

CHAPTER VIII

IMPLEMENTATION OF THE CURRICULUM

INTRODUCTION

The present chapter is devoted to the analysis and interpretation of data relating to the implementation of the curriculum, assessment procedure adopted for measuring student achievement, and the problems faced in implementing the curriculum in the primary schools of Bangladesh. The methodology adopted for collecting the data for the above mentioned aspect has been already described in Chapter V. The analysis and interpretation of data have been done in three sections. The first section deals with the data pertaining to the implementation of the curriculum, the second section with the assessment procedure, and the third section with the study of problems in implementing the curriculum.

Section : 1

IMPLEMENTATION OF THE CURRICULUM

Effective implementation of the curriculum is dependent on a variety of factors prevalent in the schools. This includes the physical infrastructure existing in the schools, the human resources available, the quality of instructional programme, efficient use of school hours and other supplementary programmes which indirectly contribute to the achievement of objectives.

The present section provides a description of the status of the primary schools in Bangladesh with regard to these aspects. This is being done based on the data obtained from the selected hundred schools from various Thanas (Upazilas) of Dhaka Division. Data have been presented and analysed under five major heads namely, (1) The Physical Infrastructure and Supplementary Programmes, (2) Students and Teachers, (3) The instructional programme, (4) Teaching Aids and Materials, (5) Teaching Methods.

1. Physical Infrastructure and Supplementary Programmes :

Data with regard to physical infrastructure have been collected and presented here in terms of nature and type of school buildings, number of rooms, furniture for sitting, lighting and sanitary facilities, facilities for physical education, library facilities, facilities for work-experience laboratory, provision for mid-day meal, provision for medical check up etc. For obtaining the information regarding such facilities, the investigator personally visited the schools and recorded his observation through the information schedule.

(i) Nature of School Buildings :

Data obtained with regard to the nature or ownership status of the school building are presented in Table 8.1.

Table 8.1 : Nature of School Building.

| Nature of School Building | No. of Schools |
|---------------------------|----------------|
| Own Building | 94 |
| Rented Building | - |
| Rent free Building | 6 |
| Any other | - |

It was observed that out of the one hundred primary schools surveyed in Dhaka Division ninetyfour schools had their own buildings. The remaining six schools were found to have no buildings of their own. They, however, held their classes in buildings known as 'Vested Property' provided by the Government on a rent free basis. (According to property Act of Bangladesh 1972, 'Vested Property' includes property belonging to persons or organisations who have already left the country and started living in any other country outside Bangladesh). It needs to be mentioned here that these schools either may be given permanent possession of the rent free buildings or they may be shifted to new buildings to be built exclusively for the purpose of the schools.

(ii) Types of School Building :

The information about school building with regard to the type of accommodation has been shown in table 8.2.

Table 8.2 : Types of School Building

| Nature of Building | No. of Schools | Percentage |
|-----------------------|----------------|------------|
| Open Air | 4 | 4% |
| Tented/Thatched House | 4 | 4% |
| Kuchcha | 29 | 29% |
| Pucca/Tinroof | 31 | 31% |
| Mixed | 32 | 32% |

It was found that 4 per cent of the schools out of the total 100 schools were open air type. That means, they were running under big trees. Two of the four schools had been demolished by floods and the remaining two had been destroyed by cyclone. Four schools were held in thached houses, whereas twentynine were kuchcha which meant that the wall of the house was of mud. Only thirtyone school buildings were pucca with tinroof, and thirtytwo were mixed houses implying that the roof of the house was of tin and the wall was of bamboo fence.

(iii) Number of Rooms in the School Buildings :

Schools provide the environment in which children work and learn. Of the schools in the survey sample, thirty per cent

had one room, eleven per cent had two to three, forty per cent, had four to five rooms, thirteen had six to seven rooms, and only six per cent had eight rooms or more. Table 8.3 shows the position in this regard.

Table 8.3 : Number of Rooms in the School Building.

| Number of Rooms | | No. of Schools |
|-----------------|---|----------------|
| 0 - 1 | : | 30 |
| 2 - 3 | : | 11 |
| 4 - 5 | : | 40 |
| 6 - 7 | : | 13 |
| 8 and above | : | 6 |
| <hr/> | | |
| Total | : | 100 |

The majority of the school buildings could not fulfil the basic requirements of rooms. The situation is quite disappointing when seen in the context of the recommendations made by an earlier Commission which specified that there should be a minimum of seven rooms per school. As against that specification, it was found that there were on an average only 3.71 rooms per school.

(iv) Use of Rooms for Different Purposes :

Considering that the number of rooms in the schools was quite inadequate, it should be worthwhile to examine the specific purposes for which the existing rooms were being used. The information about the use of room for various purposes has been shown in Table 8.4.

Table 8.4 : Use of Rooms for Different Purposes

| Purpose | Total No.of Rooms | Percentage |
|-----------------------|-------------------|------------|
| School Office Room | : 52 | 14.02 |
| Staff Room | : 1 | 0.27 |
| Library Room | : - | - |
| Class Room | : 316 | 85.17 |
| Students' Common Room | : - | - |
| Store Room | : 2 | 0.54 |
| <hr/> | | |
| Total | : 371 | 100.00 |

From the survey of the hundred selected schools, it was found that there were in all 371 rooms in these schools. Of these, only 316 rooms, constituting about 85 per cent, were used as class rooms. When seen with the total enrolment figures of 30125 for the hundred schools studied (See Table 8.8), the situation undoubtedly presents an alarming picture. It would imply that there were about 95 students for each class-room. It was also found that only 52 of the hundred schools studied had a separate office room, and only two schools had a separate store room. It was in fact more shocking to find that excepting one school, there was no staff room provided in any of the schools. It was also found that 82 schools used the same class room for different purposes.

(v) Furniture Provided for Seating and Average Sitting Arrangement :

The IER Survey (1975) had shown that about 15 per cent of the schools in the country had the sitting capacity for less than 50 students per school. Seating accommodation consisted of low benches, with 5 or 6 children squeezing together on each. The investigator in the present study observed that in 19 schools out of 100, there was no furniture at all. Students of these schools squatted on the floor or ground in a haphazard way. The remaining 81 schools had wooden benches only. Out of these 81 schools, in 4 schools 1 to 3 students sat per bench, and in 64 schools more than 5 students had to sit per bench. No school possessed steel benches or individual desks for students. The position in this regard is presented in Table 8.5.

Table 8.5 : Seating Arrangement

| Furniture | Sitting Space per Bench | | | Total |
|-----------------|-------------------------|-----------|-------------|------------|
| | 1to3 | 4to5 | More than 5 | |
| Wooden benches | 4 | 13 | 64 | 81 |
| Steel benches | - | - | - | - |
| Individual desk | - | - | - | - |
| No furniture | - | - | - | 19 |
| Total | 4 | 13 | 64 | 100 |

(vi) Facilities with respect to Ventilation, Sewerage, etc.:

The information obtained through the observation schedule with regard to proper ventilation in the class room, sewerage facilities, toilet facilities, dust bin, drinking water supply, electrification in the schools, and provision of cupboards or shelves in the classroom or school is presented in Table 8.6.

Table 8.6 : Facilities Available with Regard to Ventilation, Sewerage, etc.

| Facilities | No. of Schools |
|-------------------------------------|----------------|
| Proper ventilation in the classroom | 88 |
| Sewerage facilities | 79 |
| Toilets | 28 |
| Dustbins | 22 |
| Water supply | 46 |
| Electrification | 04 |
| Cupboard / Shelves | - |

 ONE SCHOOL HAS MORE THAN ONE FACILITY SO TOTAL IS MORE THAN 100

It was seen that out of one hundred schools, there was proper ventilation in only 88 schools. In 79 schools, there were sewerage facilities, and about only one fourth of the schools i.e. 28 out of 100, had toilets. Thus, it was appalling to note that though the students had to remain in the school for atleast 5 to 6 hours, there were no toilets provided in 72 per cent of the schools. Only 22 per cent of schools had

dustbins for trash materials. Out of the 100 schools, 46 had arrangements for drinking water from the tube well and only 4 schools were electrified. No schools possessed cupboards or shelves. Eventhough the NCSC suggested that the school environment should be like home, so that the children did not feel alien there, in reality the facilities of toilet, drinking water and dustbin were very poor which affected the helath of the children as well as of teachers. Particularly, the provision for toilet facilities was highly primitive and unhygienic.

(vii) Facilities for Physical Education, Games and Sports :

The NCSC (1976) had suggested that there should be playground, auditorium and the necessary equipment in each school, according to the number of students, for physical education, music, and art and craft; There should be a trained physical instructor in each school. But the information collected from the schools under study revealed that only 45 schools imparted physical education to the children. None of the schools had trained teachers with special training for imparting physical education, music, health, and art and craft. All the schools which provided physical training had separate play grounds. Only one school had an auditorium, eight schools had gardens, 5 had indoor games equipment and 32 had outdoor games equipment.

(viii) Organization of Games, Sports, Art and Craft, Music, and other Activities :

Details regarding activities like outdoor and indoor games, social work, art work, funfair, gardening etcetra

organized by the schools are presented in Table 8.7.

Table 8.7 : Organization of Games, Sports, Art and Craft, Music etc.

| Activities Organized | No. of Schools |
|----------------------|----------------|
| Outdoor Games | 82 |
| Indoor Games | 04 |
| Picnic | 11 |
| Scout / Guide | 01 |
| Social Service | 05 |
| Art / Painting | 52 |
| Handicrafts | 38 |
| Funfair | 01 |
| Debate | 15 |
| Gardening | 09 |
| National Day | 72 |

The above table reveals that during the last academic year (1983) 82 schools arranged outdoor games although 37 of these did not have their own playground. Out of 100 schools 73 schools participated in the tournaments organised at local places by clubs, associations, the Union Parishad or by the Government of Bangladesh. 72 schools observed national day celebrations. Though 5 schools had facilities for indoor games, only 4 schools arranged indoor games. 52 and 38 of the sampled schools arranged art/painting activities and handicrafts respectively, whereas 15 schools organised debates.

Students of 9 schools took part in gardening and students of 5 schools participated in some social service. Only 11 schools arranged picnic for their students whereas only one school organised a funfair. Only one school had their scout troops. Thus, it could be easily observed that, except for outdoor games, art/painting and national day celebration the other activities were not organized in a majority of the schools.

(ix) Supply of Mid-day Meals/Tiffin in School :

The NEC and NCSC suggested providing mid-day meals or tiffin as an incentive to the children and also stated that these would promote the health of the children through the provision of nutritious food. For hungry children, these meals would indeed be a strong attraction to go to school and stay there. The poor parents might be easily persuaded to allow them to go to school if free meals are available there. But the real picture collected from the schools was very disappointing. Only one school out of 100 schools provided tiffin from their own resources, the remaining schools had no provision at all.

