cases, the activities trainees were expected to do in each session were:

too much | about right

Comment **with examples:** _____

c. In most cases, the information provided in the manual was:

insufficient | about right | excessive

Comment **with examples:** _____

d. The information provided in the manual:

is accurate | has some inaccuracies | has many inaccuracies

Comment **with examples:** _____

e. The approaches described in the manual to be followed in the session:

are appropriate | are not appropriate in some cases | are often inappropriate

Comment **with examples:** _____

f. The materials prescribed in the manual are relevant and useful:

in most cases | in some cases | could be improved in most cases

Comment **with examples:** _____

g. Formative assessment at completion of each submodule

very challenging to design based on guidance in the manual.

somewhat challenging to design based on guidance in the manual.

no problem to design

Comment **with examples:** _____

h. Formative assessment for other activities (e.g. debate, book review, English speech)

very challenging to design based on guidance in the manual.

somewhat challenging to design based on guidance in the manual.

no problem to design

Comment **with examples:** _____

14. Please comment on these aspects of the resource book.

a. Timeliness of providing the resource book to trainees (when did they get it?) Did they have to pay for it?

b. Adequacy of information

insufficient | about right | excessive

Comment **with examples:** _____

c. Accuracy of information

is accurate | has some inaccuracies | has many inaccuracies

Comment **with examples:** _____

d. Ease of understanding

Usually easy to understand

Sometimes requires additional explanation or background reading

Often difficult to understand

Comment **with examples:** _____

e. Adequacy, relevance, and quality of images

- Usually good
- Sometimes poor
- Often poor

Comment **with examples**: _____

f. Inclusiveness

- does not include any material disrespecting minority groups
- makes a point of including images and examples of women, persons with disability, minority ethnic/religious groups

Comment **with examples**: _____

We would like to ask some questions based on what we observed from conducting FGDs with the trainee teachers from the pilot batch who have already completed their training and are currently doing their internship.

15. When we ask the trainee teachers about how they support their students to develop higher-order thinking skills and 21C skills, they can't give us any examples. Why do you think this is?
 - a. Were the related sessions skipped?
 - b. Were the terms HOT and 21st century skills not used during the training?
 - c. Are more sessions and activities on these concepts needed?
 - d. Any other reason?
16. The trainees don't appear to have used problem-based learning in their classes. Is this taught? If yes, how could it be taught better?
17. The teachers didn't seem to have any idea about how to support students with disabilities other than to seat hearing-impaired and visually impaired students at the front of the class. Are they taught to recognise and deal with other problems like ADHD and Dyslexia or mental health issues? If yes, why are they not noticing such issues?

18. The teachers complained about the lesson plans they have to develop. They seem to think that too much detail is required. What has to go into a lesson plan? Does your PTI require it to be written on offset paper and bound? If yes, why?
19. Trainees also complained about costs.
 - a. They said that they have to make all their own materials when they go to the practice schools, carry dusters and markers in their bags, and supplement the transport and food allowances because they are inadequate. Is this true? If yes, why has it happened?
 - b. They said that they have to pay hostel and cook service charges. Is this true?
 - c. They said that they have to purchase the Resource Book? Is this true? If yes, why has it happened?
20. Trainees say that their time in the practice schools is very useful because you go out and observe them and conduct debriefing sessions with them.
 - a. Do you find that they need a lot of guidance? What areas do they need the most guidance in?
 - b. What was the quality of the reflective journal that the trainees presented to you each week during their time in the training schools?
 - c. Is there evidence that they are observing each other's classes during this time?
 - d. Is there evidence that the head teachers / senior teachers at those schools are mentoring them properly?
 - e. Were there any problems in conducting the assessment? Suggest solutions.
21. The teachers say that their time at the training schools is too short. How much time do you think they should have at the training schools? If we were to recommend cutting short the internship and lengthening the training time, what do you think would be a good balance?
22. As you are aware, there is a push to make digital Bangladesh a reality, but we are hearing from the teachers that they didn't get enough time in the computer labs at your PTI because there was always other training taking place and that they don't have multimedia classrooms in the remote schools they have been sent for the internship anyhow. Is this true and can you think of any way to work around these issues?
23. The trainees question the value of the cub scouting exercise and think it would be good to have it as a separate CPD. What do you think?
24. Would you like to make any suggestions about how the revised DPED could be improved? Any other comments?