(x) Medical Check up :

The survey revealed that none of the schools had facilities for the medical examination of the children, although NCSC recommended for providing medical examination facilities and keeping health card for each student in the school.

(xi) Library Facilities :

In order to get an overall picture of the schools with respect to the teaching materials and aids available relevant data were collected. It was found that only six schools had library facilities having 10 books on language, 18 on art and craft, 70 on physical education and 100 books for reference. These were the total stock of books on each subject in the six schools with library. All these six schools had almarahs to keep the books and a teacher was made in-charge of these books. Although NEC and NCSC suggested to provide library facilities in every school, this objective seemed to be a very distant target to be achieved.

(xii) Facilities for Work-experience (Laboratory) :

The data revealed that out of 100 schools only 4 schools had facilities for work experience with drawing pencils, colours and materials for craft work.

2. Students and Teachers

(i) Enrolment of Students in Primary School :

In order to get a comprehensive picture with respect to the enrolment of the students, relevant data were collected from the sampled schools. Primary schools are supposed to accommodate 200 pupils each. In 1975, average enrolment was 189 per school in Bangladesh. The sex-ratio in the composition of enrolments indicated a tendency of slight increase

of girls as compared with boys in higher classes than in primary level. The rate of dropout was 70 per cent (FREPD, 1977). The data, presented and analysed below, deal with the per school enrolment and dropout trends in the surveyed schools.

From Table 8.8, it can be seen that in the 100 sampled schools, the total number of students was 30,125, out of whom 17,302 were boys and 12,823 were girls. 57.83 per cent were boys and 42.57 per cent girls. The average number of students in a school was 301. In grade I, i.e., at the initial stage, the percentage of boys was 54.48 per cent and that of girls was 44.52 per cent. However, in higher classes the percentage of boys increased and that of girls decreased, and at the last grade of primary stage, i.e. at grade V, the percentages of boys and girls were 62.05 and 39.95 respectively.

It can also be seen that the percentage of grade II students with respect to grade I students was 56.54, indicating that about 43 per cent students of class I did not go to class II, only 74.60 per cent students of grade II went to grade III, 75.23 per cent of grade III students went to grade IV, and 82.02 per cent of grade IV pupils went to grade V. So, the trend showed that maximum dropouts occurred at grade I and the dropout rate decreased with higher grades. The dropout of girls was slightly higher than that of boys. It could be seen that of those who got admitted in grade I, only 26 per cent reached grade V. Out of 100 boys admitted

Table 8.8 : Enrolment of Students.

| Class | Number of Students | | Percentage of Student | | Percentage of Previous Class | | Percentage of Class I | | |
|-------|--------------------|-------|-----------------------|-------|------------------------------|-------|-----------------------|-------|-------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | |
| I | 6517 | 5229 | 11746 | 55.48 | 44.52 | - | - | - | - |
| II | 3707 | 2934 | 6641 | 55.82 | 44.18 | 56.88 | 56.11 | 56.54 | 56.54 |
| III | 2947 | 2067 | 4954 | 59.19 | 40.51 | 79.50 | 68.40 | 74.60 | 42.18 |
| IV | 2234 | 1439 | 3727 | 59.94 | 40.06 | 75.81 | 74.39 | 75.23 | 31.73 |
| V | 1897 | 1160 | 3057 | 62.05 | 37.95 | 84.91 | 77.70 | 82.02 | 26.03 |
| ----- | | | | | | | | | |
| Total | 17302 | 12823 | 30125 | 57.43 | 42.57 | | | | |

in grade I, 29 reached Class V and out of 100 girls admitted in Class I, 22 reached grade V. Thus, about three fourth of the children joining grade I could not or did not go to the last step of the primary stage. Thus, it is evident that even though the schools happened to be overcrowded, no improvement could be perceived in the status of sex-ratio and rate of drop out since 1975.

(ii) Number of Teachers :

It has been found that south and South East Asia, the rate of increase in the teacher input in the first level was slower than the rate of growth in student input, with the result that the pupil-teacher ratio rose from 38 in 1955 to 45 in 1967. This ratio was much higher in some countries; for example, it was 50 in Cambodia, 52 in India and 55 in Burma in 1967 (Huq, 1976). In order to find out the existing situation in Bangladesh, data were collected in this regard, as presented below.

Table 8.9 : Number of Teachers

| Total No. of Posts | No. Vacant | Teacher working in the School | | Teacher Working Total | Percentage | |
|--------------------|------------|-------------------------------|--------|-----------------------|------------|--------|
| | | Male | Female | | Male | Female |
| 519 | 41 | 371 | 107 | 478 | 77.6 | 22.4 |

From Table 8.9, it can be seen that in 100 primary schools, there were in all 519 teaching post. At the time of collection

of data, 478 teachers were working in these schools, and there were 41 vacancies. Out of the 478 teachers, 371 i.e. 78 per cent, were male and the rest 107 i.e., 22 per cent were female. This is inspite of the formulated policy of the Government of the People's Republic of Bangladesh that in primary stage 100 per cent female teachers should be employed.

(iii) Pupil-teacher Ratio :

Next to students, teachers are the most crucial inputs in the education system. In 1975, the average teacher-student ratio at the primary level in Bangladesh was 1:45. But table 8.10 shows that in the 100 schools taken for the study, there were 30,125 students in attendance and on roll there were 519 teaching posts at the time of data collection in 1983 which gives a student teacher ratio of 58.04 : 1. Further, at the time of data collection, 41 posts of teachers were vacant. Thus the student-teacher ratio stood at 63:1. In fact, NEC(1974) specified that the upper limit of the ratio would range between 45:1 and 50:1 and suggested the optimum ratio to be 35:1. Thus, the result showed that the prevalent ratio was nearly double that of the optimum ratio specified by the NEC even after ten years.

Table 8.10 : Pupil-Teacher Ratio.

| Total No. of Students | Total No. of Teachers on roll | Ratio | Working Teachers |
|-----------------------|-------------------------------|-----------|------------------|
| 30,125 | 519 | 58.04 : 1 | 478 |

(iv) Teacher's Qualifications & Experiences :

Quality is integral to the very concept of education, since education is essentially a process of qualitative change through the development of the innate capacity of an individual. Attendance at school and the learning-teaching processes are meant to this end and the desired social and educational changes that are the objectives of planned educational development are a function of quality in education. This function is pursued by the teachers with their individual excellence. Keeping this in mind, the researcher obtained the information from the teachers with regard to their qualifications, and experience.

Qualifications of the Teachers :

It has been observed that there was a considerable gap with regard to the qualifications of teachers in South and Southeast Asia. While in Bangladesh, 73 per cent were graduates of high school or possessed a higher qualification in 1969-70, in India, the number of qualified teachers, that is, graduate of high school and above, in primary schools increased from 10.3 per cent in 1950-51 to 51 per cent in 1965-66. (Haq, 1975).

iv) a) Academic Qualifications of the Teachers :

Table 8.11 presents the distribution of teachers according to their academic qualifications. Though at present the minimum education qualification for the post of

Table 8.11 : Academic Qualification of Teachers

| Academic Qualifications | No. of Teachers | Percentage |
|--|-----------------|------------|
| Non-Matric / Equivalent | 13 | 2.72 |
| Matric / S.S.C. / Equivalent | 264 | 55.23 |
| H.S.C. / Equivalent | 155 | 32.43 |
| B.A./B.Sc./B.Com./Equivalent | 40 | 8.37 |
| Any educational qualifications other than these (M.A.) | 06 | 1.25 |

a teacher in the primary school is Matric/S.S.C./Equivalent certificate, the data show that there were 13 teachers, that is, 2.73 per cent who were non-matric. This might be due to the fact that they had entered the service before the implementation of the present rule governing the qualifications, of primary teachers. 55.23 per cent teachers were Matric/S.S.C./Equivalent certificate holders and 42 per cent teachers possessed higher qualifications. Out of them 155 i.e., 32.43 per cent of the total of 478 teachers had passed the H.S.C. or equivalent certificate examinations, 40 teachers i.e., 8.37 per cent were graduates, and 6 teachers, i.e. 1.25 per cent had got their masters degree, particularly the M.A. Thus it can be observed that the proportion of teachers with requisite academic qualifications rose from 73 per cent in 1970 to 97 per cent in 1983, particularly in the Dhaka Division of Bangladesh.

iv) b) Professional Qualifications of the Teachers :Table 8.12 : Professional Qualifications of Teachers

| Professional Qualifications | No.of Teachers | Percentage |
|--|----------------|------------|
| Non-trained | : 89 | 18.6 |
| G.T. / P.I. | : 18 | 3.8 |
| B.Ed. / C-in-Ed. | : 359 | 75.1 |
| B.Ed./Dip-in-Ed/Equivalent | : 11 | 2.3 |
| M.Ed./Equivalent | : 1 | 0.2 |
| Any other Professional Training other than these | : - | - |

Table 8.12 reveals the position of professional qualification of primary teachers. It can be seen that 75% per cent teachers had S.Ed./C-In-Ed. qualification while 3.3 per cent had only G.T./P.I.; 2.3 per cent teachers possessed B.Ed./Dip-in-Ed./Equivalent degree and diplomas whereas only one person out of 478 teachers had his M.Ed. degree. However, 18.6 per cent teachers had no professional training or degree at all. It is pertinent to mention that Certificate in Education i.e. C-IN-Ed. is the basic professional qualification prescribed for primary teachers. Earlier, it was one year training course after passing Matric or S.S.C. and it was continued upto December 1983. But recently the above course has been made of two years duration in Bangladesh. Thus, it can be concluded that 77 per cent teachers have their minimum qualification or more in regard to academic as well as professional in the sampled schools and over all 81.4 per cent teachers were trained according to requirements.

v) Age of the Teachers :

It was found that 478 teachers were working in the sampled 100 schools. Out of these 478 teachers 371 i.e., 77.62 per cent were males, whereas 107 teachers i.e., 22.38 per cent were females.