Annex E: Outputs of Session Content Review Workshop related to Teaching Sessions

Title	Session
Less Activity than required	3.9.2, 3.9.14,
More Activity than required	2.1.1, 2.1.4, 3.9.3, 3.9.4, 3.9.5, 3.9.8, 3.9.9, 3.9.10, 3.9.12
Less Information than required	1.1.6, 1.1.7, 1.2.8, 1.3, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 2.1.1, 2.1.4, 2.1.8 (more details and references), 2.1.9, 2.1.11, 2.1.12, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 3.1.3, 3.1.4, 3.1.8, 3.1.11, 3.1.20, 3.1.21, 3.1.24 – 3.1.27, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.3.1 – 3.3.5, 3.3.10, 3.3.13, 3.3.16, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.8, 3.5.10, 3.5.12, 3.5.13, 3.5.15, 3.5.17, 3.5.20, 3.6.5 (plagiarism issue), 3.6.3, 3.6.6, 3.6.9, 3.6.10, 3.7, 3.8.1, 3.8.4, 3.8.5, 3.9.1, 3.9.2, 3.9.15, 4.2.4
More Information than required	1.2.2, 1.2.4, 1.2.6, 1.5.1, 2.3.1, 3.1.15, 3.1.17, 3.1.26, 3.2.2, 3.2.3, 3.2.7, 3.4.12, 3.4.13, 3.5.4, 3.5.5, 3.5.15, 3.6.8, 3.6.9, 3.6.12, 3.6.13, 3.8.6, 4.2.5, 4.2.6,
Can merge the sessions	1.3.1, 1.3.6 & 1.3.8 merge and rewrite, 3.1.24-3.1.27 will be merged and rewrite in two sessions. HOT will be added in another two sessions, 3.7.2 & 3.7.3 merge and rewrite, 3.8.2 & 3.8.3 merge & rewrite, 4.1.1 & 4.1.2 merge & rewrite, 4.1.5 & 4.1.12 merge & rewrite, 4.1.6 & 4.1.13 merge & rewrite,
Split the sessions	1.1.2, 1.1.3, 1.2.2, 1.2.4, 1.3.2, 1.4.3, 1.5.3, 1.5.4, 1.5.7, 1.5.12, 2.1.3, 2.1.12, 2.2.4, 3.2.2, 3.2.3, 3.2.7, 3.4.12, 3.4.13, 3.5.4, 3.5.5, 3.5.6, 3.5.15, 3.6.8, 3.6.9, 3.6.12, 3.6.13, 3.8.6, 4.2.5, 4.2.6
Session time shorter than required	1.1.3, 1.1.4, 1.1.9, 1.3.1, 1.3.2, 1.5.1, 1.5.2, 1.5.3, 2.1.2, 2.1.3, 2.1.9, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 3.1.5, 3.1.6, 3.2.7, 3.5.2, 3.5.4 – 3.5.6, 3.5.11, 3.5.12, 3.5.15, 3.6.12, 3.6.13, 3.7.4, 3.9.1, 3.9.2, 3.9.3, 3.9.4, 3.9.5, 3.9.7, 3.9.8, 3.9.9, 3.9.10, 3.9.11, 3.9.12, 3.9.13, 3.9.14, 3.9.16, 4.1.4, 4.1.8, 4.1.9, 4.2.2, 4.2.6
Session Time longer than required	2.3.3
E-learning Sessions *Considering only 232 sessions	1.1.1, 1.1.5 - 1.1.9, 1.2.1, 1.2.3, 1.2.6-1.2.8, 1.3.1, 1.3.8, 1.4.1, 1.4.2, 1.5.1, 1.5.2, 1.5.8, 2.1.2, 2.1.3, 2.1.14, - 2.1.7, 2.2.1, 2.2.2, 2.2.3, 2.2.12, 2.3.1, 3.1.1, 3.1.5, 3.1.6, 3.1.7, 3.1.9, 3.1.10, 3.1.13, 3.1.14, 3.1.15, 3.1.16, 3.1.20, 3.1.21, 3.2.1, 3.2.2, 3.2.7, 3.3.1, 3.3.8, 3.3.15, 3.4.1, 3.4.18, 3.5.1, 3.5.3, 3.5.13, 3.6.1, 3.6.2, 3.6.4, 3.6.5, 3.6.11, 3.6.14, 3.6.15, 3.7.1, 3.7.4, 3.8.1, 3.8.3, 4.1.1, 4.1.2, 4.1.4, 4.1.14, 4.2.1, 4.2.2
E-learning Sessions (Part) *Considering only 232 sessions	1.1.2, 1.1.4, 1.4.3, 1.5.1 – 1.5.12, 2.1.1, 2.1.8 - 2.1.14, 2.2.3 – 2.2.11, 3.3.1, 3.3.3 – 3.3.7, 3.3.9, 3.3.14, 3.3.15, 3.6.3, 3.6.8, 3.6.9, 3.6.10, 3.6.12 – 3.6.16, 3.7.2 – 3.7.6, 3.8.1 – 3.8.3, 3.8.5, 3.8.6, 3.9.1, 3.9.2, 3.9.3, 3.9.4, 3.9.5, 3.9.6, 3.9.8 - 3.9.13, 3.9.16