Table 8.13 : Age of the Teachers

| Age | No. of Teachers | Percentage |
|----------------|-----------------|------------|
| 21 to 30 years | 163 | 34.1 |
| 31 to 40 years | 188 | 39.3 |
| 41 to 50 years | 84 | 17.6 |
| 51 to 60 years | 43 | 9.0 |

Table 8.13 shows the agewise distribution of primary school teachers in the sampled schools. The age of 163 teachers i.e., nearly 34 per cent was 30 years while 188 teachers i.e. 39 per cent were in the age group 31 to 40 years. The number of teachers, whose ages were between 41 and 50 years constituted nearly 18 per cent. Only 43 persons i.e. 9 per cent had their age above 50 years but below 60 year which is the retiring age for primary teachers. It was also found that the average age of the sampled teachers was 35.79 years.

vi) Experience of the Teachers :

That the quality of teaching depends on the quality of teachers is a common adage and is invariably mentioned in any pedagogic discussion. But qualities and competencies may

also be developed through experience and practice. The real picture of the experience of teachers in the sampled school can be seen in table 8.14

Table 8.14 : Experience of the Teachers

| Experience | No.of Teachers | Percentage | Average |
|--------------|----------------|------------|---------|
| 1 - 5 years | 70 | 14.64 | |
| 6 -10 years | 143 | 29.92 | |
| 11 -15 years | 121 | 25.31 | |
| 16 -20 years | 45 | 9.42 | 14.66 |
| 21 -25 years | 36 | 7.53 | |
| 26 -30 years | 34 | 7.11 | |
| 31 -35 years | 18 | 3.77 | |
| 35 -60 years | 11 | 2.30 | |

It was found that 29.92 per cent teachers had teaching experience ranging from 10 to 16 years; 25.31 per cent teachers had an experience of 11 to 15 years; while 14.64 per cent had an experience of less than 5 years. 9.42 per cent had an experience of 16 to 20 years; 7.53 per cent had an experience of 21 to 25 years, 7.11 per cent had an experience of 26 to 30 years, and only 2.3 per cent had an experience of more than 35 years. One of the causes of the lower percentages of more experienced teachers was the new appointment and taking over of the new schools by the government in 1973. It is also known that a large number of schools were established only in 1973 during the process of taking over by the Government.

3. Instructional Programme :

i) Pattern of Instruction :

It was found that in 99 schools, different teachers taught different subjects in all classes and in only one school a single teacher taught all the subjects in a class. It was gathered from the authorities that one school had only one teacher. Also, there was no school where one subject was shared by more than one teacher.

ii) Shift System Schools :

For the purpose of this analysis, single shift means operation of all classes of the school in one stretch of time or block of working hours during which a primary school usually holds its classroom teaching functions in a day and the double shift should, therefore, mean operation of a number of classes in one stretch of time and operation of the remaining classes in another stretch of time during the same school day with the same set of teachers working. This naturally divides the primary schools into two categories, namely single shift schools and double shift schools. Of the schools in the survey sample 85 per cent of the schools were functioning on double shift basis, the remaining schools were doing so under single shift system. It was observed that in the double shift schools, the first shift was for classes I and II, and the second shift was for classes III to V. It is worthwhile to mention here that the Government made the provision for double shift compulsory in primary schools. It

was also observed that 82 per cent of the surveyed schools used the same class room for different classes.

iii) Time Table Followed :

The NEC stated that the specified course of studies of the curriculum could not be completed due to excessive number of holidays in the educational institutions which in turn led to deterioration in the standard of education. The Commission recommended that the number of working days in a year will be 245 and the holidays will be less than 120 days, including weekly holidays and sectional holidays. It was also suggested that if the educational institutions are closed during sowing and harvesting season, the students could help their guardians and gather experience in the real life situation through productive work and labour. Moreover, the survey of actual practice revealed that all the 100 schools functioned for five days a week. Further, only two schools out of one hundred schools received the time table for pursuing their school activities from the Thana (Upazilla) Education Office. The remaining 98 schools informed that they knew only of two days' holiday in a week and they worked from 10 a.m. to 5 p.m. Within these hours, the school was organised into two shifts - 10 a.m. to 12.30 p.m. for classes I and II and 1 p.m. to 5 p.m. for classes III to V. All the sampled schools allocated their working days divided into periods and hours in each subject within the framework of 5 working days. Thus, they did not consider the local needs like sowing and harvesting in their time table. Out of 100 schools, 28 schools made allocation of time for various

subjects and prepared the time-table before the commencement of the year and 72 schools made the same in the beginning of the year after the reopening. The number of periods in each week and the duration of each period in each subject and in each class provided in the time-table of the surveyed primary schools were as shown in Table 8.15. The average time allocations for different subjects are as follows:

It is clear from Table 8.15 that the average number of periods allotted for teaching mothertongue in classes I and II per week was 4.97 and 4.95 respectively which is in accordance with what is prescribed by NCSC. But the time allotted by the schools for each period was about 38.8 minutes duration which was more than the length of 30 minutes specified by NCSC. The periods allotted for mothertongue in classes III to V were 4.98 in each class which was much less compared to the 7 periods prescribed by the NCSC. Also, it appeared that in several schools, the allotted time for each period was longer than the 35 minutes duration specified by the NCSC.

It could be observed that the time table followed by the schools with respect to mathematics for classes I and II was of about 5 periods per week with 35 to 40 minutes duration for each period respectively. This again was contrary to the NCSC prescription of 6 periods for each class per week with 30 minutes duration for each period. Thus, it appeared that the schools provided nearly one period less than the number prescribed by the NCSC but they provided 5 minutes more for

Table 8.15 : Time-table Followed in the School

| Std. | I | | II | | III | | IV | | V | |
|---------------------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|
| | No. of P.P.W. | L of E.P. |
| Mother tongue | 4.97 | 38.8 | 4.95 | 38.8 | 4.98 | 37.1 | 4.98 | 37.1 | 4.98 | 37.1 |
| Mathematics | 4.92 | 35.6 | 4.91 | 35.6 | 4.95 | 35.9 | 4.93 | 35.7 | 4.93 | 35.7 |
| Environmental Study | .94 | 7.0 | 2.41 | 17.6 | 9.80 | 33.6 | 9.80 | 33.6 | 9.80 | 33.6 |
| Physical Edu. | 1.41 | 8.4 | 1.40 | 8.40 | 1.40 | 9.6 | 1.40 | 9.6 | 1.48 | 9.6 |
| Religious Edu. | .32 | 2.30 | .45 | 5.8 | 4.22 | 31.6 | 4.22 | 31.6 | 4.22 | 31.6 |
| English | .32 | 3.1 | .60 | 5.3 | 4.82 | 31.6 | 4.90 | 31.9 | 4.90 | 31.9 |

P.P.W. : Stands for Number of Periods per Week.

L.E.P. : Stands for Length (duration) of Each Period in minutes.

each period. The time allotted by the NCSC for classes III to V was also 6 period for each week with duration of each period being 35 minutes. But, while the schools allotted an average of 4.93 periods per week and duration of each period was 35.7 minutes.

The time allotted with regard to Environmental Studies showed that for classes I and II, only one and two periods respectively had been allotted by the school and the duration of each period was less than half an hour. This indicated that all the schools did not include lessons on environmental studies in classes I and II. But, the NCSC prescribed 5 periods with duration of 30 minutes each. While the NCSC allotted 6 periods with 35 minutes each per week in classes III to V, the schools followed an average of 9.80 periods per week with 33.6 minutes for each period. Thus it seemed that the schools provided more periods than that recommended by the NCSC. Further, most of the schools provided separate periods for environmental studies (social) and environmental studies (science) for classes III to V which was against the spirit of integration.

For physical education, the NCSC had allotted 3 periods for classes I and II with 30 minutes each. It also prescribed 3 periods of 35 minutes each for classes III to V per week. But the schools made it nearly two periods for all classes per week with less than 10 minutes for each period. Most of the schools considered it to be the assembly held before starting the class everyday during which some sort of drills

were performed. In fact, they did not have special consideration for physical education at all.

A few schools provided Religious Education in classes I and II, although the NCSC allotted 3 periods per week with 30 minutes duration in each period. But for classes III to V the Committee made it 3 periods with 35 minutes each, while the schools followed nearly 4 periods.

The NCSC did not allot any period for teaching English in Classes I and II as they were not in favour of teaching English at that stage. But, some schools provided for teaching English lessons in Stds. I and II. For teaching English in Stds. III to V all the schools provided 5 periods of 30 - 35 minutes each per week which was in accordance with the NCSC recommendation. Further, it could be observed that none of the schools had provision for Art and Craft, and Music, although NCSC suggested 3 periods with 30 minutes each for these subjects in Class I and II, and 2 periods for art and craft, 2 periods for music with 30 minutes duration for each period in classes III to V.

Finally it could be observed that the sampled schools provided nearly 13 periods within 7 hours for standard I and 15 periods with a total of nearly 8 hours in standard II while NCSC recommended 30 periods of total 15 hours for each standard. The NCSC recommended 34 periods in 18 hours for classes III to V. But, in practice there were 30 periods in 16 hours only.

iv) Workload of Primary Teachers :

Necessary information was collected to ascertain the number of periods taken by a teacher per week. The range of weekly teaching load and the average weekly teaching load as found from the data obtained are shown in Table 8.16.

Table 8.16 : Workload of the Teachers

| No. of Periods | No. of Teachers | Percentage | Average No. of per. teacher |
|----------------|-----------------|------------|-----------------------------|
| Up to 24 | 157 | 32.85 | |
| 25 - 30 | 212 | 44.35 | 26.33 |
| 31 - 35 | 54 | 11.30 | |
| 36 and above | 55 | 11.50 | |

It was found that the average number of periods taken by a teacher was 26.33 per week. While 44.35 per cent teachers took classes ranging from 25 to 30 periods per week, 32.85 per cent teachers had a workload of less than 25 periods per week. 31 to 35 periods per week were taken by 11.30 per cent teachers, while more than 36 periods per week were taken by 11.5 per cent teachers. It is quite surprising to find such wide discrepancy in the work load of teachers. This must be due to the fact that the Thana Education Offices do not specify any norms in this regard, nor do they supervise to see that the school work is organized in a systematic way. Rather, even on such matters of vital importance, decisions are left to the arbitrary considerations of individual schools instead of enforcing some uniformity.

v) Activities Performed by the Teachers other than Classroom Teaching :

The NCSC (1976) had emphasised the practical activities of the teachers outside the classroom. Detailed work to be performed by the teachers was mentioned in the syllabus of each subject and each class. Table 8.17 provides the picture of the activities done by the teachers in the schools.

Table 8.17 : Activities Performed by the Teachers other than Classroom Teaching.

| Activities | No. of Teacher | Percentage |
|------------------------------|----------------|------------|
| Correction of Note books | 386 | 92.72 |
| Preparing Tools for Teaching | 70 | 17.90 |
| Co-Curricular Activities | 230 | 58.82 |
| Funfair | 05 | 01.28 |
| Study Tour | 26 | 06.65 |
| Picnic | 41 | 10.49 |
| Educational Exhibition | 06 | 01.53 |
| Any other | - | - |

N.B. : Total percentage is more than 100 because many teachers perform more than one activity.