Video needs for the sessions *Considering only 232 sessions	1.1.4, 1.1.6, 1.1.7, 1.1.8, 1.3.2, 1.3.3, 1.3.4, 1.3.7, 1.4.4, 1.5.6, 1.5.7, 1.5.9, 1.5.10, 1.5.11, 1.5.12, 2.1.4, 2.1.5, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10, 2.1.12, 2.1.13, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, 3.1.2, 3.1.3, 3.1.4, 3.1.16, 3.1.17, 3.2.2, 3.2.4, 3.2.5, 3.3.4 – 3.3.12, 3.3.15, 3.4.2, 3.4.4, 3.4.8, 3.4.12, 3.4.15, 3.4.16, 3.5.5, 3.5.13, 3.5.14, 3.5.15, 3.5.16, 3.6.6, 3.6.7, 3.6.8, 3.6.9, 3.6.10, 3.6.11, 3.8.4, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.1.9, 4.1.10, 4.1.11, 4.1.12, 4.1.13
Rewrite any part	1.4, 2.1.2, 2.1.5, 2.1.7, 2.1.9, 2.3.3, 3.1.12, 3.1.24, 3.1.30,
Rewrite the whole session	1.3.7, 2.1.10, 2.1.13, 2.3.8, 3.1.19, 3.6.3, 3.6.4
New Session	<p>1.4 (4 Sessions): 1. Analysing trainees' leadership style and its impact on teaching learning. 2. Developing leadership skills in trainees. 3. Leadership in building model school 4. leadership in building relationship with colleagues and community</p> <p>1.5 (1 Session): Additional session on cash book and financial matters</p> <p>2.1 (2 Sessions): 1. Gender Sensitivity 2. Gender Equity</p> <p>2.3 (4 Sessions): 1. Employability Skills 2. Collaboration Skills, 3. Decision Making 4. Green Education</p> <p>3.1 (1 Session): 1. Different types of Curricula</p> <p>3.2 (3 Session): 1. Play based teaching 2. Problem based learning 3. Lesson plan analysis</p> <p>3.3 (8 Sessions): 1. Bangla Textbook Review, 2. Practicing Creative Writing (Teacher's activity), 3. Baseline assessment in Bangla, 4. Pre-Reading activity and Pre-writing Activity, 5. Teaching Integrated four Language skills, 6. Teaching Punctuation, Teaching Bangla Phonetics, 7. Teaching Bangla Grammar, 8. Teaching Writing (Hand-writing).</p> <p>3.4 (6 Sessions): 1. Lesson Plan in English, 2. CLT or ICC (Intercultural Communicative Competence), 3. Classroom Language, 4. Teaching English with Games, 5. Instruction in English 6. Teaching reading and writing in early grades</p>

	<p>3.6 (5 Sessions): 1. Inductive and deductive approach of teaching in science. 2. Constructivism in science 3. Concept mapping, mind mapping, brainstorming 4. Lesson study in Science. 5. Practical work of Science experiments from primary textbooks.</p> <p>3.7 (3 Sessions): 1. Teaching Methods and Techniques of Bangladesh and Global Studies (BGS), 2. Lesson plan in BGS, and 3. Assessment in BGS.</p> <p>3.8 (3 Sessions): 1. Teaching Methods and Techniques of Religion, 2. Lesson Plans in Religion, and 3. Assessment in Religion.</p> <p>3.9 (14 Sessions): This Sub module needs to be revised. It is suggested to use a total of 30 sessions.</p> <p>4.1 (7 Sessions): 1. Arts Practice with Primary Students, 2. How to Paint, 3. Children's Art, 4. Puppet Show, 5 & 6. Water-Colour Painting (Two Sessions), 7. Drawing Style</p> <p>4.2 (3 Sessions): 1. First Aid 2. Swimming 3. Sports Competitions</p>
Sessions for Resource Pool	1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.2.8, 1.3.4, 1.3.5, 1.5.1, 1.5.10, 1.5.11, 1.5.12, 2.1.5, 2.1.7, 2.1.12, 2.2.11, 2.3.8, 3.1.16, 3.1.20, 3.1.21, 3.1.22, 3.1.26, 3.1.27, 3.1.28, 3.1.30, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.7, 3.3.9, 3.3.10, 3.3.11, 3.4.16, 3.4.17, 4.1.5, 4.1.6, 4.1.7, 4.1.12, 4.1.13, 4.1.14
*Considering only 232 sessions	

Comments

Sub module 1.1
New session “Well-defined Duties and Responsibilities of Head Teacher and Assistant Teacher” 04-Professional Commitment and Responsibility of Teacher Session. A video can be made with practical examples.
Sub module 1.2
Need real life examples
Sub module 1.3
Session 2 needs a practice session.
Sub module 1.4
Additional Session: 1. Analysing trainees’ leadership style and its impact on teaching & learning. 2. Developing leadership skills in trainees.

A video can be made on the qualities of a teacher.
Sub module 1.5
<p>* The module can be prescribed in blended approach. This module has a vast area of both conceptual and practical activity. Conceptual part can be taught using online or offline materials. Practice part can be performed in the sessions. Video tutorials would be very handy for every session for better understanding.</p> <p>* Some realistic samples like APA, Annual Plan, Slip Budget and Expenditure, Cash book etc. should be incorporated.</p> <p>For this sub-module, a role play activity can be set and rules and regulations, guidelines can be provided as resources for further reading.</p> <ol style="list-style-type: none"> 1. A practice session on co-curricular (1.5.7) activities needs to be added 2. Split the session into two sessions (one theory with a sample APA, another one is practice of APA:1.5.3) 3. Split the session into two sessions (one theory with a sample Annual plan, another one is practice of Annual plan:1.5.4) 4. Split the session into two sessions (one innovation, another one is kaizen and best practice:1.5.12); 5. Additional session on cash book and financial matters
Sub Module 2.1
Need synchronization from sessions 1 to 14.
Sub-module 2.2
<ol style="list-style-type: none"> 1. A 2- or 3-minute video can be made on the subject of introducing teaching learning material for showcasing in 4 sides (<i>Korner</i> in Bangla) of the classrooms. 2. A short video can be made on class design for pre-primary. 3. Sessions need to be revised in line with field-level training. 4. Some videos can be made to conduct simulation activities for various pre-primary tasks.
Sub module 2.3
<ol style="list-style-type: none"> 1. Each skill analysis needs a video. 2. Relate each session with videos of how these skills are used in real-life or real classroom contexts.
Sub module 3.1
<ol style="list-style-type: none"> 1. Session No. 5,7,8,9 is related to curriculum which the trainees have taken online course so this session will continue even if it is not in this sub module. 2. 1.1.19 will be replaced by the updated instruction of assessment record keeping. 3. Homework is given on many contents. It is better if the content can be included in the session without homework because there is no opportunity to give feedback on homework.