Distribution of teachers according to their work done other than classroom teaching as shown in table 8.17 revealed that 92.72 per cent teachers corrected notebooks of students, and 58.82 per cent teachers organised co-curricular activities

for the students. Although preparation of tools for teaching was an essential activity suggested by NCSC, only 17.49 per cent, 6.65 per cent, 1.53 per cent and 1.28 per cent teachers performed the activities of organising picnics, study tours, educational exhibitions and funfairs respectively. It is clearly evident that the activities performed by the teachers other than classroom teaching were essentially two, namely correction of notes and organization of co-curricular activities.

vi) Completion of the Syllabus :

With a view to knowing the situation regarding the completion of syllabus, the responding teachers were asked to report their experience. The data indicated that out of 478 teachers 439 i.e. 91.84 per cent were able to complete the syllabus in time, while only 39 teachers i.e. 8.16 per cent could not complete the syllabus within the scheduled time. Out of these 39 teachers, 20 teachers took extra classes to complete the syllabus, 14 of them included only those portions of the syllabus which were to be included for the examination, 5 teachers did not do anything for this. None of them carried over these untaught portions to the next grade. It is worthwhile to mention that those 5 teachers who did not do anything for covering the uncompleted syllabus were working in three schools which were highly understaffed. Two schools had only two teachers each and one school only one teacher.

4. Teaching Aids and Materials :

It is needless to point out that the quality of instruction in the school depends greatly on the availability and use of appropriate teaching aids and materials by the classroom teacher. Relevant information about the availability of various common materials, collection and preparation of materials and their use by the teachers in the schools under study have been presented in this section.

i) Availability of Learning Materials for the Learners :

The survey revealed that textbook, slate, pencil, etc. were made available to children in all schools. In fact, textbooks were supplied by the Government to all children in Classes I and II, and to a specified proportion of the children in Class III also. Rest of the materials alongwith textbooks for all other students were procured by the parents. It was found that on an average 86 per cent children had their textbooks.

ii) Procuring Reading Materials by the Teachers :

It is most essential for every teacher to possess and read atleast three sets of materials in order to preparing themselves for classroom teaching. These are the prescribed textbooks, teachers handbooks, and supplementary reading material. Actual position with regard to this is given in tables 8.18 and 8.19.

Table 8.18 : Collection of Reading Materials by the Teachers

| Name of the materials | No.of Teachers | Percentage |
|-----------------------|----------------|------------|
| Textbooks | 442 | 92.47 |
| Teachers' Handbook | 435 | 91.00 |
| Supplementary Reading | 398 | 83.26 |

N.B. : Total of column 3 exceeds 100, because many teachers collect more than one material.

ii) Collection of Reading Materials by the Teachers :

Most of the teachers in the sampled schools used to have or collect the reading materials. Table 8.19 provides the position regarding collection of reading materials.

From Table 8.18, it is evident that only 92.47 per cent teachers possessed the textbooks, 91 per cent had the concerned teacher's handbooks and 83.26 per cent teachers possessed supplementary books. Further, it was found that of the 442 teachers who had textbooks, only 150 owned the books while 292 teachers used the books of their students. Teachers' handbooks were collected by all 435 teachers from Government sources. Supplementary reading materials were used by only 398 teachers, of whom only 90 teachers had their own copies of the supplementary reading material while the remaining 308 teachers got them through their students. It is surprising to find that even the basic material such as textbook and teacher's handbook were not possessed or used by all the teachers. And, even those who used, by and large, depended on

the students for supplying them the textbooks and supplementary reading material.

Table 8.19 : Collection of Reading Materials by the Teachers

| Teaching Materials Reading | No. of Teachers with Material in Terms of Source of Procurement | | | |
|-------------------------------|--|-----|----------|-----|
| | Govt. | Own | Students | |
| Textbooks | : | - | 150 | 292 |
| Teacher's Handbook | : | 435 | - | - |
| Supplementary Reading | : | - | 90 | 208 |

iii) Use of Teaching Aids :

It was found that 430 teachers i.e. 89.96 per cent used teaching aids besides textbooks, while 48 teachers, i.e., 10.04 per cent depended exclusively on textbooks.

iv) Availability of Teaching Aid Materials :

In order to know the availability of the teaching aids used by the teachers in the classroom a list of teaching aids were presented in the questionnaire. These teachers who used teaching aids were asked to identify the aids which were available in the school. The information obtained about the availability of materials and aids have been presented in Table 8.20.

Table 8.20 : Availability of Teaching Materials

| Aids | No.of Teachers | Percentage |
|-----------------------|----------------|------------|
| Set of Charts | 354 | 74.66 |
| Set of Cards | 74 | 15.48 |
| Maps | 365 | 76.34 |
| Globes | 109 | 22.80 |
| Models | 93 | 19.46 |
| Pictures | 229 | 47.91 |
| Photographs | 78 | 16.32 |
| Instrument Box | 69 | 14.44 |
| UNICEF Stationary Box | 219 | 45.82 |
| UNICEF Kit Box | 188 | 39.33 |

N.B. : Total of column 3 exceeds 100 because many teachers use more than one teaching aid.

It was observed that 76.34 per cent used maps, 74.06 per cent used set of charts, 47.91 per cent used pictures, 45.82 per cent used UNICEF stationary box, while 39.33 per cent used UNICEF Kit box. Globes and models were used by 22.80 per cent and 19.46 per cent teachers respectively. It is worthwhile to mention that IER study (1977) had shown that about 90 per cent schools had received stationery and exercise books supplied by the UNICEF and about 41 per cent schools had received the basic kit box and a set of ten or more wall charts per school. It had been recommended by the NEC as well as the NCSC that the teachers should try to develop their own teaching aids using the local community sources. However, the survey revealed that except for a

small proportion of them, all the teachers expected the Government sources to supply the teaching aids also.

viii) Use of Community Resources for Teaching :

It has been emphasized by the NEC (1974) that the experiences and activities provided in the study should be related to the child's environment and national pre-occupations. The NCSC provided ample opportunities in the curriculum for the above objective and made a section naming materials and aids for each subject in each class. Local materials which could be utilized in various forms as teaching aids were specified and keeping this in view the teacher's handbooks provided instructions for ways and means of using them. In practice, however, out of 478 teachers, 368 i.e. 76 per cent teachers used the available community resources in their teaching. Further 278 teachers, i.e. 58 per cent of the teachers encouraged their students for preparing teaching aids with the locally available materials and resources. And only 135 teachers, i.e., 28 per cent only actually prepared and used materials with the help of community resources in their regular classroom teaching.

vii) Teaching Materials Badly in Need :

An attempt was made to find out the materials badly needed in teaching but not available to the students. Details in this regard are given in Table 8.21.

Table 8.21 : Teaching Materials badly in Need

| Materials badly in need of. | No. of Teachers | Percentage |
|---|-----------------|------------|
| Globe | : 366 | 76.57 |
| Chart | : 224 | 46.86 |
| Card | : 234 | 48.95 |
| Map | : 188 | 39.33 |
| Science Equipment (Compass, Magnet, Chemicals) | : 127 | 26.57 |
| Any other (Clay model, leathers) | : 268 | 55.49 |

N.B. : The total of column 3 exceeds 100, because many teachers felt the need for more than one material for their schools.

It was found that even basic aids like globes and maps were not available in the schools in sufficient quantity. Apart from these a number of teachers felt the need to have such material as charts, science equipments, models and so on.

ix) Provision of First Aid Box :

The NCSC suggested providing a first aid box in each school. But the majority of teachers i.e., 65 per cent informed that there was no provision for first aid in their schools.

x) Radio Set :

The NCSC had made a special mention that each school should have a radio set and there should be properly planned

lessons broadcast on the radio for the benefit of primary school children. However, it was found that only two of the surveyed schools possessed radio sets. Even these had been provided in the form of gift from the public.

5. Teaching Methods and Procedure :

This section is devoted to present facts about the procedures and methods which were generally being used by the teachers for their teaching in the classroom as well as in organising the school programme. The data presented here are on the basis of responses from the teachers representing their own individual opinions and practice.

It has been found that only 25 per cent teachers prepared plans for teaching in the class. Also, 76 per cent teachers were imparting lessons on the basis of unit plans prepared by them.

i) Teaching Methods :

Teaching is a complex process which comprizes teachers, students and instructional materials. Owing to the varied content of subjects and individual differences in learners, teaching demands varieties of methods for imparting knowledge and skills to be children. An attempt has been made here to find out what methods are used by the teachers in the primary schools. For this purpose a list of different methods and techniques was given in the questionnaire for teachers. The teachers were asked to check them according to their frequency of use into three categories as 'generally', 'sometimes' and

'not at all' used. The data with regard to the responses obtained are presented in Table 8.22.

Table 8.22 : Teaching Method

| Methods/Techniques | Percentages of responses | | |
|-----------------------|--------------------------|-----------|------------|
| | Generally | Sometimes | Not at all |
| Lecture | : 23 (4) | 272 (56) | 183 (38) |
| Discussion | : 48 (10) | 426 (89) | 4 (1) |
| Demonstration | : 31 (7) | 369 (77) | 378 (16) |
| Projectwork | : - | 93 (20) | 385 (80) |
| Assignments | : 261 (54) | 217 (46) | - |
| Field Trip | : - | 67 (15) | 411 (85) |
| Team teaching | : 17 (3) | 248 (52) | 213 (45) |
| Discovery approach | : - | 57 (12) | 421 (88) |
| Pupil Teaching | : 34 (7) | 101 (21) | 343 (72) |
| Programmed Learning | : - | - | 478 (100) |
| Group Project | : - | 45 (10) | 433 (90) |
| Laboratory Practicals | : - | 3 (1) | 475 (99) |
| Audio-visual | : - | - | 478 (100) |
| Play way | : 58 (12) | 244 (51) | 176 (36) |

The data revealed that the assignment method was the most dominating method of teaching in the primary schools. Out of 478 teachers, 261 i.e. 54 per cent, teacher's generally used this method. Next to assignment method came the discussion method which was generally followed by 48 teachers i.e. 10 per cent of the total population of teachers. All other methods were generally used by a few teachers. It was

found that most of the teachers used about all the methods 'sometimes' as follow: 89 per cent teachers used discussion, 77 per cent used 'demonstration, 56 per cent used lecture, 51 per cent used team teaching and play way, 46 per cent assignment, 21 per cent pupil teaching, 20 per cent project work, and 15 per cent used field trip, 12 per cent discovery approach and 10 per cent group project. The rest of the listed methods such as laboratory practical, audiovisual, programmed learning was 'not at all' used by the teachers. Thus, it appears that assignment, discussion, demonstration, play way and lectures are the more frequently used methods by the teachers of the primary schools in the sampled Thanas.

iii) Integrated Teaching of Art, Craft and Music :

The NCSC suggested to impart lessons in art, craft and music along with the lesson in mothertongue in an integrated way. But, in practice, only 12 per cent teachers conducted their lessons in art, craft and music alongwith mothertongue teaching.

iv) Activities for Language Skill :

Only 47 per cent of the respondent teachers reported that they arranged co-curricular activities for developing the language skill of the children. Different types of activities arranged by the teachers in this regard are mentioned in table 8.23.