4. It is better not to give homework as an activity. Because there is no opportunity to give feedback and there is no time in the next session for follow up.

Sub Module 3.2

* Session 02 and 03 should be elaborated with more real examples. It will be better if there is a localized video for every concept. Inclusive Education and UDL should be separate sessions. More sessions needed for the topics covered in session 02 and 03.

* Session 04, 05, 06 and 07 need examples to elaborate. The examples should be in context.

* Some conceptual videos should be added for the better understanding. It would be better if we can make or collect relevant videos in our local context.

* Need cohesion and coherence among the sessions of the sub-module.

Sub Module 3.3

New sessions can be added named Bangla Textbook Review, Practicing Creative Writing (Teacher's activity), Baseline assessment in Bangla, Pre-Reading activity, Pre-writing Activity, Teaching integrated four Language skills, Teaching Punctuation, Teaching Bangla Phonetics, Teaching Bangla Grammar, Teaching Writing (Handwriting).

Sub Module 3.4

1. Add more sessions like 1. Lesson Plan in English, 2. CLT or ICC (Intercultural Communicative Competence), 3. Classroom Language, 4. Teaching English with Games, 5. Instruction in English 6. Teaching reading and writing in Early grades
2. For teaching vocabulary and grammar, it needs four sessions. One session should be about teaching vocabulary with a simulation, and another session should be teaching grammar with a simulation.
3. Another session is on teaching pronunciation.
4. Sound symbols, and IPA chart-related videos can be included in e-learning (partially), (session 16, Activity A, Resource paper 16.1, 16.2)
5. The English curriculum of any class should be provided in the resource book.
6. A few spelling mistakes need to be addressed. ex- phonimic (phonemic), simmulation (simulation) {Matrix for English}

Sub Module 3.5

- At least 30 sessions are required in Mathematics teaching-learning methods and techniques along with some theoretical sessions.
- Assessment sessions are in subject based training. Not in the revised DPED manual.
- The information provided in the brochure should be in simple language.
- Information should be accompanied by examples.
- The allotted time is not enough for most group work.

Sub Module 3.6
Additional Sessions: 1. Inductive and deductive approach of teaching in Science. 2. Constructivism in Science 3. Concept mapping, mind mapping, brainstorming 4. Lesson study in Science. 5. Practical work of Science experiments from primary textbooks.
Sub Module 3.7
There may be a separate session on “Teaching Methods and Techniques of Bangladesh and Global Studies (BGS), Lesson plan in BGS, and Assessment in BGS”.
Sub Module 3.8
There may be a separate session on “Teaching Methods and Techniques of Religion, Lesson Planning in Religion, and Assessment in Religion”.
Sub Module 3.9
This Sub module needs to be revised. It is suggested to use a total of 30 sessions.
Sub Module 4.1
Since there are no posts in PTI for drama, dance, or music subjects, if there are video content for this topic or sessions, other Instructors can also conduct the session easily. 1. Add sessions “Arts Practice with Primary Students, How to Paint, Children's Art, Puppet Show, Water Colour Painting (Two Sessions), Drawing Style
Sub Module 4.2
At present most schools have a Cub Scout group. Cub Award is organized every year through student competition. In order to get the Cub Award, it is required to know swimming, so I think it is necessary to have a session of swimming practice. One session on first aid can also be added. 1. Session 5: this session should be 2 sessions. 2nd Session Learning outcome: To include the planning and organization of various sports held at the school. (e.g. planning and organizing annual sports competitions). 2. Session 6: (football, cricket and various domestic games) This session requires 5 sessions. Task-A It is not possible to tell the rules of playing football and cricket in 20 minutes. Football-1, Cricket-1, Kabaddi and domestic sports-1 session required. Besides, there is only talk of football practice. The information sheet describes 4 outs in cricket. Discussion of 10 outs of cricket is needed. Apart from that, there is only football practice. No other sports practice. 3. Session 7: This session can be covered by writing on mental health and coordinated with the Scout session. This session can be refined and written on basic concepts of mental health, excluding (Meditation on physical and mental Relaxation.) This (Meditation on Physical and Mental Relaxation.) session can be conducted in coordination with the Scout session.