Table 8.23 : Activities for Language Skill

| Provisions | No. of Teacher | Percentage |
|---------------|----------------|------------|
| Debate | 86 | 17.99 |
| Drama | 20 | 4.18 |
| Discussion | 204 | 42.68 |
| Story telling | 225 | 47.07 |
| Dialogue | 195 | 40.79 |
| Wall Magazine | - | - |
| Any other | - | - |

It was observed that 47.07 per cent teachers adopted story telling, 42.68 per cent initiated discussion and 40.79 per cent arranged for open dialogues, while 17.99 per cent arranged debates and 4.18 per cent organized drama. None of the teachers out of 478 prepared wall magazines for this purpose. Thus, it appears that although NCSC advised arranging such activities for the development of the children's language skills, majority of the teachers did not put the recommendation into practice. It was also reported by 66 per cent teachers that the students did not make any independent effort in this regard, on a voluntary basis.

iv) Project Work for Environmental Studies :

The NCSC suggested to organize project work for developing and integrating childrens' knowledge and experience with their environment. But it was quite disappointing to find that only 3 per cent teachers organized project work as part of their teaching programme.

v) Participation in Science Exhibition :

Only 5 per cent teachers reported that their students participated in science exhibitions.

vi) Participation in Work-experience :

The NCSC recommended that the school children be made to participate in work experience activities relating to their real life situation.

Table 8.24 : Participation in Work-experience

| Work-experience activities | No. of Teachers | Percentage |
|--|-----------------|------------|
| The students actively participate in cleaning their classroom, playground etc. | : 412 | 86.19 |
| They actively participate in gardening, making necessary materials like plate, glass, ashtray etc. | : 119 | 24.90 |
| Play, discussion and freehand drawing. | : 203 | 42.47 |

N.B. : The total of column 3 exceeds 100, because many students participated in more than one activity.

Table 8.27 reveals the perception of teachers about their pupils' participation in work-experience activities. 86.19 per cent teachers said that their students participated in cleaning their classroom, school and play-ground, 42.47 per cent teachers mentioned that students participated in play, discussion and free hand drawing. Also 25 per cent

teachers reported that their students actively participated in gardening, making necessary materials like plate, glass, ashtray etc. Thus, eventhough work experience was introduced by the NCSC as a compulsory fashion specifying it in the weekly time schedule a number of schools did not make concentrated efforts to organise work experience programmes for their children.

vii) Remedial Teaching :

It was reported by 67 per cent teachers that they arranged remedial teaching for their students, as recommended by the NCSC.

SECTION : II

ASSESSMENT PROCEDURE :

This section is devoted to a discussion of the procedures, strategies and techniques that are generally followed by the school system in assessing the achievement of students in the primary schools of Bangladesh. The strategies applied by the school for assessing and promoting the students, arrangement of examination and the nature of instruments used are presented here on the basis of the data collected through a school information schedule. This is followed by the presentation of details regarding techniques and tools adopted by the teachers as reported by the teachers in a questionnaire administrated. Finally, the content analysis of the question papers used for the primary school stage final examination (Std.V) has been presented.

It would be logical if the presentation is made with the observation of the NEC (1974), as has been stated earlier, that the present curriculum is being used in the schools of Bangladesh since 1978. The NEC observed that there was no appropriate assessment procedure in the school system for measuring the outcome of the teaching-learning process, nor was there a proper mechanism to ensure the effectiveness of the process itself. Thus, the results of the year-end examinations are used only to promote the children at the end of the year without ensuring the standard and quality of education. Looking into the deficiencies of the assessment procedure of the schools, the Commission recommended that the assessment should be made throughout the year with respect to reading and writing activities in the classroom, conduct and behaviour of the child. Besides these, intelligence, attitudes and such other characteristics, of the child should also be assessed. The teacher should periodically arrange assessment in the classroom at short intervals. The committee, while recommending this, stressed the importance of keeping the record of the assessment of the pupils which should help provide necessary encouragement to the children and build up a basis for self-evaluation. The record also would help the teacher and the parents to take necessary measures for remedying the weakness of the learner. The commission suggested holding three examinations per year excluding the annual examination for the children of the primary school. It also supported the holding of school-end scholarship

examinations. The NCSC did not add much to this regarding the assessment procedure in the school system but the Committee suggested specific procedures of evaluation to be adopted in each subject in each class. These suggestions indicated that the teacher should make continuous evaluation with oral and written examination providing short answer type, objective type, descriptive and essay type questions. Cumulative record should be prepared, based on monthly assessment and it should be sent to the parents of the children once in every three months.

The data presented in the following pages of this section will give a picture of the assessment practices in vogue during 1983, when the present survey was conducted in the primary schools of Bangladesh.

(i) Frequency of Holding Examinations :

Data regarding the frequency of holding examinations was obtained through the school information schedule by keeping four alternatives, namely, monthly, quarterly, half yearly and annual. With a view to focusing the frequency of holding the examination for assessment, the respondent was asked to identify which one(s) was/were in practice in their school out of the list provided in the school information schedule. The data in this regard are shown in Table 8.25.

Table 8.25 : Frequency of Holding School Examinations

| Examination Held | No. of School |
|------------------|---------------|
| Monthly | - |
| Quarterly | 100 |
| Half-yearly | - |
| Annual | 100 |

From the above table, it is evident that, of the hundred schools surveyed, all were taking quarterly and annual examinations regularly. Thus there were four examinations in a year for evaluating the students' achievement in the primary schools.

Out of the one hundred sample schools, 80 schools arranged their common annual examinations and 20 schools organised their annual examination individually. The common annual examination is organised by the Thana (Upazilla) Primary Teachers Association with the help of the Thana Education officer. In this system experienced teachers are asked to set the question papers. Thereafter, they were moderated by a Committee which would prepare the final version of the question paper distributed to all the participating schools. The answer papers were examined by the teachers of the respective schools as was done in schools which did not hold the common annual examination.

(ii) Procedure for Promoting the Children :

In order to know the procedure followed for promoting the children by the school, three alternatives were considered in the information schedule. The data in this respect are shown in Table 8.26.

Table 8.26 : Procedure for Promotion

| Procedure of Promotion | No. of Schools |
|--|----------------|
| On the basis of performance on annual exam. | 96 |
| On the basis of performance on annual and terminal | 4 |
| On the basis of performance assessed continuously | - |
| TOTAL | : 100 |

The promotion procedure is almost similar in all schools. 96 per cent of schools gave promotion to their students solely on the basis of performance at the annual examination; only 4 per cent schools give weightage for terminal examinations results alongwith the annual examination.

(iii) Problems for Conducting Examination :

In order to know whether the schools faced any problem in conducting the examination, the relevant information was obtained. It was found that 93 per cent schools did not face any problem at all. Only 7 per cent schools faced problems of seating for the students and also of malpractices.

(iv) National Talent Examination :

The data regarding the participation in the scholarship examination at the end of the primary schools stage i.e., for standard V students showed that 77 out of 100 schools participated in the scholarship examination. Out of the 77 schools, 56 schools provided special instruction to these students who appeared at the scholarship examination. Thus 23 per cent schools did not send any student for the scholarship examination at all.

(v) Techniques of Assessment Used :

In order to know the techniques that were being used by the teachers for assessing students' achievements in the Primary School, a list of the techniques was presented in the questionnaire to the teachers. The teachers were asked to check the one(s) which they adopted for assessing their students. The data in this regard are shown in Table 8.27.

Table 8.27 : Techniques of Assessment Used by the Primary School Teachers

| Technique Adopted | No.of Teachers | Percentage |
|-----------------------|----------------|------------|
| Oral Test | : 173 | 36.19 |
| Written Test | : 37 | 7.74 |
| Both Oral and Written | : 268 | 56.07 |
| Any other | : - | - |
| Total | : 478 | 100 |

The data indicated that 56.07 per cent teachers assessed their pupils by both 'oral' and 'written' tests, 36.19 per cent teachers applied oral tests only whereas 7.74 per cent teachers took written tests only. No body adopted any other procedure for assessing their pupils.

(vi) Frequency of Holding Periodical Tests :

With a view to finding out the frequency of holding periodical tests, teacher respondents were asked to specify the same in the questionnaire. The data in this regard are shown in Table 8.28.

Table 8.28 : Frequency of Holding Periodical Tests

| Frequency of Tests | No.of Teachers | Percentage |
|-----------------------------|----------------|------------|
| Weekly : | 226 | 47.28 |
| Monthly : | 112 | 23.43 |
| Once in every three month : | 81 | 16.95 |
| Once in every four month : | 59 | 12.34 |
| Once in every six month : | - | - |

From the above table, it is seen that 47.28 per cent teachers conducted weekly examination, 23.43 per cent conducted it once in a month, 16.95 per cent conducted one examination every three months while 12.34 per cent conducted once in every four months.

Comparing this with the data provided in Table 8.28, it can be inferred that about 30 per cent of the teachers did not conduct any periodical tests. Their students were evaluated only by the school examinations held quarterly and annually.

(vii) Types of Questions Used :

To describe the situation regarding the types of questions set by the teachers in the class for evaluating the achievement of students in the primary schools the respondents were asked to identify those types which were generally used by them from a list provided in the questionnaire. The data are shown in Table 8.29.

Table 8.29 : Type of Questions Used

| Type of Questions | No. of Teachers | Percentage |
|-----------------------------------|-----------------|------------|
| Essay Type | : 101 | 21.13 |
| Objective Type | : 136 | 28.45 |
| Short Answer Type | : 113 | 23.64 |
| A Combination of the above three: | 128 | 26.78 |
| Total | : 478 | 100.00 |

The table indicates that the highest percentage of teachers was using only objective type questions for evaluating their students' achievement, and their percentage was 28.45. Another 23.64 per cent teachers set short answer type questions, while 21.13 per cent put only essay type questions.

Another 26.78 per cent teachers set a combination of essay, objective and short answer type questions.

(viii) Scoring Technique :

To find out the scoring techniques adopted by the teachers for evaluating the answers given by the students in the test, the respondents were requested to identify those which were generally used by them from a list, given in the questionnaire. The data in this respect are presented in Table 8.30.

Table 8.30 : Scoring Techniques

| Scoring Technique | No.of Teachers | Percentage |
|--------------------------|----------------|------------|
| Marking | : 433 | 90.59 |
| Grading | : 6 | 1.25 |
| Both marking and grading | : 39 | 8.16 |

It was found that 90.59 per cent teachers evaluated their students by awarding marks, while 1.25 per cent evaluated by awarding grades, 8.16 per cent teachers evaluated their students by both marking and grading.

(ix) Progress Report :

It was found that 10 per cent of the teachers did not maintain any progress record of their students' achievement. About 90 per cent teachers maintained the progress record of the achievement of their students. Of them, 90 per cent

teachers kept them in a general register, 6.6 per cent maintained them in the form of individual profiles and only 3.2 per cent kept them in the form of progress report cards.

Table 8.31 : Progress Report

| Procedure of Maintaining Progress Record | No. of Teachers | Percentage |
|--|-----------------|------------|
| A general register for keeping progress record | : 390 | 90 |
| Individual Profiles | : 29 | 6.6 |
| Cumulative Records | : - | - |
| Progress Report Card | : 14 | 3.2 |

(x) Frequency of Sending Progress Report :

It can be observed from the table presented below that all those teachers who kept record of the progress did not send the report to the parents or guardians of the students. 95 per cent of those who maintained the progress record sent the progress report to the parents or guardians of the children. However, only 24 teachers (5.8 per cent) used to send the report once in every month, 39 per cent once in every three months, and 24.9 per cent once in every six months and 30.2 per cent sent only once in a year.

Table 8.32 : Frequency of Sending of Progress Report

| Frequency of Sending the Progress Report | No. of Teacher | Percentage |
|--|----------------|------------|
| Once in every month | : 24 | 5.8 |
| Once in every three months | : 161 | 39 |
| Once in every six month | : 103 | 24.9 |
| Once in a year | : 125 | 30.2 |

2. CONTENT ANALYSIS OF QUESTION PAPERS

Discussion in the last sub-section focussed on specific techniques and procedures that are generally adopted for assessing the achievement of the students. Adoption of appropriate techniques of assessment are essential to make the evidences collected through these various procedures reliable. However, in addition to reliability, it is also essential to examine the validity of the tools and techniques used for evaluating the student. Validity of a tool particularly in the context of achievement depends on the extent to which the contents of the tool represent the objectives of the respective course, in the present case, the primary education programme of Bangladesh.

It may be pointed out here that the primary education in Bangladesh consists of standards I to V. Every student completing this five years' education as to appear for a

final examination at the end of the fifth year. As a rule, this final examination is conducted in a centralised fashion at the Thana level. The examination consists fully of written tests in the various subjects. The question papers for this examination are set by a pannel of teachers selected by the Primary Teachers Association of respective Thanas. However, actual scrutiny and evaluation of the written answer books are done by the concerned teachers of the respective schools. Another point that needs mention is that, as a convention, a uniform pattern is maintained for the question papers set in different Thanas. Only minor differences in terms of number of questions and organisation of different types of questions can be observed across the Thanas in this regard.

It should be worthwhile to ascertain the extent to which objectives of learning different subjects at the primary level are being evaluated during the final examination. This has been attempted in the present study. All the question papers used during 1983 in six of the ten selected Thanas have been subjected to a critical analysis for this purpose. This analysis is again confined to question papers in only three subjects namely, Bengali, Mathematics, Environmental Studies — Social Studies and Science. Discussion in this regard is presented in the following with respect to each of these subjects.

(1) Mother tongue :

Examination in the mothertongue consisted of only one question paper carrying a total credit of hundred marks. All

the six question papers examined included 10 major questions. It was quite surprising to find that the question paper in one of the Thanas gave special instruction to the students to avoid mixing up spoken language with literary language.

The nature of the questions set was more or less same in all the question papers. One of the questions required the students to reproduce eight lines of a poem along with the name of the poem and of the poet. While one can understand if students are required to recite a poem, it is doubtful whether reproduction of lines of a poem in writing could be seen as contributing to the achievement of the objective of teaching poetry at the primary stage. Another four questions dealt with different aspects of Bengali grammar. One question aimed at assessing vocabulary of the children and their ability for constructing original sentences. In other question children were asked to write an essay on a given topic. The other three questions were objective type based on the contents included in various lessons of the textbooks.

An overall review of the question papers revealed the following points. First of all, the question papers seem to have been over loaded with items related to grammar. This is quite contrary to the objectives specified for mothertongue teaching at primary level which call for avoiding undue emphasis on learning rules of grammar. Secondly, the questions on the content of the lesson tested the memory of

the students for the facts included in the lessons rather than evaluating their ability for comprehension and expression in mothertongue. Thirdly, while the question on writing a brief essay on a given topic allows for testing their creative expression and composition, the purpose of teaching poetry seem to have been completely distorted. Lastly, by depending exclusively on a written test, several important objectives of teaching mothertongue have been completely ignored. The examination, thus, did not provide any scope to evaluate such basic abilities as listening, speaking, and reading; also, it gave no chance to assess the students ability for free conversation, narration and dramatization, nor did it relate to the affective aspects as appreciation, attitude and so on.

(ii) Mathematics :

The mathematics question papers in general consisted of ten questions with internal options for one or two questions. However, no common pattern seemed to have been adopted either in terms of content coverage or objectives of teaching mathematics. A close examination of the six question papers revealed that they totally lacked content validity as no blue print seemed to have been kept in view while drawing the questions. This was evident from the fact that only one of the six question papers screened included a question on geometry which also was very theoretical in nature. This was surprising as one would find explicit mention of geometrical

shapes, figures etcetra in the objectives specified by the NCSC. Another topic which happened to be conspicuous by its absence was 'set'. In fact, even the representation of remaining topics in the six question papers was quite erratic. For instance, topics like L.C.M. and H.C.F. did not find any place in any of the question papers except one; similar was the case with regard to certain other topics like percentage, fractions, graphs and so on.

The question papers lacked not only content validity but also reliability due to choice of faulty item types; for instance, about seventy five per cent of the questions in all the six question papers were single problem questions with no sub-question. This approach not only delimited content representation but also, failed to test the varied ability levels of the students with regard to different content areas. Further, it could be observed that invariably seven out of ten questions asked were verbal problems although of a routine type. Thereby, no proper representation was provided for other item types. Also, objectives related to development of mathematical skills were under-represented.

The analysis revealed two important points. The question papers were prepared keeping in focus neither the content areas included in the textbook, nor the objectives specified in the syllabus. Nor was any attempt made to develop a blue print and give proper representation for

different item types. In fact, the whole approach adopted for evaluating students' achievement in mathematics need to be overhauled.

(iii) Environmental Studies (Social Studies) :

All the six question papers in environmental studies (Social Studies) examined included nine major questions. The nature of the questions set was more or less the same in all the question papers. It was found that there were imbalances in the weightage given in the question papers and the objectives set for learning environmental studies. It has been observed that teaching environmental studies in class V dealt with four major objectives. The first objective was to know about Bangladesh as an independent country and to be acquainted with the duties and responsibilities as a citizen. It was surprising to note that none of the question papers emphasised this objective by setting any major question in order to assess the children's knowledge about his country's national song, symbols, flag, people etc. and the duties and responsibilities of a citizen. All the question papers overemphasised the second objective which aimed at giving knowledge about the historical evolution of Bangladesh from ancient time to present day by setting three questions on this objective. The third objective of teaching environmental studies was to know about the location of Bangladesh and geographical features such as natural, economic, social and cultural and population. All the six question papers more or less covered this objective by setting questions related

to different types of cash crops, soil, cultivation of paddy, density of population, population and food problem etc. In all the question papers, children were asked to write atleast one item related to U.N.O. which referred to the fourth objective of teaching environmental studies, namely to know about the human society of the world and U.N.O. It is also observed that these question papers included atleast three major questions consisting of objective type items. It is also or mentioning that out of the six question papers only one question paper included a question involving map drawing; all the remaining question papers completely ignored this important aspect.

(iv) Environmental Studies (Science):

It was found that there were on an average nine major questions in all the six question papers examined. All the question papers consisted of three questions involving objective type and short answer types items. The remaining questions were of short descriptive type and also each question was a combination of two small questions. In one of the questions the children were asked to define environment and to find out the relationship between man and environment. This question could help assess the knowledge and ideas of children about man and his environment and the mutual relation and interdependence which is one of the eight objectives of teaching environmental studies. To acquire knowledge of weather and climate is another objective of teaching environmental studies. All the six question papers

covered this objective. The questions on food and nutrition, the problem of food production and the way of solving the problem was in conformity with one of the objectives of teaching environmental studies. To acquire knowledge about the natural resources of Bangladesh is also an objective. It was found that in all the six question papers children were asked to answer questions related to their objectives. One question was set on agriculture and agricultural system alongwith production in comparison with other developed countries, which was in line with one of the objectives of teaching science. The questions which were set in combination of objective types and short types covered all other objectives such as, the knowledge about animal and plant, health, hygiene and nutrition, heat, cold, rain, flood, wind pressure, rivers, fertilizer, planet, matter, energy etc. Thus it appeared that the question papers of environmental studies (Science) covered in general, all the objectives and contents of the prescribed syllabus.

SECTION III :

PROBLEMS IN IMPLEMENTING THE CURRICULUM :

In order to reflect on the problems in implementing the curriculum in the schools a problem-checklist was administered to the teachers. The respondent teachers were asked to rate each item according to their significance as 'always a problem', 'sometimes a problem' and 'not at all a problem'. The analysis was done mainly in terms of percentages

of responses. Data with regard to the problems relating to six areas are presented separately for each area below.

1. Problems Related to Physical Facilities :

Responses related to the problems of physical facilities are presented in terms of frequencies and percentages in table 8.33.

Table 8.33 : Physical Facilities

| Problems | Number (and Percentage) of Responses | | |
|---|--------------------------------------|--------------|--------------|
| | Always | Sometimes | Not at all |
| Insufficient building for Class rooms | : 408 (85.36) | 32 (6.69) | 38 (7.95) |
| Lack of professional library | : 440 (92.05) | 21 (4.39) | 17 (3.56) |
| Absence of a room for keeping Teaching aids | : 470 (98.32) | 8 (1.68) | - |
| Lack of furniture in the schools | : 405 (84.73) | 46 (9.62) | 27 (5.65) |
| Classes are over-crowded | : 474 (99.16) | 2 (.42) | 2 (.42) |

Table 8.33 indicates that a majority of teachers ranging from 84.73 per cent to 99.16 per cent considered that the existing physical facilities always created problems in implementing the curriculum. It was only a negligibly small percentage of teachers who considered that such aspects as overcrowding, inadequate number of classrooms, absence of

storage space, and insufficient furniture did not cause any problem in the implementation of the curriculum. It might be pertinent to note that the NEC as well as the NCSC made special recommendations for providing appropriate school building, furniture, facilities for auditorium, playground and so on.