Annex F: Outputs of Session Content Review Workshop Related to Assessment Activities

U g t	C t g c l E q p v g p v C u u g u u o g p v	O c t 'm	C u u g u u o g p v " v k d	C u u g u u o g p v
1	Sub module-based Formative assessment	210	During the session period at the end of each submodule during the PTI program	Test
2	Assignment (2)	50	Between the second and fourth months of PTI activities	Rubric
3	Active participation	20	During PTI activities	Rubric
4	Presentation (English)	20	2 sessions scheduled during PTI activities	Rubric
5	Simulation (Teaching- Learning Activities)	50	In scheduled sessions during PTI activities	Rubric
6	Practical Work (ICT)	20	During the session on ICT	Rubric
7	Debate	15	In two scheduled sessions	Rubric
8	Speech	15	In two scheduled sessions	Rubric
9	Wall Magazine	10	In 1 session scheduled during PTI activities	Rubric
10	Physical exercise	20	In the morning session	Rubric
11	Cub Scouting (1 Day: Orientation, 5 Days: Basic Course)	20 (5+15)	On scheduled days during PTI activities	Orientation and Basic Training Certificate
12	Sports	10	In the morning session	Rubric
13	Study tour	10	Convenient time during PTI activities	Rubric
14	Social work	10	In one scheduled session	Rubric
15	Book Review	15	In two scheduled sessions	Rubric
16	Attendance and behavior	40	During PTI and Training School activities	Rubric
17	Cultural Activities	15	In two scheduled sessions	Rubric
	Sub Total	550		

18	Summative assessment (Final Written)	200	At the end of each module	Test
19	Viva Voce	50	Within the last 10 days of the 10th month	Oral
	Total	800		

Comments:

1. Presentation (English). In the Routine this has a total allotted time of 3 hours in 3 days in the evening session, which is not enough. If it is held in 4 sessions (1½ hour time allocation) in the core session (daytime) then the work will be done properly.
2. Debate. In the routine this is shown in the evening session over 3 days for one hour with a total allotted time of 3 hours which is not enough. If it is held in 4 sessions with 1½ hours each session in the core session (daytime), then the work will be done properly.
3. Speech (extempore). In the routine this is shown in the evening session for 2 days for one hour with a total allotted time of 2 hours which is not enough. If it is held in 4 sessions with 1½ hours in the core session, then the work will be done properly in one day.
4. Games and Sports in Routine –according to the guidelines, it is said that trainees will evaluate by playing and observing various indoor-outdoor games which will be done through the morning PT session. Sports should at least have the opportunity to be organized as a competition. If one day time is allotted, they can learn by hand how to organize sports competitions at the school level.
5. Cultural Activities in the Routine are shown in the evening session. The total allotted time of 2 hours has been kept for 2 days, 1 hour in the evening session, which is not enough. If it is held in 4 sessions, 1½ hours total and 3.00 hours in the main session, the work will be done properly, and trainees can be selected for the Inter PTI competition. At least 4 core sessions are needed to organize and evaluate these activities.
6. It would be better if the first 2 days of the routine were not from sub-module-based classes, it should be assessment-related instructional sessions such as assignments, extempore speech, presentations in English, debates, wall magazines, and formative and summative assessment sessions.
7. In the routine, the total allotted time in the evening is 2 sessions (3 hours) for wall magazine preparation and the inaugural ceremony, which is irrational. It should be at least 2 sessions in daytime.
8. Three evening sessions are held for Book Review - 1 hour long. This work requires adding core sessions during daytime and needs at least 4 sessions, another one for instruction.