2. Problems Related to Time table :

Table 8.34 : Problems with Regard to Time table

| Problems | Number (and Percentage) of Responses | | |
|--|--------------------------------------|----------------|--------------|
| | Always | Sometimes | Not at all |
| Time table is very rigid | 450 (94.14) | 20 (4.18) | 8 (1.67) |
| Class load is heavy | 374 (78.24) | 83 (17.36) | 21 (4.39) |
| Time allotted for various subjects is not adequate | 335 (70.08) | 117 (24.48) | 26 (5.44) |
| Irregular attendance among students | 338 (70.71) | 131 (27.41) | 9 (1.68) |
| Timetable is not consonance with local needs | 421 (88.08) | 46 (9.62) | 11 (2.30) |

It can be seen that rigid timetable, heavy classload, timetable unsuited to load needs, irregular student attendance, and inappropriate allocation of teaching periods in various subjects were always considered as problems by 94.14 per cent, 78.24 per cent, 88.08 per cent, 70.71 per cent, and 70.08 per cent teachers respectively; while 4.18, 17.36, 9.62;

27.41, and 24.48 per cent teachers felt that these sometimes became problems. It was only 1.67 to 5.44 per cent teachers who did not consider these as problems at all. Thus, it appears that the time-table followed in the schools did not provide appropriate scope for properly implementing the curriculum. It neither considered the teachers' duties and responsibilities, nor did it consider the needs of the students or the community in a proper way.

3. Problems Related to Syllabus :

The NEC had suggested strongly to ensure that the syllabus should not be rigid and vague, and also it should not be excessively loaded with contents. Items related to these factors on the checklist evoked mixed reactions from the respondent teachers. The real situation can be observed in the following table.

Table 8.35 : Problems Related to Syllabus

| Problems | Number (and Percentage) of Responses | | |
|---|--------------------------------------|----------------|---------------|
| | Always | Sometimes | Not at all |
| Prescribed content of syllabus is excessive. | 357 (74.69) | 93 (19.46) | 28 (5.86) |
| Course of study is rigid | 407 (85.15) | 62 (12.97) | 9 (1.68) |
| Course of study is vague | 241 (50.42) | 185 (38.70) | 52 (10.88) |
| Lack of knowledge of objectives of different subjects | 127 (26.52) | 272 (56.90) | 79 (16.53) |
| Lack of knowledge of content among teachers | 129 (26.98) | 267 (55.85) | 82 (17.15) |

It was found that a majority of teachers considered that the contents of the syllabus were excessive, rigid and vague causing problems in the implementation of the curriculum. Teachers, in general, did not seem to consider their own lack of knowledge with respect to objectives of different subjects and prescribed content as causing serious problems in their work. However, even in this regard it is only about 16 to 17 per cent who felt that these items were not at all problems for them.

4. Problems Regarding Resources for Teaching :

The problems regarding resources for teaching in implementing the curriculum are presented in Table 8.36.

Table 8.36 : Resources for Teaching

| Problems | Number (and Percentage) of Responses | | |
|---|--------------------------------------|----------------|----------------|
| | Always | Sometimes | Not at all |
| Non-availability of teaching aid for teaching : | 428 (83.54) | 50 (10.46) | - |
| To improvise teaching aid is a problem : | 367 (76.78) | 80 (16.34) | 31 (6.48) |
| Many students do not have textbooks : | 63 (13.18) | 231 (48.33) | 184 (38.39) |
| Teachers' handbook are not available. : | 50 (10.46) | 190 (39.75) | 238 (49.79) |
| Lack of skill in the use of teaching Aid. : | 251 (52.51) | 149 (31.17) | 78 (16.32) |

Items under this were related to two specific aspects namely, teaching aids, and textbooks and teachers' handbooks.

It was observed that non-availability of appropriate teaching aids was a major problem uniformly faced by all the teachers. Also it was admitted by most of the teachers that they lacked the necessary skill in using teaching aids and also in improvising upon them. This indicates the urgent need for not only supplying teaching aids to the primary schools but also, training the teachers for using them effectively. As far as availability of textbooks and teachers' handbooks was concerned, the position seemed to be relatively better but far from satisfactory. About 30 per cent of the teachers considered non-availability of textbooks with students as always a problem, while another 48 per cent teachers found this to be a problem sometimes at least. The situation regarding teachers' handbooks was only slightly different as reported by the teacher respondents. This represents a serious problem in view of the fact that these resources - textbooks and teachers' handbooks, are to be centrally produced by government organisation, and distributed through appropriate channels. It is further, paradoxical as all the teachers and all students atleast up to Std. III are supposed to receive these materials free of charge. It perhaps requires further indepth investigation to analyse and pinpoint the malady underlying the nationalised production and distribution mechanism.

5. Problems in Achieving Qualitative Improvement :

A major recommendation of the NCSC was that the teachers should adapt their teaching in such a way as to

facilitate the development of innate abilities in each individual child and also to prepare him for the practical lifes outside the school. However, this appears to be a tall order expectation looking to the conditions prevalent in our schools.

Table 8.37 : Qualitative Improvement

| Problems | Number (and percentage) of Responses | | |
|---|--------------------------------------|----------------|----------------|
| | Always | Sometimes | Not at all |
| Slow and Passive Pupils in Class : | 267 (55.86) | 204 (42.68) | 7 (1.46) |
| Motivating the under achievers : | 273 (57.11) | 198 (41.42) | 7 (1.46) |
| Identify the cause of pupils poor achievement : | 220 (46.02) | 199 (41.63) | 59 (12.34) |
| Lack of skill in Remedial Teaching : | 113 (23.64) | 262 (54.81) | 103 (21.55) |
| Lack of skill in preparing : | 295 (61.72) | 100 (20.92) | 83 (17.36) |

In fact, nearly eighty per cent of the teachers candidly admitted that they lacked the necessary skills and abilities needed for proper evaluation and diagnosis of their students and providing relevant remedial help. As such about 62 per cent of the teacher, reported that their inability to prepare good tests was always a problem. Most of the teachers also found certain student characteristics as obstructing the achievement of expected outcomes. Nearly, all the teachers perceived the absence of active involvement

of students in classroom activities as causing a serious problem in the successful implementation of the curriculum. An equally large number of teachers also found the task of motivating the underachievers in the classrooms as another major problem. These observations again highlight the need for imparting necessary orientation and training to teachers through appropriate inservice programmes.

6. General Problems :

Attempt was also made in the checklist to obtain the responses of teachers with respect to certain general problems faced by the teachers. Data in this regard are given in Table 8.38.

Table 8.38 : General Problems

| Problems | Number (and Percentage) of Responses | | |
|---|--------------------------------------|----------------|---------------|
| | Always | Sometimes | Not at all |
| Inservice Training is too theoretical and traditional : | 406 (84.94) | 47 (9.83) | 25 (5.23) |
| Lack of skill in handling pupils : | 134 (28.04) | 253 (21.97) | 91 (19.03) |
| Lack of environment to teach children : | 366 (76.57) | 105 (21.97) | 7 (1.46) |
| Lack of reading habits among the students : | 328 (66.62) | 138 (28.87) | 12 (2.51) |
| Lack of support from parents and community : | 433 (90.59) | 45 (9.4) | - |

A problem that was uniformly faced by all the teachers was lack of support from parents and community for the

education of their children. Also, almost all teachers pointed out that their work was hindered by lack of appropriate environment for carrying out teaching activities. Apart from these two factors related to the surrounding environment, teachers also reported about two problems arising out of their own background. For instance, about 95 per cent teachers opined that the training received by them was too theoretical and failed to equip them fully for carrying out the school work. Specifically, nearly 80 per cent teachers considered themselves to be lacking in the skill of dealing with pupils effectively. Further, lack of reading habits among students was also perceived by the teachers as a serious problem affecting their work. These observations highlight that it is not only the factors within the schools that need improvement but also several aspects that fall outside the school such as teacher training, community support and so on also have to be dealt with if the curriculum has to be implemented in an effective and efficient manner.

Observations of Supervising Officers :

In order to corroborate the evidences obtained from the teachers regarding the problems, the investigator interviewed 20 Thana Education Officers and Assistant Thana Education Officers who are the supervising authority for the schools. Through the interview, the investigator discussed with these officers various aspects of curriculum

implementation and the problems involved therein.

Out of the 20 officers interviewed, 15 expressed the opinion that they were not at all satisfied with the school buildings of their Thanas. They reported that many of the schools were in a deplorable condition full of cracks and holes in the walls; cattle and goats wandered freely in and out of the schools even during class hours; particularly in the rainy season water got swept into the classrooms making school work impossible. They also expressed that the majority of schools did not have separate rooms for different classes and a few woven bamboo screens were used as partitions. Besides, the furniture in the classrooms was most inadequate. They also pointed out the anomaly that while many schools were overcrowded some schools did not have sufficient number of students at all.

All the officers interviewed were of the view that the timetable was very rigid and this caused a problem in effective implementation of the curriculum. They observed that the generally followed school timings and vacation periods were a major cause for non-attendance and dropping out of children from the schools. It was invariably found that most of the children did not attend the school during sowing and harvesting seasons. A few officers criticised the shift system adopted in the schools. They pointed out the children from the same family but attending the school in different shifts faced problems in adjusting their

school work with family chores, particularly with regard to food. As far as work load of the teachers was concerned most of the officers held the view that the teachers were not overloaded.

Out of the 20 officers interviewed 19 were of the opinion that the resources provided in the schools in the form of teaching aids were not satisfactory in view of the contents prescribed. They pointed out that eventhough the teachers were advised to prepare improvised teaching aids, it was hard to find teachers who put this into practice. With regard to the availability of textbooks and handbooks, they opined that the materials were produced insufficient number but there was no proper distribution system.

All the officers expressed considerable satisfaction with the quality of teachers. However, they seemed to be negatively disposed towards the value of the existing teachers' training programmes. Most of them felt that the student-teacher ratio was in general very high and thus affected the quality of education in the schools.

It was also expressed that almost all teachers followed only traditional techniques of teaching in their classrooms. Some of the officers were highly critical that many teachers totally lacked clarity with respect to teaching techniques and procedure at the primary school level. They also complained that eventhough each teacher was supplied with a handbook, very few really tried to study and follow the guidelines provided in the handbooks.

Officers by and large were of the view that the teachers assessed their pupils regularly although the records were not maintained systematically by most of the teachers. They observed that there was a wide gap between teaching and assessment in all the schools. Lack of awareness among the teachers about the specific objectives of teaching different subjects was the main reason for this unsatisfactory state of affairs.