9. An alternative may be considered to do the assessment system as 19 sub-modules instead.
10. For Simulation in all subjects, it needs at least 30 sessions in the routine.
11. As PTI Instructors are not involved in Scouting activities, they are also evaluated and certified by the scout's team. Therefore, there is no need to add scout activities to overall assessment activities.
12. Social work needs to have fixed hours and a clear definition. 1 day for sports competition.
13. Instructors recruited after 2018 have not received any training on Baseline Survey, conducting and evaluating Lesson Study, writing Reflective Journals, conducting Debriefing and conducting Pre-primary sessions. So, it is very important to provide training to all Instructors on these subjects.
14. The assessment checklist for Internship and Practice School needs to be more user-friendly. For instructions on Practice school activities, it needs at least 6 sessions.
15. It is important to train all Instructors to conduct the assessment program as different type of instructions has come from piloting to 3rd batch. So different PTIs do the same job differently. All Instructors need training to understand the assessment system.

Annex G: The Teacher Standards

1. Know the student and his/her learning preferences

- 1.1. Maintains regular student profiles including physical, mental, family, social, cultural, economic, and other relevant conditions of the student;
- 1.2. Address the student by name;
- 1.3. Plans class activities taking into account the physical and mental, family, social, cultural, economic and other relevant conditions of students;
- 1.4. Plan class activities taking into account students' learning style and behaviour;
- 1.5. Plan class activities taking into account students' interests, tendencies, abilities, learning deficits and needs.

2. To instill deep confidence and ambition in the student and inspire him/her to dream of a better life

- 2.1. have deep trust and respect for the student's experience, knowledge, skills and attitudes and values;
- 2.2. encourage and support student work;
- 2.3. treats students with dignity and positively;
- 2.4. teacher's words and behaviour show a positive belief in the student's future prospects;
- 2.5. teacher endeavours to prevent herself/himself and other teachers-students from any form of bullying;
- 2.6. provide motivation to students to advance in their respective abilities in various activities of the school;
- 2.7. praise students for good work.

3. Knowledge of content and teaching-learning methods and techniques

- 3.1. Lesson presentation reflects clear understanding of textbook content;
- 3.2. Planning of teaching and learning activities takes into account curriculum, competence (class and subject-wise) and learning outcomes;
- 3.3. Lesson plans reflect a comprehensive understanding of teaching methods and techniques for different types of learning;
- 3.4. Lesson planning and teaching activities reflect a thorough understanding of teaching strategies for children with special needs (where applicable).

4. Implementation of effective teaching-learning activities

- 4.1. Deliver lessons in line with learning outcomes / competencies and content;
- 4.2. Applies appropriate teaching-learning methods and techniques according to the prescribed learning outcomes of the lessons;
- 4.3. Creates, selects and appropriately uses ICT and other relevant educational materials in content presentation;
- 4.4. Apply student-centered multifaceted learning-teaching strategies according to students' interests, tendencies and abilities in lesson presentation;
- 4.5. Conduct active and participatory learning activities;
- 4.6. Communicates effectively with students in the classroom using verbal and non-verbal strategies
- 4.7. Ensure students engage in reflective practice and reflective practice techniques and remedial activities;

- 4.8. Give necessary time and effort to lagging students;
- 4.9. Implements co-curricular activities.

5. Create and maintain a supportive and safe learning environment

- 5.1. Creates a pleasant, non-intimidating and safe learning environment;
- 5.2. Create an environment for conducting inclusive class activities in the classroom;
- 5.3. Provide instructions in standard, clear and understandable language in effective classroom management;
- 5.4. Talks to students with a smile;
- 5.5. Encourage students to ask questions or participate in discussions in class.

6. Assessment of student learning, outcomes and reporting

- 6.1 Determines and applies appropriate assessment strategies in continuous assessment of students' lessons
- 6.2 Assess students and provide oral and written constructive feedback and remedial measures;
- 6.3 Maintains a written record of each student's achievement to maintain consistent learning progress;
- 6.4 Analyze the assessment results and use them to improve student learning;
- 6.5 Develop competency-based criteria for student assessment;
- 6.6 Prepares evaluation report and informs the parent.

7 Engage in professional development

- 7.1 Write a self-reflection/reflective journal at regularly scheduled times;
- 7.2 Conducts research supporting the development of its own methodology;
- 7.3 Conduct case studies to identify specific student problems;
- 7.4 Organize/participate in lesson studies;
- 7.5 S/He observes the lessons of her/his colleagues with interest and provides constructive feedback on the lessons s/he observes and strives to improve her/his own quality.
- 7.6 To take initiatives in the field of learning programs through collaborative and collaborative mentoring for quality improvement in learning programs;
- 7.7 To accept and implement any positive recommendations from partners in future development;
- 7.8 Undertake various trainings on self-initiative (eg, Muktpath, training etc.);
- 7.9 Regular reading of books, articles, newspapers and research papers etc. to acquire advanced and modern skills;

8. Maintain professional relationships with all stakeholders

- 8.1 Maintain positive professional relationships with colleagues;
- 8.2 Cooperate spontaneously in the work with all colleagues according to ability;

- 8.3 Organize regular parent/guardian gatherings, yard meetings to discuss the learning progress of their children with parents/guardians;
- 8.4 Communicate regularly with their children and parents through regular home visits to improve the quality of education;
- 8.5 Attend other meetings including SMC and PTS (where applicable);
- 8.6 Involve the parents and local community in any activities including school programs, student admission, dropout prevention, implementation of SLIP, collection of materials;
- 8.7 Maintain positive professional relationships with mentors;
- 8.8 Support various developments of the school with the help of all stakeholders.

9. Integrity and professional commitment

- 9.1 Actively participates in every workplace activity in a timely manner (arrival, conduct of teaching-learning activities, departure etc.);
- 9.2 Completes each assigned duty in a self-motivated and spontaneous manner;
- 9.3 Give full support to the Headmaster in the management of the school;
- 9.4 Continue teaching in changing circumstances according to emergency plans;
- 9.5 Maintain transparency, ethics and accountability in all school activities (eg financial/other);
- 9.6 Comply with dress code;
- 9.7 Comply with existing laws, policies, regulations;
- 9.8 Refrain from all anti-social and anti-state activities;
- 9.9 Know and follow social media usage rules.

Annex H: Working Days in the PTI Academic Calendar for 2024

Month	Working Day	Friday-Saturday Leave	Other leave (PTI Vacation List)
January	23	8	-
February	18	8	3 Days (Shab-e-Miraj, Saraswati Puja, Maghi Purnima, Shab e Barat, International Mother Language Day)
March	17	10	4 Days (Shibratri Broto, National Children Day, Doljatra, Independence Day,)
April	7	8	15 Days (Easter Sunday, Ramadan, Jumatul Bida, Shab-e-Kadar, Eid-e-Fitr, Bengali New year
May	20	9	2 Days (May Day, Buddha Purnima)
June	10	9	12 Days (Eid-ul-Adha, Summer Vacation)
July	21	8	2 Days (Hijri New Year, Ashura)
August	19	10	2 Days (National Mourning Day, Jonmashtomi)
September	20	8	2 days (Akheri chaha somba, Eid-e miladunnabi)
October	15	8	8 days (Durga Puja, Fateha Yajdaham, Laxmi Puja, Probarona Purnima, kali Puja)
November	20	10	-
December	10	8	13 days (Winter Vacation, Victory Day, Christmas)
			3 Days (Extra)
Total	200	104	65 (3 Days Extra leave)