Findings and Conclusions

Successful implementation of any curriculum depends on a variety of factors that operate in the actual field setting, i.e., at the primary schools. These include physical facilities, teachers and their background, library facilities teaching methods and procedures adopted, assessment procedure adopted and so on. It also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum. Findings and conclusions of the study with respect to all these factors have been presented in the following.

(1) Physical Facilities : As far as physical facilities in the primary schools of Bangladesh are concerned, the situation seems to be quite disheartening. It was found that as per the enrolment figures the classroom-student ratio was 1:95, which reveals the highly inadequate condition of the primary schools with respect to the number of classrooms. Except for one of the hundred schools studied, no school had a separate room for the members of the staff.

The schools were, in general, very poorly furnished. In fact, 19 out of hundred schools had no furniture at all. Even in the other schools the furniture provided in the classrooms were so inadequate that very often more than five students had to be seated on a single bench.

The ventilation in the classrooms appeared to be satisfactory. However, in 46 per cent of the schools, facilities for drinking water were totally absent and with very few exceptions no school had attached toilets built for the use of students and staff of the school.

(2) Libraries and Laboratories : The NEC as well as the NCSC had emphasised the need for having a well-equipped library in each school but in actuality only six out of hundred schools had such a facility and even these libraries had very few books in their stock. Also, only four schools had facilities for conducting work experience programmes while there was not a single school having a science laboratory.

(3) Games and Sports : It had been emphasized by the NEC that adequate facilities should be provided for the physical development of the children through the organisation of games and other activities. The study revealed that 55 per cent of the schools had no playgrounds at all. Even of the remaining ones, only five had some equipment for indoor games and 32 had facilities for conducting outdoor games.

(4) Midday Meal and Medical Examination : The NCSC had made the concrete suggestion that in order to ensure healthy physical growth of the children, there should be provision for providing mid-day meals to each child in the school and also that the children should be periodically subjected to medical examination. It was surprising that the government under whose control and supervision all the primary schools in Bangladesh function, totally ignored these suggestions of the NCSC. It was only in one of the hundred schools surveyed that mid-day meals programmes was being organised by using community resources.

(5) Time table : It was found that 85 per cent of the schools were operating on shift system. Children of standards I and II attended the school from 10 a.m. to 12.30 p.m. while those of standards III to V attended the school from 1.00p.m. to 4.30 p.m.

The NCSC had made concrete suggestions regarding the time table to be followed for teaching various subjects in different classes. However, the administrative and inspecting authorities at the Thana (Upazilla) level made no attempt to provide any time allotment chart to the individual schools. Consequently the schools prepared and followed their own time schedules which were at great variance with the NCSC framework in terms of weightage to be given to different subjects and different levels. In fact, possibly due to the shift system which the schools were compelled to adopt because of inadequate number of classrooms, the number

of periods devoted to each subject was about half the number specified by the NCSC. This was further aggravated by the inadequate number of teachers in several of the schools.

(6) Students and Teachers : In general, enrolment in Classes I and II was very high. This, in fact, should be considered as a positive point. However, in reality, it created a complex situation for the teachers. For instance, teaching a class of hundred and seventeen students which happened to be the average size of class I not only made management of the class difficult but also led to ineffective teaching and totally preempted the possibility of any individual attention. This position also resulted in a high rate of wastage and stagnation in the first two standards.

The NEC had suggested that atleast one teacher should be available for 45 to 50 students; the First Five Year Plan document went further and suggested to have one teacher for 35 to 40 students. But the present study revealed that the average student-teacher ratio was as high as 62:1. Further, the proportion of female teachers was very low accounting for only 22.38 per cent of all teachers.

(7) Availability of Textbooks and Teachers' Handbooks:

According to the existing arrangement, children of standards I and II received the textbooks, free of cost from the Government. Children of Standards III to V were required to buy their textbooks. Distribution of textbooks was made through the local post office after ensuring the bonafides

of the student based on a list submitted by the respective primary school head teachers. Although this system had certain drawbacks, it largely ensured a reasonably high level of efficiency. The present study found that 86 per cent of the students had their textbooks collected in this fashion. It was also found that most of the teachers possessed textbooks, teachers' handbooks and supplementary reading materials.

(8) Use of Teaching Aids : Most of the teachers (90 per cent) reported that they used teaching aids while providing instruction in the classroom. However, the use was limited to charts, maps and pictures. Realising the difficulty of providing readymade teaching aids, the NCSC had recommended the development and use of improvised teaching aids; it was also considered necessary to use materials available in the immediate environment. However, the situation was quite disappointing as only three per cent teachers used improvised aids and 24 per cent of the teachers made no attempt to use the immediate environment.

Most of the teachers considered that inadequate teaching materials hampered proper functioning of the schools. It was observed that there was no supply of audio-visual aids. Also, most of the teachers urgently felt the need for having such aids, as globe, card, charts, magnet and so on.

(9) Teaching Methods and Procedures : It was found that three-fourths of the teachers organised the teaching work on unit basis. However, it was also reported that about 75 per cent teachers taught their lessons without preparing any lesson plan. It was also observed that only two other approaches used apart from the expository method, were assignment and discussion.

(10) Teaching of Art, Craft and Music : One of the recommendations of the NCSC was to impart lessons in art, craft and music along with Bengali in an integrated way. The study revealed that about 88 per cent teachers did not organise lessons in art, craft and music with Bengali.

It had also been specified by the NCSC that such co-curricular activities as debate, drama, story telling etcetra should be organised in order to facilitate the acquisition of language skills. It was found that 53 per cent teachers made no arrangements for any such activity for developing language skills. Even among those who arranged such activities they were limited mainly to discussion, story telling and dialogue.

(11) Periodical Tests : The importance of continuous evaluation and feedback for maintaining the quality of teaching learning process needs no special mention. The NEC strongly recommended holding of periodical tests atleast once in a month. The present study revealed that the evaluation in the primary schools was held at two levels,

namely, the school level examinations which were arranged by the school authorities and the classroom periodical tests which were organised by the concerned teachers. It was found that the school level examinations were uniformly organised on quarterly as well as annual bases in all the schools. However, considerable variations existed in the periodicity of conducting classroom tests. About 30 per cent of the teachers conducted no periodical test at all, thus completely disregarding the recommendation made by the NEC for conducting periodical evaluation atleast once in a month. Yet, it is heartening to note that about 47 per cent of the teachers attempted to keep track of the progress of the student by evaluating them almost once in a week, another 23.43 per cent teachers assessed the student once in a month.

(12) Promotion Procedure : Another important recommendation implicit in the report of the NEC was regarding the basis to be considered for promotion of students for higher classes. The commission highlighted the need to give up the practice of depending only on year-end examination results for the purpose. But these recommendations seemed to have been completely flouted in the primary schools of Bangladesh. It was found that in only 4 per cent of the schools surveyed, some weightage was given to terminal examination results whereas the remaining 96 per cent schools made their decisions solely based on annual examination results.

(13) Participation in National Talent Scholarship Examination :

In order to encourage and support higher studies among meritorious students the Government of Bangladesh offers national talent scholarships for students at different stages of their education. Selection of students is done based on the performance of the students in centrally organised National Talent Examinations. For students completing the primary school namely, standard V, such an examination is held once a year at the divisional level. It should be observed that irrespective of whether a student is selected or not even, the mere participation in a competitive setting is quite valuable. One would, therefore, normally expect that each school would prepare their students and encourage them to appear for this examination. However, the data collected revealed that out of hundred schools, 23 schools did not send any of their students for their examination. Even of the remaining 77, only 56 schools made special arrangement for preparing their students, while the remaining left it completely to the personal initiative and ability of the individual student.

(14) Techniques of Evaluation : A reliable assessment of the students depends on the use of appropriate techniques for the purpose. Considering that we are concerned with very young children who are yet to master the skills required in responding to testing situations, one would expect that a variety of techniques would be adopted and the whole process

would be organised in an informal atmosphere. However, the data collected in this regard showed that teachers did not adopt any other technique than oral and written tests. Further, only about 56 per cent of these teachers used the combination of oral and written techniques while the remaining depended exclusively on one of the two. A closer examination further revealed that there was not much variety adopted even in the types of questions - essay type, objective type, and so on - used under these techniques.

(15) Progress Report : A major recommendation made by the NEC was to maintain reports about progress of students assessed through periodic evaluation made atleast once a month. It was also specified that the progress of the student should be intimated to the parents once in every three months. It is quite shocking to find that 10 per cent of the teachers did not prepare any such report at all. Even among those who maintained such records the procedures were not systematic; for instance, only about 10 per cent of these teachers prepared individual student reports which would be sent to the parents' for their perusal, while the remaining simply entered their observations in a general register. Thus, it was further found that only 45 per cent of these teachers followed the tradition of informing the parents about their works atleast every three months.

(16) Final Examination Question Papers : The Examination conducted at the end of Standard V marks the completion of the primary education programme. This examination is generally

organised at the Thana level with common question papers for all schools in a particular Thana. Thus, the tools used for assessing students in this examination should, in a way, measure the achievement of various objectives of primary education. However, a critical analysis of the question papers used in six Thanas revealed that they, very often, represented neither the objectives specified nor the topics prescribed under various subjects. It was found that the mothertongue question papers were invariably overloaded with questions on grammar and those requiring reproduction through memory. They did not provide any scope for evaluating language, skill such as listening, speaking, reading, conversation, narration and dramatization which are the basic objectives of language teaching. The question papers in mathematics were also lacking in content validity. They did not attempt to evaluate application and problem solving abilities of the children in mathematics. As compared to question papers in mothertongue and mathematics, those in social studies and science were of a better quality in terms of validity and reliability. A serious attempt had been made in these question papers to give a representative coverage for different topics prescribed; also a variety of item types had been used to give coverage for different types of objectives.

(17) Teachers' Perceptions of Problems in Implementation :

It was found that almost all the teachers and even the officials at the Thana level perceived inadequate physical facilities at the primary schools as the biggest problem faced

in the implementation of prescribed curriculum. The main reference in this regard was for insufficient accomodation followed by lack of furniture and equipment.

A second major problem perceived by the teachers was related to the time-schedule adopted for running the primary schools. More specifically, teachers complained about the rigidity in following the time-table which neither took into consideration the local needs nor provided sufficient time for properly teaching the prescribed course.

A surprising finding, quite contrary to common observations, was that many teachers did not consider that the prescribed syllabus was heavy and therefore, affected the implementation of the curriculum. They perhaps, considered this more as a problem of time scheduling than as related to overloaded syllabus.

A large number of teachers complained about inadequate opportunities provided for inservice education. It was pointed out that even when such programmes were offered they were too theoretical and were divorced from reality prevalent in the primary schools of Bangladesh. Many teachers also considered that community support was not forthcoming in their efforts to improve the working of the schools.

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